

The Doorbell Rang

by Pat Hutchins

This humorous and unpredictable book can set the stage for discussions about sequencing of events, multi-cultural communities, and how to treat others equally.



Read

Before:

Introduce the book and tell the children a little bit about it. Follow with a comment or question that is related to the story such as, *What would it be like to have ALL your friends over to your house at the same time?* Encourage a discussion so the children can comment, ask questions, and express their feelings. Set the stage for listening by asking an "I wonder" statement based on the cover illustration.

- I wonder who is on the other side of the door?

During:

Encourage the children to comment on the illustrations, ask questions, and predict what will happen next in the story. Children gain confidence and a sense of achievement through being able to correctly predict how a story will end. Point out "rare words" (e.g., those words that are not commonly used in every day conversation) and help the children relate the meaning in a way that makes sense to them.

Rare Words in *The Doorbell Rang*

- starving: very hungry
- plenty: large amount or having an adequate amount
- cousins: a child of somebody's uncle or aunt
- enormous: unusually large or great in size

After:

Discuss the story. Ask questions...

- How many children had to share the cookies in the beginning of the story?
- How many cookies were there for each child?
- When the doorbell rang how many friends came over?
- What were they supposed to do with the cookies?
- What happened to the floor every time a new person rang the doorbell?
- How many kids had to share the cookies at the end of the story?
- Who was the last person to ring the doorbell?
- What did grandma bring with her?

Do

Class Mural

Lay a large sheet of white paper or butcher paper on the floor. Have each child sit (or lay on their tummies) around the paper. Place, in piles, enough markers or crayons for each child to share. Allow the children enough time to draw or color on the paper. You will need to encourage the children to not only share the markers/crayons but to also share the drawing space. For example: *I love how everyone is sharing the paper and crayons; thank you for using your manners when you needed a new color; and I love how we are creating a new piece of art to put in our classroom.*