



BUNNICULA

*Book by Jon Klein
Music by Chris Jeffries*

Based on the book by James and Deborah Howe

Classroom Guide Grades 2 - 3

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How to Use This Guide

This classroom guide for *Bunnacula* is designed for Texas students in Grades 2 and 3. It offers activities to help you integrate a performance of *Bunnacula* 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

Bunnacula 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 book written by James and Debora Howe

- Have you read *Bunnacula* 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 *Bunnacula* 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 *Bunnacula*, 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 Bunnacula is Acceptance.

The Magik Must-Reads (Grade 3rd and 4th) are:

***The Wild Robot* by Peter Brown**

***Ivy and Bean* by Annie Barrows, Illustrated by Sophie Blackall**

***Julian is a Mermaid* by Jessica Love**

***The Day You Begin* by Jacqueline Woodson , Illustrated by Rafael Lopez**

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 Unlikely Friendships 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 Unlikely Friendships? Explain.

Characters

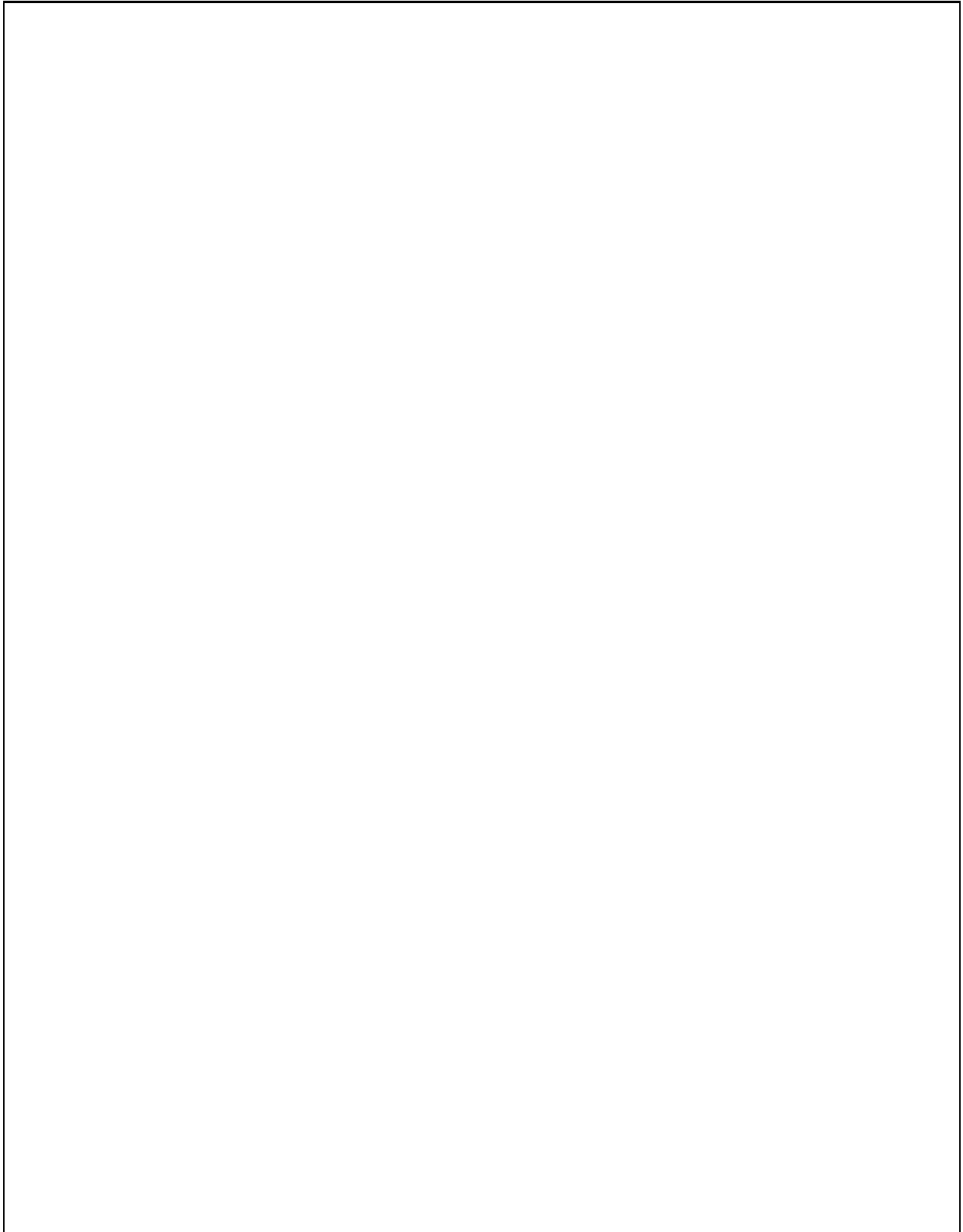
- Who were the main characters of each book?
- Did any characters show up in more than one book?
- Were the characters of one book similar another book's characters in any other ways?

