



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 Grade 2 — Grade 3

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How to Use This Guide

This classroom guide for *Knuffle Bunny* is designed for Texas students in Grades 2 and 3. 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.

Table of Contents

Theatre

1: Discussion Questions 3

English Language Arts

2: Magik Must Reads 4

3: Write Your Own Story 5

Mathematics

4: Word Problems 6

Science

5: Bubbles! 7

Social Studies

6: Where in the World is Knuffle Bunny? 8

Art

7: Painting Knuffle Bunny 9

Music

8: Create a Soundscape 10

Appendix

Activity Content Standards 11

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 2 — Grade 3) are:

Stuart Little by E.B. White

The Rainbow Fish by Marcus Pfister

The Wizard of Oz by L. Frank Baum

Ivy and Bean by Annie Barrows

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 Your Own Story

In *Knuffle Bunny*, Trixie loses something that means a lot to her - her best friend Knuffle Bunny. Write a story about a character who loses something important to them. Answer these questions as you write your story:

- Who is your main character?
- Who are your other characters?
- 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? Does your main character find what they lost?

TITLE: _____

4: Word Problems

- 1) Knuffle Bunny saw four pairs of pants and three shirts fly by in the dryer. If those were all the clothes in the dryer, how many clothes were there total?

- 2) Trixie lets Dad walk six blocks from the laundromat towards home before she pulls him back for three blocks towards the laundromat. How many blocks away from the laundromat are Trixie and Dad after she has pulled him back?

- 3) Mom has reminded Dad about Knuffle Bunny eight times. Dad only remembered three of those times. How many times did Dad not remember?

- 4) The pigeon flies by Trixie seven times on her way to the laundromat and four times on her way back. How many times did the pigeon fly by Trixie all together?

- 5) The fire truck siren goes off three times when it passes by. If Dad has heard the siren go off nine times, how many times has the fire truck passed by?

- 6) Mom, Dad, Trixie, and Knuffle Bunny take a family photo after Knuffle Bunny has been rescued. If the family took ten pictures but only liked two of them, how many photos did they not like?

5: Bubbles!

Like most toddlers, Trixie loves to use her imagination and play. One of the most fun things to play with that can usually be found at a laundromat are bubbles! Now it's your chance to have some fun with bubbles.

Materials

- Liquid dish soap (Joy or Dawn brands work best)
- Distilled water
- 2 clean containers with lids
- Glycerin or light corn syrup
- Measuring cup
- Mixing spoon
- Tape and a marker
- Bubble blowing wand

Procedure

- 1) Create your hypothesis! If glycerin or light corn syrup is added to the bubble mixture, then... what? What do you think will happen to the bubbles? Let's find out!
- 2) Measure 6 cups of water into 1 container, then pour 1 cup of dish soap into the water and slowly stir it until the soap is mixed in. Try not to let foam or bubbles form while you stir.
- 3) Once the soap and water are mixed, go outside to test it. Dip the cut end of your bubble blower into the solution and let the extra drip off. Blow through the narrow end to make bubbles. Do you get a lot of bubbles? How big are they? How long do they last before they pop?
- 4) Have an adult help you pour half of the bubble solution into the other container. Put a piece of tape on the outside of the new container. Use the marker to label it 'Super Bubbles.'
- 5) Measure 1 tablespoon of glycerin or 1/4 cup of corn syrup and add it to the 'Super Bubbles' container. Stir the solution until it is mixed together.
- 6) Dip your blower into the new bubble solution and blow. Are these bubbles different from the plain soap and water bubbles? Are they bigger or smaller? Do they last longer or pop faster? Can you blow a really big bubble?
- 7) To make even better bubbles, put the lid on the container and let your super bubble solution sit overnight. You can add glycerin or corn syrup to the other container to make those bubbles better, too. (Note: If you used 'Ultra' dish soap, double the amount of glycerin or corn syrup.).

Follow-Up Questions

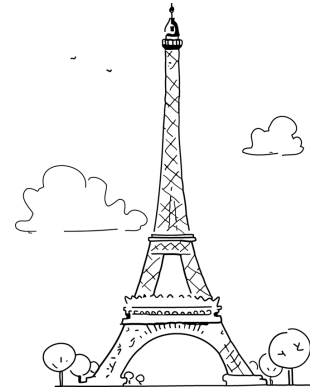
- 1) Was your hypothesis correct?
- 2) Why do you think the Super Bubbles were so much better than the regular bubbles?
- 3) What were the differences in the bubbles?

6: Where in the World is Knuffle Bunny?

Knuffle Bunny could have been **anywhere** when the stuffed animal was left behind by Dad and Trixie. If Knuffle Bunny hadn't been at the laundromat, where could the bunny have been? Let's explore some different options!

