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# RABBIT AND HER FRIENDS

## Character Education

### BACKGROUND

*Rabbit and Her Friends* is a character education play. This story, adapted from one of Aesop's fables, reminds you that true friends are there for you when you need them. Rabbit learns that it is important to have friends who care about her.

### WARM-UP ACTIVITY

Ask each student to write or say a word or phrase that describes a good friend. Give a few examples so that students understand the exercise. Write the list on the board or a chart. Encourage students to talk about the list. For example, if one student says that it is important that a friend has many toys, talk about that. Is it important to have a friend that has certain things or looks a certain way? Then, distribute copies of the script. After students read the play, either by themselves or in small groups, talk about the ending. What might have happened to Rabbit if Mouse had not helped her? What quality does Mouse have that the other animals do not?

### DISCUSSION

- What is most important about friends?
- How can you be a better friend to others?
- What do you like to do with your friends?

### CASTING

The parts in this play are written for readers at different levels, from Level 1 Roles (beginning or struggling readers) to Level 4 Roles (advanced readers). This play uses a rebus script to help beginning and struggling readers.

#### LEVEL 4 ROLE

Narrator (Depending on students' reading levels, the teacher may need to play this part.)

#### LEVEL 3 ROLES

Rabbit, Rooster, Mouse

#### LEVEL 2 ROLES

Horse, Ox, Goat, Cat

#### LEVEL 1 ROLES

Puppies (chorus), Farm Animals (chorus)



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## VOCABULARY TO REVIEW

ox            lucky            horns            lesson  
rooster      hoof            crow

## LANGUAGE ARTS CONNECTION

There are many Aesop's fables about friendship. One is called "The Two Travelers and the Bear." Others about true friendship include "The Lion and the Mouse" and "Androcles and the Lion." Choose one of Aesop's fables about friendship and read it to students. Help them compare and contrast the fable with *Rabbit and Her Friends*. Point out the similar themes of judging the value of a friend based on his behavior when one is in need. Have students draw pictures that show the moment when this occurs in each of the stories. They can caption their drawings or dictate captions for you to write.

## SCIENCE CONNECTION

Talk about the different animals on a farm. Have students work in small groups or as a class to compare and contrast the animals. What do the animals have in common? What is different about them? Have students classify the animals in various ways. For example, they can group animals with two legs and animals with four legs.

## COSTUME, PROP, AND SET DESIGN SUGGESTIONS

**Costumes:** *Animals*—appropriately colorful sweatpants and matching hooded sweatshirts; *Rabbit*—safety pin felt ears to the hood and a fluffy tail to the pants, color the tip of the nose with pink makeup and add whiskers with eyeliner; *Rooster*—safety pin a feather boa to the hood and colorful crepe paper streamers to the back of the

pants, a yellow foam visor to represent a beak; *Mouse*—safety pin felt ears to the hood and a felt tail to the pants, darken the tip of the nose and add whiskers with eyeliner; *Horse*—safety pin felt ears and a feather boa or yarn streamers over the hood to represent a mane, safety pin yarn streamers to the back of the pants to represent a tail; *Ox*—safety pin felt ears to the hood and a braided yarn tail to the pants, create large horns using construction paper and attach them to a headband; *Goat*—safety pin felt ears to the hood and a short felt tail to the pants, create horns using construction paper and attach them to a headband, make a collar using construction paper and attach a bell; *Cat*—safety pin felt ears to the hood and a felt or yarn tail to the pants, darken the tip of the nose and add whiskers with eyeliner, create a collar using construction paper and attach a bell; *Puppies*—safety pin felt ears to the hoods and felt or yarn tails to the pants, darken the tips of students' noses and add whiskers with eyeliner, add spots around their eyes and on their faces as desired, create collars using construction paper; *Farm Animals*—make various other costumes using ideas similar to those listed above

**Props:** Identifying props for animals—a carrot for Rabbit, a wedge of cheese for Mouse, a construction-paper bridle for Horse, an apple for Goat, bones (chew toys or cut from construction paper) for Puppies, etc.

**Set Design:** A backdrop of a farm; various farm items, such as a wagon or cart, hay bales, pitchforks, shovels, etc.

# RABBIT AND HER FRIENDS

## CAST

Narrator



Rabbit



Horse



Puppies (chorus)



Ox



Rooster



Goat



Cat



Mouse



All Farm Animals (chorus)
















**SETTING:** *Outside on a farm.*

**NARRATOR:** There is . She is lucky. She has so many friends.

 :  is my friend.  is my friend.  
 is my friend.  is my friend.  is my friend.

 :  has many friends.

**NARRATOR:** One day, some  were chasing .  
She was tired.  needed her friends.

 : , can you help me? Let me climb onto your back.



: Sorry! I cannot help you. I need new



: (sadly) Too bad.



: Yip! Yip! Yip!



: The



are coming!



, can you

help me? Keep away the



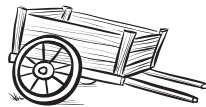
. Show them

your



: Sorry! I cannot help you. I have to pull the

farmer's



: (sadly) Too bad.



: Yip! Yip! Yip!



**NARRATOR:**



was very tired. She looked for another

friend to help her.



:  , can you help me? Crow! That will make the

 go away.



: Sorry! I cannot help you. I only crow in

the morning.





: (sadly) Too bad.




: Yip! Yip! Yip!




:  , can you help me? Stomp your  at the

 . Then, they will stop chasing me.







: Sorry! I cannot help you. I have to eat my  .





 : (sadly) Too bad.

 : Yip! Yip! Yip!

**NARRATOR:**  looked for another friend to help her.

 : , can you help me? Roll your  in the yard. The  will chase it.

 : Sorry! I cannot help you. I have to take a nap.

 : (sadly) Too bad.


 : Yip! Yip! Yip!

 : Oh, no! The  found me! What can I do?


 : What can  do?





 : Squeak! Squeak! Squeak!

 : , are you talking to me?



 : Yes. I can help you.


 : How?

 : There is a hole in the . You can hide there.






I will play with the  while you rest.


 : Why will you help me?


 : One day, I was hungry. You helped me find some . Now, I will help you.


 : *(cheering)* Hooray!





**NARRATOR:**  ran into the yard. The  chased .  slept in the . And, later that day . . .


 : Oh,  ! Thank you! You are truly my friend.


 : But I am your friend.


 : And I am your friend.

 : And I am your friend.

 : And I am your friend.

 : And I am your friend.

 : No, you are not!

 : (surprised) What?



: True friends help when you need them. I needed help. Only



helped me.



: (*cheering*) Hooray for



!



: I thought that I had many friends. But I do have one true friend. And that is great!

**NARRATOR:**



learned a lesson that day. She learned that true friends are there when you need them.



: Thank you,



!



: Squeak! Squeak! Squeak!

NAME \_\_\_\_\_



DATE \_\_\_\_\_

# COMPREHENSION QUESTIONS

Circle your answers.

1. Who is 's true friend?



2. Who is chasing .



3. Circle the two animals who are **not** in the play.



4. What does  eat?



5. What does  need?





# COMPREHENSION ACTIVITY

Help Rabbit! Follow the animals from the farm. Do not let the other animals trick you!