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 the space below draw a picture about that time to illustrate your story.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture illustrating their story.

4: Word Problems

1. Bunnacula received a welcome home basket filled with 80 different produce. After many late night snacks she only had 23 pieces left. How many pieces of produce did Bunnacula eat?

2. Chester found Mrs. Monroe's secret stash of yarn balls, when he started playing he counted 43 balls of yarn but when he put them away he counted 28. How many balls of yarn did he unravel?

3. Harold had 82 pieces of dog chow in his bowl, Mr. Monroe was feeling generous and add 32 more pieces to his bowl. How many pieces of dog chow does Harold have now?

4. Mrs. Monroe wanted to make her famous fruit salad, in order to she needs 45 pieces of different fruit. When she went to check the refrigerator she only found 17. How many pieces of fruit does Mrs. Monroe need to complete her fruit salad?

5. Bunnacula accompanied Mrs. Monroe to the grocery store, in the produce section Bunnacula saw, 34 carrots, 27 heads of lettuce, and 43 stalks of celery. In total, how much produce did she see?

6. Chester receives 12 treats a day, after 6 days how many treats has he had?
Chester and Harold wants to start a garden for Bunnacula, they have 13 lettuce seeds, 18 carrot seeds and 8 tomato seeds. How many holes do they need to dig?

7. Mrs. Monroe brought home 8 different produce, 2 bags of dog food, 3 bags of cat litter, 5 bags of treats and 3 new play toys for Harold, Chester and Bunnacula. How many items did Mrs. Monroe buy in total?

5: Sprouts Experiment

Bunnicula always wants fresh produce but has no idea where to start, so she wants to help! In this experiment students will learn how seeds sprout and what growing a plant takes.

A seed needs water and warmth to grow. The Ziploc bag creates a mini green house that makes warm, moist air from the sunlight shining through the window and the water contained in the cotton balls. The happy seed quickly sprouts.

Supplies Needed: Fast sprouting seeds (lima beans, radishes etc.), sandwich ziplocs, cotton balls (6 per student), water and “My Little Sprout House” students will create with paper and scissors.

Step by Step Process:

Step 1- Put seeds in a cup of water to soak overnight (old farmers trick)

Step 2- Take 6 cotton balls and dip them into a cup of water and squeeze out the excess water so that it’s wet but not dripping.

Step 3- Slide the cotton balls into the Ziploc bag, along with a few seeds.

Step 4- Flip the “My Little Sprout House” print out upside down and tape Ziploc to the back.

Step 5- Hang the “My Little Sprout House” on the window with tape and watch your seeds sprout!



Questions:

1. What was your hypothesis before the experiment?
2. Was your hypothesis correct or incorrect?
3. What happened the seeds after day 3 days?
4. How long did it take your seeds to sprout ?

6: Map It Out!

Map the Story

In *Bunnicula*, a special bunny is found at a movie theater and is then taken to live with the Monroes and their pets, Harold and Chester. After reading the book or watching the play, make a list of all of the places Bunnicula goes in the story.

Next use your imagination to draw a map of the story in the space below.

