

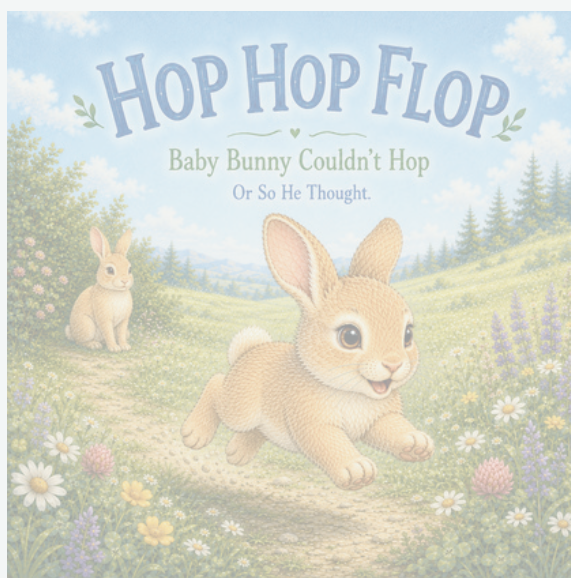
HOP HOP FLOP

BabyBunny Couldn't Hop
Or So HeThought

Educator & Family Resource Guide

Read • Reflect • Explore • Practice • Encourage

Extension activities and printables to accompany the picture book,
including story sequencing, movement, rhyme, reflection, and encouragement.



Nannette Richford

About the Story

Baby Bunny is growing quickly, and Mama knows it is time for him to learn to hop. But hopping is much harder than Baby expected. His feet wobble, he tumbles in the meadow, and even an unexpected splash in the stream leaves him wondering if he will ever get it right.

With Mama's gentle encouragement, Baby begins to understand that mistakes are part of learning. When he finds the courage to imagine himself succeeding and tries once more, he discovers that he may be capable of more than he thought.

Themes

- **Perseverance**
Learning something new often takes more than one try.
- **Courage**
Baby keeps going even when he feels afraid.
- **Mistakes & learning**
Stumbles can be part of developing a new skill.
- **Encouragement**
Mama supports Baby without doing the hard work for him.
- **Confidence**
Baby gradually begins to believe in himself.

Learning Connections

Literacy
prediction, sequence, rhyme

Social-emotional
persistence, fear, confidence

Nature study
rabbits and animal movement

Movement
steps, hops and leaps

Creative thinking
imagining future success

For Educators & Families

This guide is designed to extend the story through conversation, observation, movement and creative activities. Choose the activities that best fit the age, interests and needs of your children or students.

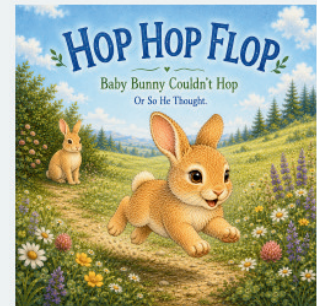


Before You Read

Take a look at the cover and title before opening the book. What do you notice? What do you think might happen?

- 1 What do you think the words Hop Hop Flop tell us about the story?
- 2 How does Baby Bunny seem to feel on the cover?
- 3 What do you already know about the way rabbits move?
- 4 Do you think hopping is something a young rabbit knows how to do right away?
- 5 Have you ever tried something that looked easy but turned out to be difficult?
- 6 What can help when you feel nervous about trying something new?

Look at the Cover



Look & Predict

Choose one detail from the cover that gives you a clue about the story.

I noticed:

I think it might mean:

Educator Note

There are no right or wrong predictions. The goal is to encourage children to observe, wonder, make connections and become curious about the story before reading. Younger children can answer aloud rather than write.

After Reading

Remember | Think | Connect

Remember

- Why did Baby Bunny think he could not hop?
- What happened when he first tried?
- What happened when Baby went near the stream?
- How did Mama help him?
- What happened when Baby tried again at the end?

Think

- Why do you think Baby became more afraid after he fell?
- Why did Mama keep encouraging him to try?
- What helped Baby become brave enough to try again?
- Why was imagining himself hopping successfully important?
- How was Baby different at the end of the story?

Connect

- Have you ever felt nervous about learning something new?
- What happened when you made a mistake?
- Who encourages you when something feels difficult?
- What can you do now that used to be hard?
- What would you like to learn next?

Notice the Change

Talk together about how Baby Bunny changes from the beginning of the story to the end.

At the beginning, Baby feels...

At the end, Baby feels...



Story & Language

Sequence | Rhyme

Retell Baby Bunny's Journey

After reading, use the story events to talk about what happened at the beginning, in the middle, and at the end.

Beginning

Mama tells Baby it is time to learn to hop. Baby feels unsure and takes his first wobbly steps.

Middle

Baby practices, tumbles, and even falls into the stream. Mama encourages him to keep learning.

End

Baby imagines himself succeeding, tries once more, and discovers that he really can hop.

