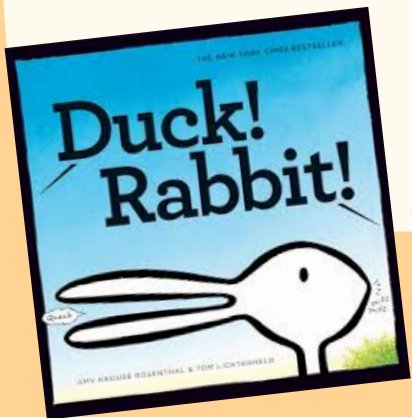




DUCK! RABBIT!

Duck! Rabbit! Is a brilliant book that lends itself to the many dispositions of inquiry because the focus is on diverse perspectives. There can be more than one perspective and not any "one" perspective is "better" than another.

Before even introducing the first page of this book, it may be interesting to begin with a disposition of inquiry centered around the classic duck rabbit picture. *Open/Curious:* I wonder what is hidden inside this picture. Why might someone disagree?



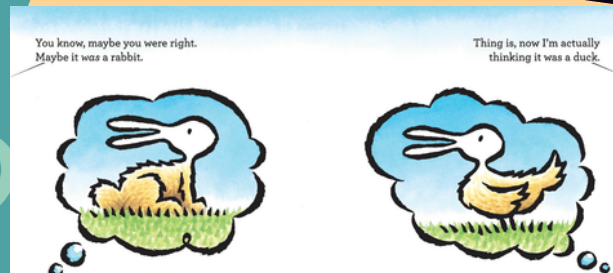
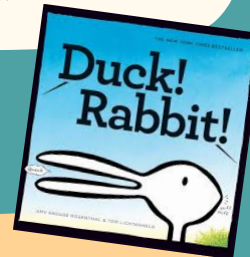
DUCK! RABBIT! INQUIRY DISPOSITIONS

While reading the book, I may use the following dispositions..

Skeptical: I see a duck/rabbit. How can I be sure?

Open-Minded: I see a rabbit/duck here. Why might someone disagree?

Investigative: What more would I need to know to support my point of view? An interesting extension with this investigative question would be to give the students the simple image from the book and have them add to their drawing to provide the information that is missing to prove their perspective.

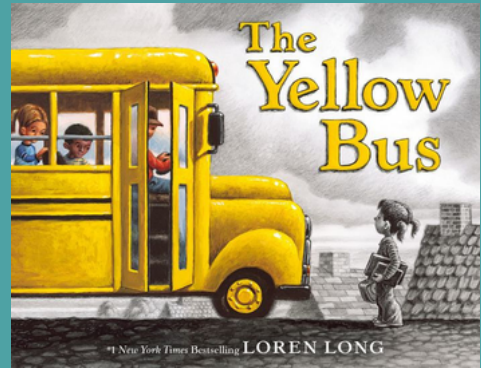


OLDER GRADES EXTENSION

CONCLUSION: WITH OLDER GRADES, ENCOURAGE STUDENTS TO FIND THE LESSON ON THEIR OWN OR WITH A PARTNER. WHAT IS THIS PICTURE BOOK TEACHING US? HOW DO YOU KNOW? A SECONDARY EXTENSION MAY BE DESIGNING A SIMPLE DRAWING WITH A FRIEND THAT COULD BE INTERPRETED AS TWO OR MORE DIFFERENT THINGS/ANIMALS.



TITLE: THE YELLOW SCHOOL BUS
 AUTHOR: LOREN LONG
 ILLUSTRATOR: LOREN LONG
 PUBLICATION INFORMATION: JUNE 25, 2024



DISPOSITIONS

I wonder why the author chooses to use bright yellow for the school bus while the background elements are black and white? More open-ended could be "I wonder why the author chose to _____."

1) The read aloud I selected is, in my opinion, one of the most beautiful books ever written about nostalgia, the passing of time and joyful purpose. This picture book is unique in that it could be read K-5, but the inquiry dispositions and meaning found may look differently depending on the developmental level of the student. This book is targeted for K-3. However, deeper themes could emerge in grades 4 and 5.



2) When I think about books that lend themselves to inquiry, I think about books with layers. *The Yellow School Bus* does not appear complex when looking only at the words. However, when words and pictures are combined, students are forced to ask many wondering and discovering questions because the answers lie within the reader-the author does not necessarily give us the answer to many of the questions we are asking ourselves. In thinking about inquiry, I also love to research the idea behind the book. What drove the author to illustrate a book such as this one? Did the idea come from a complex place of wondering? Loren Long would answer "yes" to both of these questions. The idea to create a book such as this one came from Long's observation of the woods near his house. On his running trail through the woods, he discovered an old yellow school bus. He wondered how it came to be there, rusty and abandoned. What was the life of the school bus like before it landed in the woods? How does the passing of time change one's purpose?



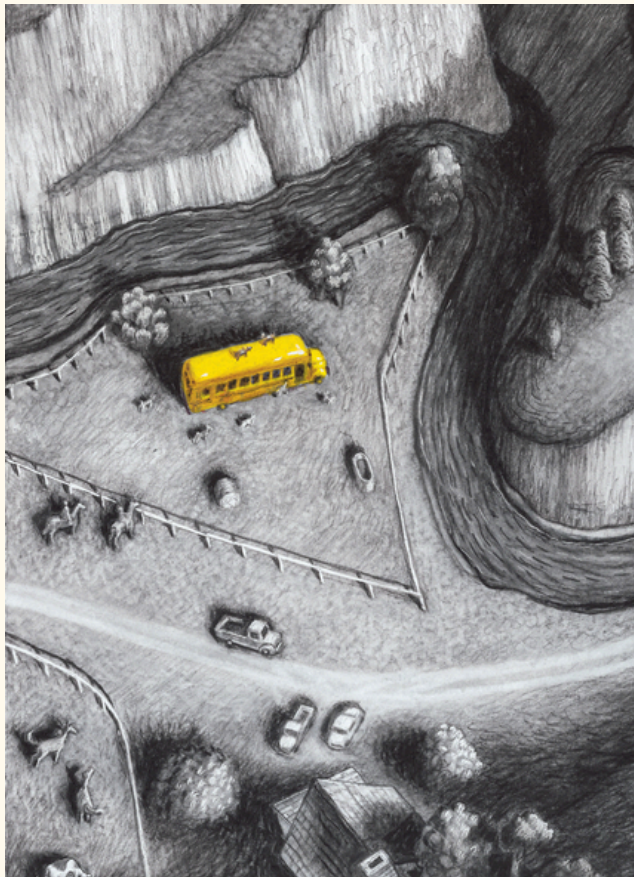
"WHAT WAS THE LIFE OF THE SCHOOL BUS LIKE BEFORE...?"



Strategic: What are my thoughts and questions about the bus being abandoned away from the city? What questions do I have about the new individuals occupying the bus. What facts can I gather? What questions do I have about the word "joy"?



Curious: I wonder if the bus could talk, what they would say here. What questions might the bus ask?



Metacognitive/Curious: Is the bus truly feeling joy? Why might someone disagree? I wonder why the author ends the book in this way. ...

