



BUNNICULA

*Book by Jon Klein
Music by Chris Jeffries*

Based on the book by James and Deborah Howe

Classroom Guide Grades 4 - 5

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How to Use This Guide

This classroom guide for *Bunnacula* is designed for Texas students in Grades 4 and 5. 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 (4th and 5th) are:

Restart by Gordon Korman

The Dreamer by Pam Munoz & Peter Sis

Out of My Mind by Sharon M. Draper

Counting by 7s by Holly Goldberg Sloan

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: Brainstorming: Write Your Own Story

In *Bunnicula*, the Monroes bring home a bunny they found abandoned in a movie theater. The Monroes and their pets, Chester and Harold, find out that the new family pet, Bunnicula, isn't just an ordinary bunny. In the end the family accepts Bunnicula, despite his differences. They make room in their home and in their hearts for this very unique rabbit. Using the brainstorm questions below about characters, setting and plot, create a story about a character who learns the value of acceptance or write about a time when you accepted someone or felt accepted. Once questions are completed on a separate sheet of paper write a first draft of your story on a separate sheet of paper.

CHARACTERS

Main character:

Age:

Male or female?:

Physical description:

Personality:

Secondary character:

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 [secondary character](#)?

What is the climax of your story?

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

4: Word Problems

1. Toby had \$10.00. He bought a dog toy for Harold for \$2.30 and bunny toys for Bunnicula for \$5.50. How much money did he have left?
2. The Monroe's train was scheduled to arrive at 5:10 p.m. However, it was delayed for 25 minutes. What time was it when the train arrived?
3. Ann is unpacking a box of pet toys for Bunnicula, Chester, and Harold. The total weight of the box of pet toys is 4 lb. and it contains 16 toys. What is the weight of each toy?
4. The Monroe's want to make a bunny cage for Bunnicula. They want each side of the bottom of the cage to be 15 inches. How many square inches of wood will they need for the base of the cage?
5. A pet store is having its "Black Friday" sale. The store will give \$5.00 off for the second item a customer purchases. Robert wants to buy a bag of cat and dog food, for \$12.50 each and collar for \$7.25. How much does he need to pay in total?
6. The Monroe's and their pets are traveling by bus for their vacation. The bus is scheduled to leave the terminal at 9:45 p.m. and travels for 5 hours and 45 minutes to another city. However, the bus left the terminal 25 minutes later than the scheduled time. When will the bus arrive at the other city?
7. The driveway in front of the Monroe's house is 35 feet long and the driveway in front of the Johnson's house is 7 yards and 9 feet long. Which house has a longer driveway? By how much?
8. A packing box can hold up to 15 lb. If Robert puts 9 lb. and 12 oz. of old pet toys and collars in the box, how much more weight can the packing box hold?

6: Sprouts Experiment

Bunnacula 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 ?



7: : Map It Out!

Map the Story

In Bunnacula, a special bunny is found at a movie theater and is then taken to live with the Monroe’s and their pets, Harold and Chester. After reading the book or watching the play, make a list of all of the places Bunnacula 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 Bunnacula 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 Bunnacula did not visit? If so, what places?

Map Title:
Drawing of Your Map:

7: .

Since Bunnacula is a vampire bunny, what better art project to make than a Bunnacula treat bag for when Halloween comes around! Take this Bunnacula treat bag with you when you go trick-or-treating, use it to hold your valuables, or just keep it as decoration!

Supplies Needed:

two Kraft treat bags

scissors

pencil

pink paper

dark brown paper

hole punch

glue stick

thin black marker

clear tape



Step by Step Process:

Step 1. Fold the top of you treat bag forward so there is a 2 ½ inch flap.

Step 2. Using the fold line as a guide, cut off the top 2 ½ inches from the sides and front of the bag.

Step 3. On the inside of the back flap lightly draw a half circle. Cut along your pencil line and fold forward. This will create Bunnacula's face.

Step 4. Using template below and use it to cut out the bunny's ears, nose, and arms. Use the second treat bag to make the outer ears and the arms. Use the pink paper to make the inner ears and nose.

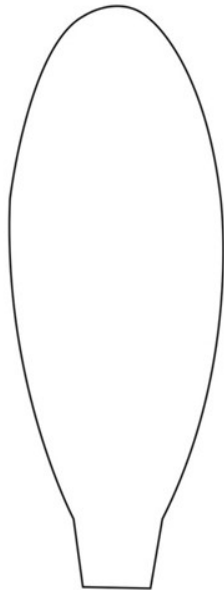
Step 5. Use a hole punch on brown paper to make two little eyes for Bunnacula. Cut very thin strips of brown paper to make the whiskers.

Step 6. Using a glue stick attach the inner ear to the outer ear. Then glue the outer ear to the backside of the bag. Next glue the eyes, nose, whiskers, and arms as shown in the photo above. Draw in the claws with black marker

Step 7. Add fangs to complete your Bunnacula treat bag (fangs not shown in picture)

Step 8. Fill your bag with treats and close it by placing a loop of tape under Bunnacula's face.

BUNNY TREAT BAG TEMPLATE



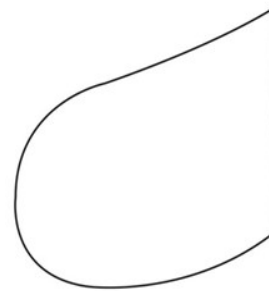
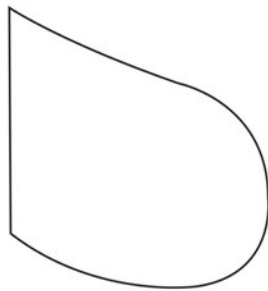
outer ear



inner ear



nose



arms



www.labelcircus.com

8: Exploring Music

In the *Bunnica the Musical*, the music is used to set the tone and atmosphere for what is happening throughout the entirety of the show.

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 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.b.10
6	Soc Studies 113.15.b.6-7
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.10
6	Soc Studies 113.16.b.6-9
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
4	Math 4.OA.3

Grade 5

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