Talk About the Sequence

- What happened first?
- What happened after Baby fell into the stream?
- What changed before Baby made his final try?

Hop, Flop... What Rhymes?

Hop and flop rhyme because they have the same ending sound. Say the words aloud and listen for the part that sounds the same.

Can you think of more words that rhyme with hop?

hop • flop • _____ • _____ • _____

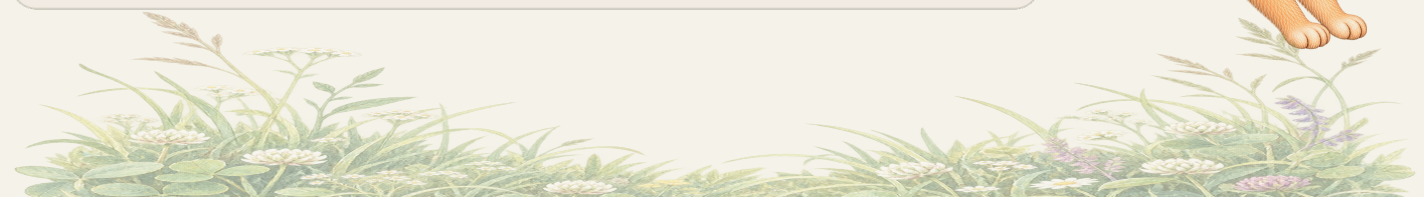
Listen for rhyming words as the story is read aloud. When you hear a pair, say them together.

Try a Silly Rhyme

Make up a short sentence using two rhyming words. It can be silly!

Educator Note

For younger children, simply retell the events aloud and ask what came next. A separate sequencing printable will provide larger illustrated cards for hands-on use.



Nature Connection

How Rabbits Move

Built to Hop

Rabbits are built for hopping. Their large hind legs provide the push. As the body stretches forward, the front feet reach down first; the hind feet swing forward to prepare for the next hop.

Hind legs = power

Strong back legs provide the push for each hop.

Front feet = landing & control

The front feet reach forward and help guide the landing.

Look Closely

Watch a real rabbit outdoors, in a photograph, or in a short video. What do you notice?

- Which legs look strongest?
- What happens to the rabbit's body when it leaps?
- How is a rabbit hop different from the way you walk?

Watch the movement



Try a Bunny Movement

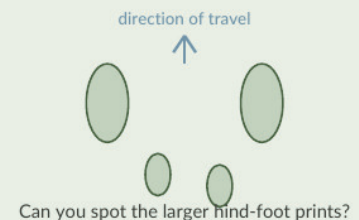
In a clear space, try a few small, gentle jumps. Notice what your body does.

- 1. Crouch** Bend your knees a little.
- 2. Push** Use your legs to leave the ground.
- 3. Stretch** Let your body lengthen as you move.
- 4. Land** Come down softly and find your balance.

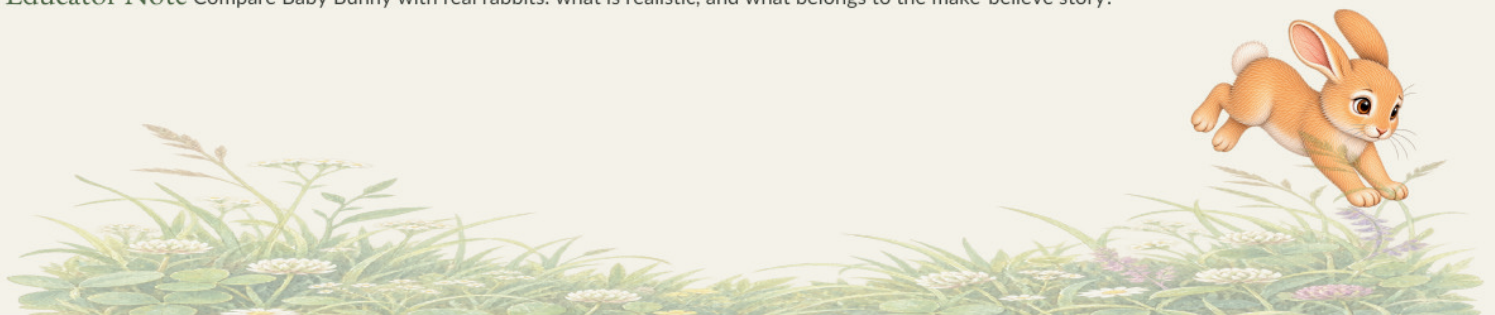
Ask: Did a bigger jump need more effort than a small one?

Rabbit Track Detective

Rabbit tracks often show two long hind-foot prints ahead of two smaller front-foot prints.



Educator Note Compare Baby Bunny with real rabbits: what is realistic, and what belongs to the make-believe story?





When Something Feels Hard

Everyone Learns Differently

BabyBunny wants to hop, but learning is frustrating. He wobbles, tumbles, gets scared, and sometimes wants to give up. Learning something new can feel that way for people, too.

