



KNUFFLE BUNNY: A CAUTIONARY MUSICAL

Based on the book *Knuffle Bunny: A Cautionary Tale* by Mo Willems
Script and Lyrics by Mo Willems
Music by Michael Silversher

Classroom Guide Grades K - 1

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How to Use This Guide

This classroom guide for *Knuffle Bunny* is designed for Texas students in Grades K and 1. It offers activities to help you integrate a performance of *Knuffle Bunny* into English language arts (ELA), mathematics, science, social studies, music, art, and theatre curricula.

All activities in this guide are linked to Texas Essential Knowledge and Skills (TEKS) content standards.

For students outside Texas, this guide’s ELA and math activities also are linked to Common Core standards. At the back of this guide, you will find a list of the guide activities and their related Texas and Common Core standards.

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1: Discussion Questions

Before the Performance

Knuffle Bunny is a stage play. What is a stage play?

- How is a play similar to a TV show or movie?
- How is it different?

Who performs the parts (roles) in a play?

- What kinds of skills do you think performers need to have to perform in plays?
- Who else works on plays? (Remember: you may not see them on stage!)

The play is based on a story called *Knuffle Bunny*.

- Have you read *Knuffle Bunny* as a class or by yourself?
 - Based on what you read, what do you think may happen in the play?

During the Performance

When you watch a play, you are a member of the audience. What kinds of things should you do as an audience member? Examples:

- Pay attention
- Laugh when something funny happens
- Clap if you enjoy something

What kinds of things should you *not* do as an audience member? Examples:

- Talk to your neighbor
- Use a cell phone during the performance
- Yell at the actors (unless they ask you to!)

After the Performance

What did you think of the play?

- If you read *Knuffle Bunny* beforehand, how was the play similar to the book?
- How was it different?

Describe the performers in the play.

- What did they do to make their characters special (different from the other characters)?
- How did they use their bodies to play their characters (using voice, movement, etc.)?
- Did you see anyone else who worked on the play besides the performers on stage?

Describe the characters' costumes.

- What did each character's costume tell you about that character?
- Did any of the performers change costumes?
 - If so, why do you think they needed to change costumes?

Describe the set of the play.

- Did it have a lot of locations?
- Did it look like a place you've been to before?
- How did different lighting change how the set looked for different scenes?

Did the play have music in it?

- If so, was it only in the background, or did it help tell the story?
- What instruments did you hear in the music?

If you were going to direct *Knuffle Bunny* how would your production be different than the play you saw by Magik?

2: Magik Must-Reads

For each of our main stage productions at The Magik Theatre, we choose a theme related to the show. Then we create a list of Magik Must-Reads on that theme.

The reading theme for *Knuffle Bunny* is Friends Forever.

The Magik Must-Reads (Grade K - Grade 1) are:

The Story of Fish and Snail by Deborah Freedman

The Fox and the Star by Coralie Bickford-Smith

Penguin and Pinecone by Salina Yoon

Nugget and Fang by Tammi Sauer

Read them as a class or let students choose two or more to read. Then use these questions for discussion or book reports:

Theme

How did the theme of Friends Forever show in each book? Explain.

Setting

Describe the settings of each book.

- What details can you remember?
- Were the settings similar to a place you know or a place you've visited?

How were the settings similar to each other? How were they different?

How were the settings related to the theme of Friends Forever? Explain.

Characters

Who were the main characters of each book?

Did any characters show up in more than one book?

Were the characters of one book similar another book's characters in any other ways?

Plot

What did the main characters of the books want most?

Did anyone or anything stand between the main characters and their goals?

Did the main characters get what they wanted? How?

How were the plots of the books similar? How were they different?

3: Write and Illustrate Your Own Story

In *Knuffle Bunny*, Trixie's favorite stuffed animal is Knuffle Bunny. Trixie carries around her Knuffle Bunny everywhere she goes and they do many fun activities together. As a class, create a story about a character who, like Trixie, gets separated from their best friend. Then have everyone draw one picture from the story you create. When you are done, put the pictures together to make your very own book.

