



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 4 - 5

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How to Use This Guide

This classroom guide for *Knuffle Bunny* is designed for Texas students in Grades 4 and 5. 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 4 - Grade 5) are:

The Hundred Dresses written by Eleanor Estes, illustrated by Louis Slobodkin

Wonder by R.J. Palacio

Rules by Cynthia Lord

Because of Winn-Dixie by Kate DiCamillo

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: Create Your Own Comic Book

In *Knuffle Bunny*, Trixie loses something precious to her and her father goes to great lengths to get it back. Using the worksheet below, plan a story about a character who is willing to do anything to help others. Then turn your outline into a comic book to tell your story. After sharing your story with your class and your teacher, gather feedback and use it to revise your story.

CHARACTERS

Main character:

Age:

Male or female?:

Physical description:

Personality:

Character #2:

Age:

Male or female?:

Physical description:

Personality:

Other characters:

SETTING

Where:

When:

PLOT

How does your story begin?

How does your main character meet the guest?

What is the main conflict between your main character and the friend?

What is the climax of your story?

How does your story resolve? (What happens after the climax?)

4: Word Problems

- 1) Mom asks Dad where Knuffle Bunny is 12 times in two minutes. How many times per minute does Mom ask where Knuffle Bunny is?

- 2) Dad and Trixie have walked six blocks by the time she realizes that she doesn't have Knuffle Bunny. They are $\frac{2}{3}$ of the way home. How many more blocks do they have to walk until they are home?

- 3) While searching for Knuffle Bunny, Dad tosses 5 shirts, 10 socks, and 5 pairs of pants out of the dryer. If those were all of the clothes in the dryer, what percent of clothes in the dryer were socks?

- 4) Dad tosses out three blue shirts, five red shirts, and two yellow shirts when he looks through the second dryer. If the next two dryers he's set to search all have the same amount of each shirt color as the second dryer, what is the amount of red shirts in all three dryers combined? Blue shirts? Yellow shirts?

- 5) Trixie hugs Knuffle Bunny ten times a minute for a full fifteen minutes. How many hugs has Trixie given Knuffle Bunny at the end of the fifteen minutes?

5: Foam Formation

In the play, Knuffle Bunny is left behind in the dryer at the laundromat, a place where things could easily go wrong. From putting too much soap into the washer to not putting quarters in to start the dryer, there's plenty that could happen there! But could a chemical reaction happen at the laundromat? Let's find out!

Materials

- Safety glasses to wear at all times
- Small sized funnel
- Foil cake pan at least 2 inches tall
- 20 mL 6% hydrogen peroxide
- 16 ounce empty plastic bottle
- 1 ounce powdered yeast
- 10 mL dish liquid
- Food coloring

Procedure

- 1) Create a hypothesis. What do you think is going to happen when all of the ingredients are added to the bottle. Will there be a chemical reaction?
- 2) Place the small funnel in the mouth of the bottle. Put the bottle in the middle of the foil cake pan.
- 3) Add 4 drops of food coloring into the peroxide. Put this mixture into the bottle.
- 4) Pour dish liquid into the bottle.
- 5) Put the yeast mixture into the bottle, and remove the funnel immediately.
- 6) Touch the outside of the bottle. Does the temperature change?
- 7) Foam will soon soar out and then fall into the pan! Feel free to play with the safe foam, which is a mixture of soap, water, and oxygen. Because the reaction produced heat (an exothermic reaction), the bottle will be warm! Yeast is a catalyst, so when hydrogen peroxide is mixed with it and dish liquid, foam will be formed! You can use different amounts of the products to see which produces the biggest physical reaction.

Follow-Up Questions

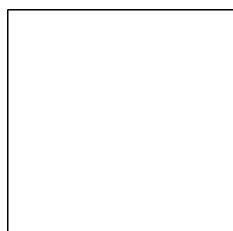
- 1) What happened when the yeast was added to the bottle?
- 2) How could you tell that there was a chemical reaction?
- 3) What is a chemical reaction?
- 4) Could something similar to this happen at a laundromat?

This activity was borrowed from education.com

6: Make a Map!

In order to get from their home to the laundromat, Dad and Trixie travel several blocks, passing the fire station. Using the grid below, draw their map of their path home, making sure to include a compass rose and a map key. Include Trixie’s house, streets, apartments, the laundromat, the fire station, and a park! Make sure the fire station is on the way from Trixie’s to the laundromat.

