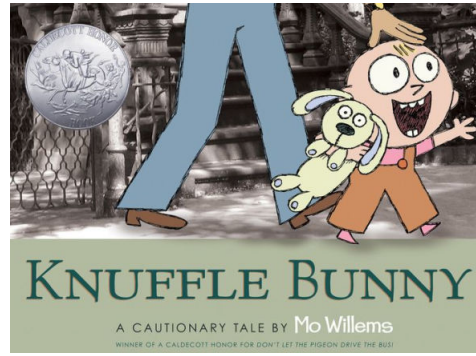


Every kid can be a peacemaker.



Storytelling Routine Guide

The first in the much-loved Knuffle Bunny series, join Trixie, her dad and her favorite stuffed bunny in this award-winning and brilliantly observed cautionary tale. A Caldecott Honor book, this is the brilliantly true-to-life tale of what happens when Daddy's in charge and things go terribly, hilariously wrong. Merging expressive cartoon-esque illustrations with beautiful black-and-white photographs of New York, the visually striking story follows Daddy, Trixie and Knuffle Bunny on their trip to the neighborhood Laundromat. But their adventure takes a dramatic turn when Trixie realizes somebunny's been left behind... And no matter how hard she tries to tell dad, he just doesn't understand!

Identify

Visual word banks help identify emotions and needs. Developing emotional literacy increases self-awareness, emotional regulation and empathy. Learning universal human needs creates common ground as a starting point for peaceful problem solving.

"I wonder if Trixie. . .

- F**eels frustrated, angry, unhappy
- A**bout not being able to tell Dad about her bunny
- B**ecause she needs help, to be understood."



Organize

A simple framework organizes story. Understanding story structure improves sequencing, consequential thinking and academic achievement. The key word notes strategy supports comprehension and retelling. Embedded SEL provides practice with foundational skills of peacemaking.

Somebody	Wanted	But	So	At last
Trixie	to find Knuffle Bunny	she could not talk yet	<ol style="list-style-type: none"> 1. Tried using words 2. Bawled 3. Went boneless 	<ol style="list-style-type: none"> 1. Mom realized, problem 2. Family, Laundromat 3. Dad found KB 4. Trixie's 1st words, "Knuffle Bunny"



Communicate

Empathic listening creates connection. Being curious and seeking similarities through shared storytelling synchronizes brain activity. Listening with the gift of our full attention and retelling someone's story grows understanding, perspective and trust. Using kind, calm communication helps us find win-win solutions without resorting to violence. These are the skills of a peacemaker.

In the story, Knuffle Bunny by Mo Willems, a little girl named Trixie realized that she had left her Knuffle Bunny at the Laundromat when she was doing laundry with her daddy. But, she couldn't talk. She tried five times to tell her dad that she left Knuffle Bunny somewhere. Her dad didn't understand what she was trying to say. So, then Trixie tried bawling. When that didn't work, she tried going boneless. Even that didn't work. Then, Dad got mad. When they got home, her mom asked, "Where's Knuffle Bunny?" Then the dad realized what Trixie was trying to say. They all rushed through the city, and went into the laundromat. At last, Dad searched through the washer and finally found Knuffle Bunny. Once he gave it back, Trixie came running over and said, "Knuffle Bunny," which were her first words. The end.

**Co-dictated, revised and edited by two 5th grade students with Dyslexia
Typed by SLP**



Generalize

Today, I was working with my group of four to build a chain reaction machine. I was trying to help rebuild the falling stick part of the reaction for the fifth time that day. I was feeling okay because I had just gone to the bathroom and this was my first time working on it today. I put one of the sticks on and a ball came flying out of nowhere. I was pretty sure it was Ryan accidentally throwing it.

And, all the sticks but two fell down. All of this happened in about a nanosecond. And then, William says, "Claude, why did you knock it over?" I immediately felt surprised that he had blamed me for it. Since I knew I didn't do it, I said, "But I didn't do it." But then he kept blaming me and I kept saying, "I didn't do it." About half way through the conversation, I felt **TRIGGERED!!!!**

I got so mad, I rage quit. I needed to be heard and understood. I just sat in a chair near another project where another friend was working who I trusted to be kind to me. I cried for a little bit until my group-mate Henry told the teacher about it. The teacher came and talked to my group about how blaming friends for making mistakes might make the other person feel. She wanted them to take another person's perspective.

**Dictated, revised and edited by a 4th grade student with Autism and Dyslexia
Typed by SLP**