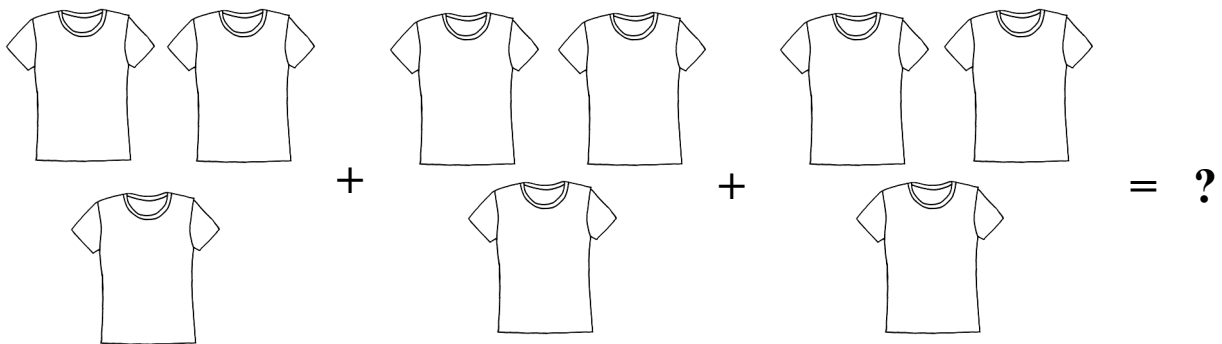
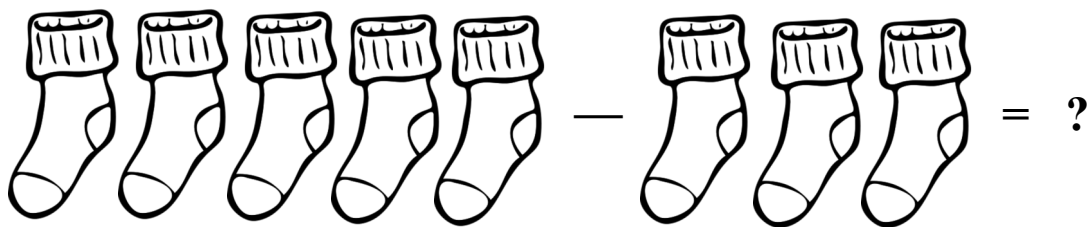
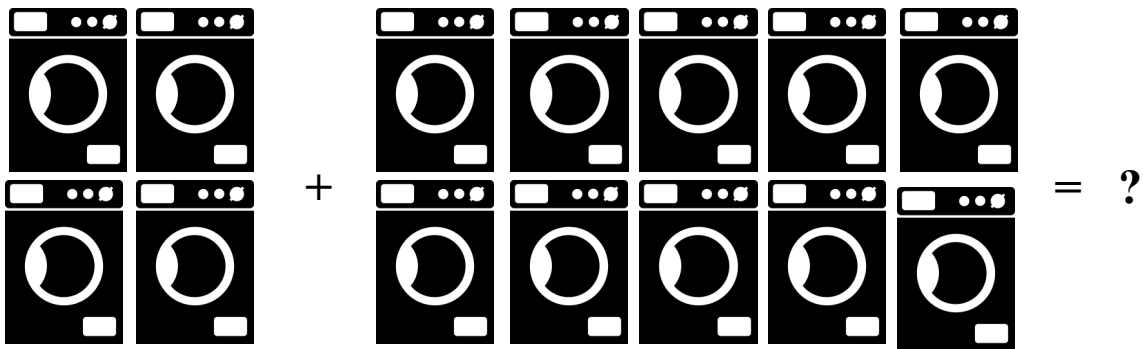
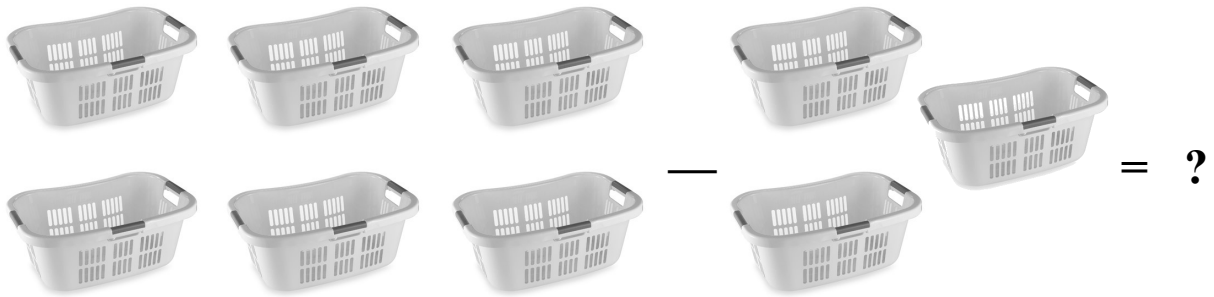
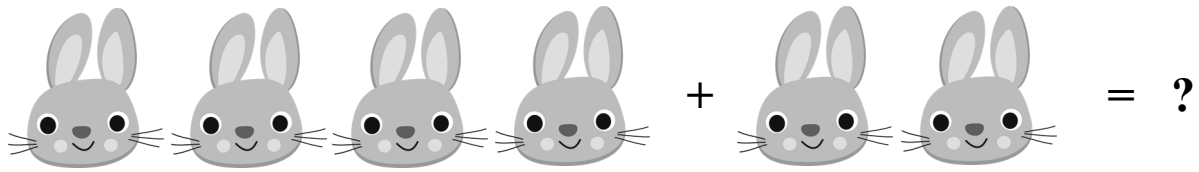
Answer these questions as you write your story:

- Who is your main character?
- Who are your other characters (if any)?
- What does your main character want?
- What is keeping your main character from what he or she wants?
- How does your main character tackle the problem?
- How does your story end?
- Did your main character learn anything?

In the space below, draw a picture to illustrate your story.



4: Picture Problems



5: Muddled Memory

In *Knuffle Bunny*, Trixie loses her Knuffle Bunny at the laundromat and doesn't realize it until she is almost home. Trixie went to the laundromat with her dad and her dad didn't realize they'd lost Knuffle Bunny either! Somehow, both of them didn't remember! Our memory usually remembers information and holds it there, but sometimes we forget things on accident. There are many ways to remember things, and today we'll test just that!

Materials

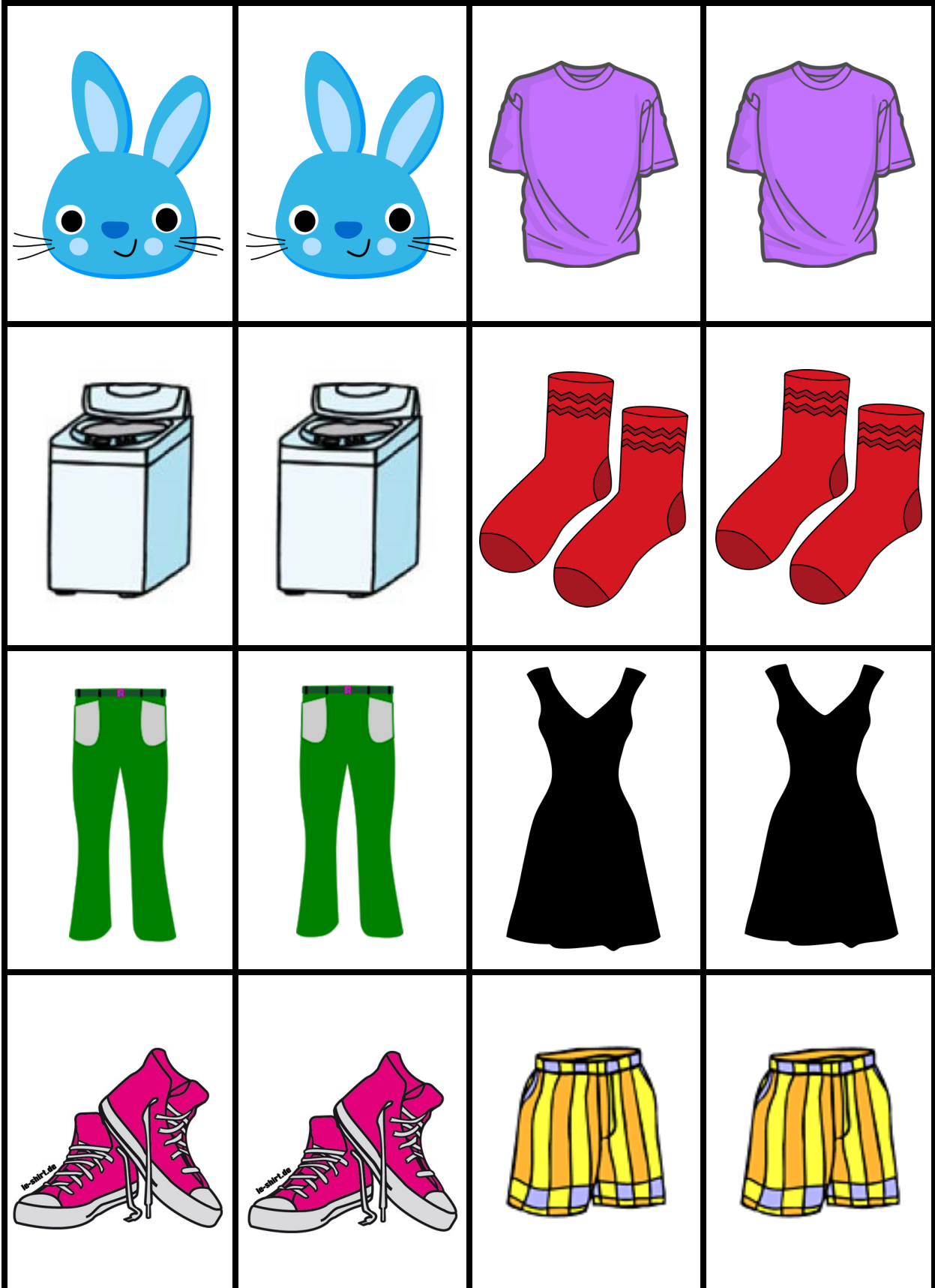
- Cut outs from the matching images on the following sheet
- A sheet of paper
- A pencil