Procedure

- 1) As a class, brainstorm some ideas of where Knuffle Bunny could have gone. These could be local places, different cities or states, or even different countries!
- 2) Once you have a list, divide into small groups and choose one location to create a quick commercial about.
- 3) In your commercial, be sure to point out why Knuffle Bunny in particular would be in your location. What makes it the perfect environment for a bunny's adventure? You need to include at least one fact about your location in your commercial and one major landmark. If you need more information on your location, ask your teacher.
- 4) Finally, present your commercial to the rest of the class!
- 5) After you've presented, as a class make a list of the facts and landmarks revealed in your presentations. Do these all sound like great places for Knuffle Bunny to have gone off to?



Follow-Up Questions

- 1) What did you learn about all of the locations?
- 2) Which of the locations would you like to travel to?
- 3) If you could pick one location for Knuffle Bunny to have gone instead of the dryer, which one would you choose and why?

7: Painting Knuffle Bunny

Trixie takes Knuffle Bunny with her everywhere. Now it's your turn to create a Knuffle Bunny of your own to do the same!

Materials

- Tempera Paints
- Paintbrushes
- Large sheet of white art paper
- Scissors
- Optional: A Knuffle Bunny book for everyone to use as reference as they are painting

Procedure

- Start by mixing your tempera paints to create a light green color for your Knuffle Bunny.
- Paint the body of Knuffle Bunny.
- Mix some white tempera paint with some blue tempera paint to create a light blue color. Paint the blue circles on both arms and legs and the blue on both ears.
- Paint white circles for the eyes.
- Paint black dots inside each white circle to finish the eyes. Add a black nose and mouth.
- Your Knuffle Bunny is complete!



8: Create a Soundscape (Teacher-Led Activity)

In the play, Knuffle Bunny gets trapped in the dryer, an environment in which the sounds are pretty unknown. This activity allows you to explore environments, letting students explore a setting through sound. Today, you'll be focusing on Knuffle Bunny's experience in the dryer.

Space

Students should be seated in an arrangement that allows the teacher to give prompts to change the soundscape

Sequence of Activities

5 minutes: Introduce the idea of a soundscape: a setting, like a landscape, create with sounds. Next, introduce a setting in very basic terms, e.g., an imaginary tumble through the dryer. Ask students to think about the sounds they usually hear in the laundry room. What sound does a dryer make? Is it loud? Quiet? Squeaky? Explain that one by one, students will add their repeating sounds together to create a soundscape of an imaginary dryer for Knuffle Bunny. Create and demonstrate a gesture (e.g., a hand in the air where all students can see it) that will temporarily pause the soundscape.

5 minutes: Starting with the first sound, begin the soundscape slowly. Students will most likely look to the teacher to indicate when to switch sounds. As sounds begin to build, allow enough time between so that everyone can hear each new sound contribution. When all students are involved, let the soundscape play. At intervals, pause the soundscape to give a prompt that may change the overall effect: "Now imagine the dryer is spinning everything super fast!" "The setting on the dryer changed and now it's on its lowest setting!" etc. After several prompts, begin to reverse the soundscape back to the first sound.

5-10 minutes: Reflect on how the students' dryer session for Knuffle Bunny sounded. Did certain sounds make things scary? How did the sounds change with each prompt? Did the dryer sound like an okay place for Knuffle Bunny or was it good that Dad got Knuffle Bunny out when he did? Connect the ideas students presented in their soundscape to the play and the setting it came from.

TEXAS

Grade 2

| <u>Activity</u> | <u>Standard(s)</u> |
|-----------------|---|
| 1 | Fine Arts 117.10.b.5 |
| 2 | ELA 110.13.b.5 |
| 3 | ELA 110.13.b.17-18 |
| 4 | Math 111.14.b.3-4 |
| 5 | Science 112.13.a.4.C; 112.13.b. 1-4; 112.13.b.9.A; 112.13.b.10.B |
| 6 | Soc Studies 113.13.b.2A-C; 113.13.b.18.A-E; 113.13.b.19 A-B; 113.13.b.20A-B |
| 7 | Fine Arts 117.8.b.1-2, 4 |
| 8 | Fine Arts 117.9.b.1-2, 4 |

Grade 3

| <u>Activity</u> | <u>Standard(s)</u> |
|-----------------|---|
| 1 | Fine Arts 117.13.b.5 |
| 2 | ELA 110.14.b.4 |
| 3 | ELA 110.14.b.17-18 |
| 4 | Math 111.15.b.3-4 |
| 5 | Science 112.14.a.4.C; 112.14.b.1-4; 112.14.b.9.A; 112.14.b.10.A-B |
| 6 | Soc Studies 113.14.b.5.C-D; 113.14.b.17 A-F; 113.14.b.18. A-C |
| 7 | Fine Arts 117.11.b.1-2, 4 |
| 8 | Fine Arts 117.12.b.1-2, 4 |

COMMON CORE

Grade 2

| <u>Activity</u> | <u>Standard(s)</u> |
|-----------------|--------------------|
| 2 | ELA L.2.1, 5-6 |
| 3 | ELA W.2.3 |
| 5 | Math 2.OA.1 |

Grade 3

| <u>Activity</u> | <u>Standard(s)</u> |
|-----------------|--------------------|
| 2 | ELA L.3.1, 5-6 |
| 3 | ELA W.3.3 |
| 5 | Math 3.OA.3, 7 |