	A	B	C	D	E	F
1						
2						
3						
4						
5						
6						



Key

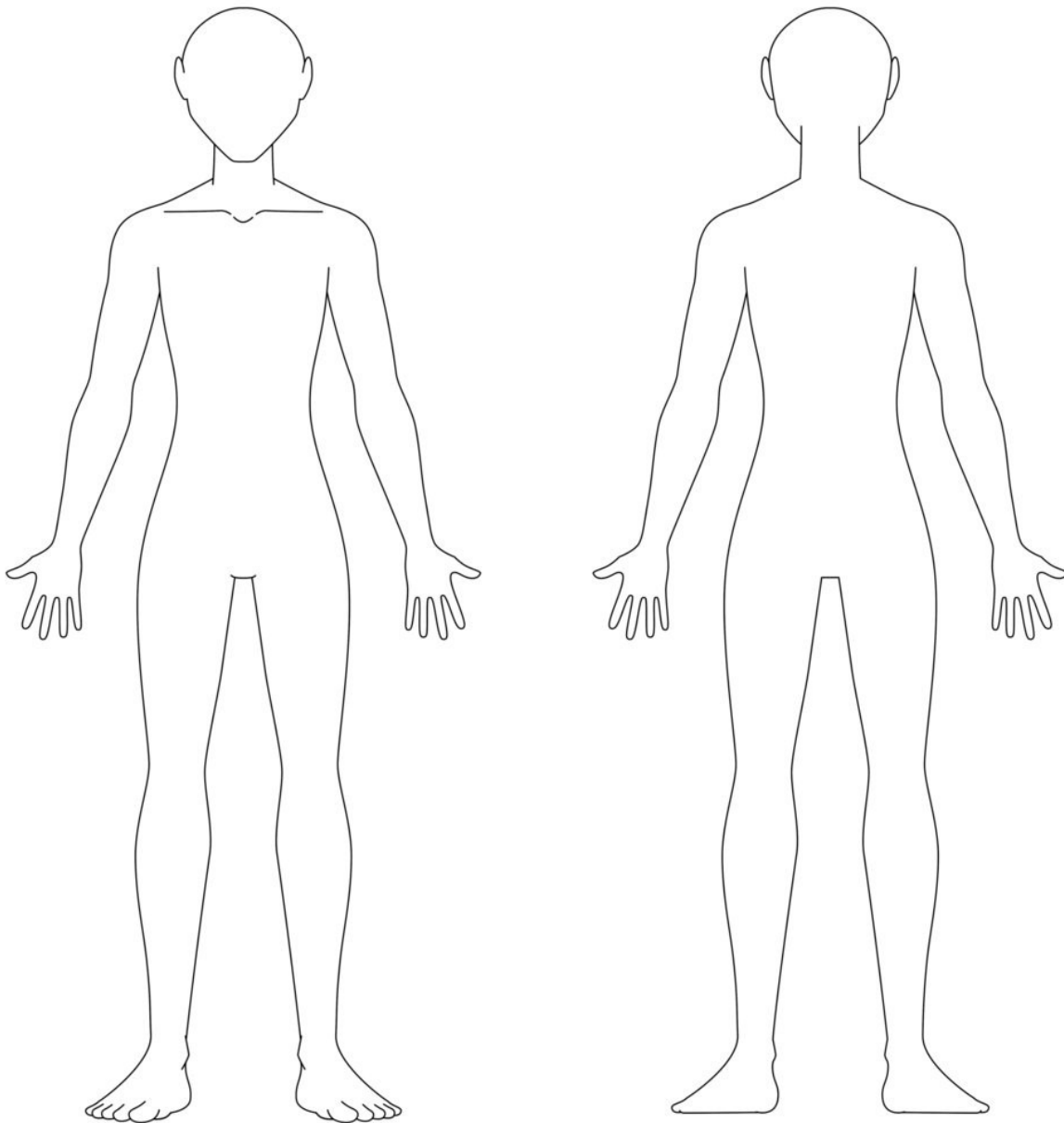
7: Loads of Laundry

Once in the Laundromat and looking for Knuffle Bunny, Dad tosses loads of laundry out of dryers as he tries to find Trixie’s missing bunny. What were some of the pieces that you saw during the play? Using those clothes as inspiration, come up with a fun costume for either Trixie or Knuffle Bunny based on their awesome adventure! Use the template below and as many colors as you’d like!

Materials

Template (below)

Coloring materials (markers, crayons, colored pencils)



8: Show and Tell Song

In part of *Knuffle Bunny*, Dad fights many different pieces of clothes to save Knuffle Bunny. Bring in your favorite clothing piece, whether it's a shirt, shoes, jacket, or something else! Your teacher will teach you a song based on the first 20 seconds of this YouTube video (<https://www.youtube.com/watch?v=ADnvHZVQADs>). Learn the chorus so that the whole class can sing along and keep a body percussion rhythm.

Steps

- 1) As a class, discuss what ostinato body percussion is. For example: On beat 1 and 3 pat thighs, on 2 and 4 clap. I.e. Pat-Clap-Pat-Clap
- 2) Learn the opening part of Show and Tell and sing it through a few times with the class.
- 3) In between every chorus, pick someone to tell the class what they brought and why they love that piece of clothing.
- 4) After that student is done, sing the chorus again with the whole class and go on to the next student.

Show and Tell Lyrics

It's time for show and tell.
It's time for show and tell.
Everybody come along and show and tell.

I'll show you something new.
I'll tell you what to do.
Then you'll have a chance to show and tell me too.

Follow-Up Questions

- 1) Did singing about the items make them easier to remember?
- 2) Why do you think people in some plays sing songs instead of just talking the whole time?
- 3) If you had to write a short song about your item, what would it sound like? What would be the lyrics?

TEXAS

Grade 4

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.16.b.5
2	ELA 110.15.b.2
3	ELA 110.15.b.15-16
4	Math 111.16.b.3-4
5	Science 112.15.a.4.B; 112.15.b.11-4; 112.15.b.9.A; 112.15.b.10.A
6	Soc Studies 113.15.b.15.C; 113.15.b.17; 113.15.b.21. B,D; 113.15.b.22.B-E
7	Fine Arts 117.14.b.1-2, 4
8	Fine Arts 117.15.b.1-2, 4

Grade 5

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.19.b.5
2	ELA 110.16.b.2
3	ELA 110.16.b.15-16
4	Math 111.17.b.3
5	Science 112.16.b.1-4; 112.16.b.9.A,B,D; 112.16.b.10.B
6	Soc Studies 113.16.b.18.A; 113.16.b.20.A; 113.16.b.24-26
7	Fine Arts 117.17.b.1-2, 4
8	Fine Arts 117.18.b.1-2, 4

COMMON CORE

Grade 4

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.4.5
3	ELA W.4.3, 5
5	Math 4.OA.3

Grade 5

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.5.5
3	ELA W.5.3, 5
5	Math 5.OA.1-2