Procedure

- 1) Have all of the images flipped upside down so that you can't see them.
- 2) Flip one image over, then flip another over to try and match the first. If it matches, you can leave both the way they are. If it doesn't match, flip them back to how you found it and keep trying to find a match. Do this until all of the images are matched up.
- 3) Rearrange the images, keeping them all flipped over so that you can see what they are. Using a pencil and a piece of paper, draw the images and their positions as best you can before flipping them all over again. Study your image sheet for 30 seconds before putting it to the side (no peeking!). Then repeat step 2.
- 4) After you've matched everything again, rearrange one last time with all images still facing up. Come up with a quick rhyme or with an easy to remember series of words that will help you remember where things are. Then flip things over and repeat step 2.
- 5) Once you are done, answer the Follow-Up Questions.

Follow-Up Questions

- 1) Which way helped you remember things more? Drawing them or rhyming them? Or did you do better without either of those things?
- 2) Was it hard to remember where things were? If yes, why so?
- 3) What are some other ways of remembering things?



6: My Hero!

In *Knuffle Bunny*, Dad becomes Trixie's hero after he saves Knuffle Bunny from the dryer. But he's not the only real life hero out there. There are plenty of heroes to be found all around you! As a class, brainstorm the jobs of some heroes in your community! What makes these people heroes to you?

Directions

- 1) On a sheet of paper, make a list of the jobs that you think are important to your community. Some examples include teachers, policemen, lunch ladies, parents, etc.
- 2) Write a one to two sentence description of each person/job, and why it's important.
- 3) Pick your favorite job! Out of the list you wrote, pick a job that stands out to you the most.
- 4) Take the next week to, with parent supervision, interview someone who has the job you picked.
- 5) Then write a three sentence description of what exactly that person does, why they chose their career, and what their favorite thing about it is.
- 6) When the week is over, present your paragraph to the rest of the class!

Reminder

While this assignment will be graded, it's important to remember that safety is key. Don't talk to strangers, and always make sure a parent or guardian is with you!

Follow-Up Questions

- 1) What did some of the jobs presented have in common?
- 2) Did you hear from some people who talked to people with jobs you hadn't considered before?
- 3) What was your favorite part of speaking to the person you interviewed?