Think About It

- What is something you are learning right now?
- What part feels easy? What part feels hard?
- How do you feel when something does not work the first time?
- Who helps encourage you when you are learning?

My Learning Story

Talk about the answers, or write a few words on the lines.

Something I am learning: _____

Sometimes I feel: _____

Someone who encourages me: _____

One thing I can try next: _____

What Could You Say?

- A friend falls while learning to ride a bike.
- Someone is frustrated because a new skill is hard.
- Baby Bunny is afraid to try hopping again.

Baby Bunny's Reminder

Making a mistake does not mean you cannot learn. It means you are still learning.





Imagine Your Success

Picture Yourself Learning Something New

Imagine It

Mama asks Baby Bunny to picture himself succeeding before he tries again. Think of something you are learning. Close your eyes for a moment and imagine yourself doing it.

What are you doing? Where are you? What helps your body? How will you feel?

Draw It!

Draw yourself doing something you are learning to do.

A Few Words

I am learning to: _____

When I succeed, I think I will feel: _____

Every new skill begins with a first try.



HOP HOP FLOP

STANDALONE PRINTABLE • STORY SEQUENCING

Put Baby Bunny's Story in Order

Cut out the six cards. Mix them up, then place them in the order the events happen in the story.



Mama says it is time
to learn to hop.



Baby takes a few
wobbly steps.



Baby tries to hop
and tumbles.



Baby falls into
the stream.



Baby imagines himself
hopping successfully.



Baby tries again
and leaps!

HOP HOP FLOP

STANDALONE PRINTABLE • NATURE & MOVEMENT

How Does a Rabbit Move?

Look closely at Baby Bunny. Rabbits use their powerful hind legs to push, stretch, and land.



Look Closely

1. Which legs look strongest - the front legs or the hind legs?
2. What happens to Baby Bunny's body when he stretches into a hop?

A Hop in Three Parts



Crouch



Push Off



Land

Rabbit Track Detective

Rabbit tracks often show two larger hind-foot prints and two smaller front-foot prints.
Circle the two prints you think came from the rabbit's hind feet.

Bonus: Why might powerful hind legs help a rabbit in the wild?



HOP HOP FLOP

STANDALONE PRINTABLE • REFLECTION & GROWTH

I'm Learning Too!

Baby Bunny had to practice before hopping felt easier. Think about something you are learning.

Something I am learning:

This part feels hard:

Something that helps me:

Someone who encourages me:



Little by little, I can learn.

Here I Am Trying!

Draw yourself practicing, trying again, or learning something new.

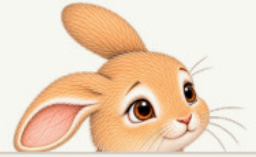
Trying counts, too.

HOP HOP FLOP

STANDALONE PRINTABLE • PHONOLOGICAL AWARENESS

Hop, Flop & Rhyme

Listen for words that sound alike at the end. Rhyming is part of the fun of story language.



1. Which Word Rhymes?

Circle or point to the word that rhymes with the story word.

hop →

top

sun

tree

flop →

mop

leaf

run

play →

day

rock

nest

3. Match the Rhymes

Draw a line between matching rhymes.

hop

see

flop

day

play

top

me

mop

2. Can You Think of a Rhyme?

Say a rhyming word, then write or draw your idea.

hop

me

day

4. Draw Your Own Rhyme

Draw something that rhymes with "hop" or "flop," then tell what it is.

My drawing is: _____

HOP HOP FLOP

STANDALONE PRINTABLE • ENCOURAGEMENT CARDS

Baby Bunny's Encouragement Cards

Cut out the cards. Keep one nearby when you are learning something new.

BABY BUNNY REMINDER



I can try one step
at a time.

BABY BUNNY REMINDER



Mistakes help me
learn.

BABY BUNNY REMINDER



I can ask for
help.

BABY BUNNY REMINDER



I can try a
different way.

BABY BUNNY REMINDER



I am still
learning.

BABY BUNNY REMINDER



I can be proud
that I tried.

HOP HOP FLOP

EDUCATOR & FAMILY RESOURCE GUIDE

Using This Resource

This companion guide was created to extend the reading experience of Hop Hop Flop through conversation, movement, observation, creativity, and play. Activities may be adapted to fit the age, interests, and abilities of the children you are working with.



Suggested Uses

- Classroom read-alouds and literacy centers
- Homeschool lessons and family learning
- Library storytimes and book groups
- Social-emotional learning conversations
- Nature study, movement, and creative extensions

A Note on Adaptation

Not every child needs to complete every activity. Younger children may respond by talking, pointing, moving, or drawing. Older children can add writing, explanations, or independent observations. The goal is to support curiosity and confidence, not to turn the story into a test.

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Thank you for reading, learning, and trying again.