Include:

- buildings, roads, and parks
- a label for each place on the map
- arrows to show the path taken by Bunnicula in the story
- a title for your map

Share your map with your class.

- How is your map similar to your classmate's maps?
- How is it different?
- Did your map include places Bunnicula did not visit? If so, what places?

Map Title:

Drawing of Your Map:



7: Make A Bunny

Students will be making a bunny mask. You have to attach fangs though so you really become Bunnacula's true self.

Supplies Needed: paper plates, paint, straws, stapler, felt pen (pink or white), white construction paper elastic, red solo cup, pencil, eraser and scissors

Step by Step Process:

Step 1- Choose your desired color of paint, paint entire plate and allow to dry.

Step 2- Using a pencil mark out your Bunnacula Mask features. Draw a light line across the plate to divide off the upper third. Place your cup slightly below the line in the middle of the plate and draw lightly around it to mark out the rabbit nose area. Draw a little triangle nose in the middle of the circle.

Step 3- Using your circle and triangle to guide you, draw in pencil the shape of the surrounding nose area.

Step 4- Use the eraser to rub out the unwanted guide lines.

Step 5- Start at the side and cut out the mask shape. Use a felt pen to colour your rabbit mask's nose

Step 6- Cut the remaining piece of plate in half.

Step 7- Use the picture above to guide you and pencil on your bunny ear shapes and cut them out.

Step 8- Staple the Easter Bunny Mask's ears in place and felt tip on any wanted detail.

Step 9- Now making Bunnacula Mask whiskers. Take 3 [straws](#) and hold them together so that the bends all match up. Cut the long pieces of straw below the bend in half. At the other end of the straws, cut off about 2/3 of the short piece of straw below the bend. You want to leave yourself with about 1cm length below the bend to tape with.

Step 10- Tape the 1cm pieces of [straw](#) below the bend together.

Step 11- Tape the bundle of straw whiskers to your Easter bunny mask and repeat stages 9-11 with the other 3 straws.

Step 12- Trace and cut out two triangles on your white piece of construction paper. Tape to the backside of Bunnacula's nose on the plate to give yourself fangs!

Step 13- Make a small hole in either side of the mask and tie on the [elastic](#) so that it is a snug fit to the head.



8: Exploring Music

In the musical *Bunnicula*, Chester and Harold use the song *My Best Friend* to share with the audience how two unlikely animals can be best friends. As an exploration exercise, play samples of several different musical pieces for your students. Encourage children to add dance/movement to their listening experience.

Make sure students have room to move around. Point out different tempos and rhythms to encourage change in dance/movement. Help students find the beat of a piece by clapping, marching in place, snapping your fingers, etc.

Using a variety of musical instruments or everyday objects*, lead students through a discussion of musical qualities:

Demonstrate musical qualities

- loud vs. soft sounds
- high-pitched notes vs. low-pitched notes
- fast rhythms vs. slow rhythms

Ask students to emulate your examples using instruments, their voices, or their bodies (e.g., clapping their hands, snapping their fingers, clicking their tongues)

Ask students to sort instruments

- sort single-pitch instruments from low-pitched to high-pitched
- sort single-pitch instruments separately from multi-pitch instruments

Create a simple rhythmic pattern

- ask students to repeat it
- ask students to create and repeat their own simple rhythmic patterns

· Create a simple melody

- ask students to repeat it
- ask students to create and play their own simple melodies

As a class, create a composition with a mood (happy, creepy, sneaky, etc) *Including:

- *cardboard oatmeal can (with lid)*
- *rubber band*
- *chopsticks*
- *metal spoons*
- *plastic bucket*
- *plastic storage bin*
- *pots and pans*
- *pot/pan lids*
- *wooden spoon*
- *plastic cup with lid, filled ¼ full with dry beans or rice*
- *cardboard tubes*
- *glasses with different levels of water*

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.b.9
6	Soc Studies 113.13.b.10
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.b.9
6	Soc Studies 113.14.b.7
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
4	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
4	Math 3.OA.3, 7