Bonus Activity

As a class, create thank you cards for the people you interviewed! Thank them for all of their help!

7: Bunnies, Bunnies, Everywhere!

In *Knuffle Bunny*, Trixie carries around her Knuffle Bunny everywhere she goes. Although her Knuffle Bunny is only a stuffed animal, bunnies are real animals & they're very cute too! We can learn a little bit about bunnies & how they look while we make our very own paper plate bunnies!

Materials

- White paper plates
- Small strips of Construction paper or pipe cleaners for whiskers
- Construction paper for ears
- Markers and/or crayons
- Scissors
- Glue or tape
- Small pom pom for nose

Procedure

- 1) Draw the eyes and mouth of your bunny's face on the paper plate with markers or crayons.
- 2) Color in the rest of your bunny however you'd like!
- 3) Make two bunny ears using construction paper and attach these to the top of the paper plate with glue or tape.
- 4) Take six small stripes of construction paper (or six small pipe cleaners) and glue them onto the bunny's face as whiskers.
- 5) Finally, glue on the bunny's pom pom nose!



8: The Bunny Song!

In *Knuffle Bunny*, Trixie's Knuffle Bunny plays a big role in the show, and is even the subject of a few songs. Now's your chance to sing your own bunny song! As a class, gather in a circle and go over the lyrics for the song below. It is to the tune of the Hokey Pokey.

The Bunny Song

You put your bunny ears in,
You put your bunny ears out,
You put your bunny ears in,
And you shake them all about.
You do the Bunny-Pokey,
And you hop yourself around—
That's what it's all about!

You put your bunny paws in;
You put your bunny paws out,
You put your bunny paws in,
And you shake them all about.
You do the Bunny-Pokey,
And you hop yourself around—
That's what it's all about!

You put your bunny nose in;
You put your bunny nose out,
You put your bunny nose in,
And you shake it all about.
You do the Bunny-Pokey,
And you hop yourself around—
That's what it's all about!

You can keep going with more bunny attributes or stop there! You can also add movement, imitating the feature that's the focus of the verse. For example, for bunny ears, you can use your fingers to make bunny ears. Do the song a couple of times and really get into acting like a bunny.

TEXAS

Kindergarten

| <u>Activity</u> | <u>Standard(s)</u> |
|-----------------|--|
| 1 | Fine Arts 117.4.b.5 |
| 2 | ELA 110.11.b.5 |
| 3 | ELA 110.11.b.13-14 |
| 4 | Math 111.12.b.1, 3-4 |
| 5 | Science 112.11.a.4.A-B; 112.11.b.2.B-E; 112.11.b.4.A,B |
| 6 | Soc Studies 113.11.b.2-3, 14-15; ELA 110.11.b.13, 15 |
| 7 | Fine Arts 117.2.b.1-2, 4 |
| 8 | Fine Arts 117.3.b.1-2, 4 |

Grade 1

| <u>Activity</u> | <u>Standard(s)</u> |
|-----------------|--|
| 1 | Fine Arts 117.7.b.5 |
| 2 | ELA 110.12.b.6 |
| 3 | ELA 110.12.b.17-18 |
| 4 | Math 111.13.b.1-3 |
| 5 | Science 112.12.a.4.A-B; 112.12.b.1.A-B; 112.12.b.2.A-E; 112.12.b.4.A-B |
| 6 | Soc Studies 113.12.b.17.A-C; 113.12.b.18.A-B; 113.12.b.19.A-B |
| 7 | Fine Arts 117.5.b.1-2, 4 |
| 8 | Fine Arts 117.6.b.1-2, 4 |

COMMON CORE

Kindergarten

| <u>Activity</u> | <u>Standard(s)</u> |
|-----------------|--------------------|
| 2 | ELA L.K.1 |
| 3 | ELA W.K.3 |
| 4 | Math K.OA.1-2 |

Grade 1

| <u>Activity</u> | <u>Standard(s)</u> |
|-----------------|-----------------------|
| 2 | ELA L.1.1 |
| 3 | ELA W.1.3 |
| 4 | Math 1.OA.1-2, 5, 7-8 |