



The Forgotten Rabbit Supplemental Resource



Objective: Students will practice skills needed to develop empathy, recognize animals' needs and behaviors, and learn how people can show kindness toward them.

Materials

- Book: *The Forgotten Rabbit*, by Nancy Furstinger
- “Are You Ready for a Pet?” article in the 2021 March/April issue of Kind News magazine (page 2)
- Paper, colored pencils, and markers or crayons
- Chart paper or whiteboard

Before the lesson (5-10 minutes)

- Preview the book and the related article
- Choose a spot in the classroom to create a “Rabbit Needs Wall” (chart or blank space where ideas will be posted)

Read the story (10-15 minutes)

Ask these questions while reading:

- How do you think the rabbit is feeling (at different parts of the story)?
- What helped you know what the rabbit was feeling? How can you tell?
- What do you think a rabbit needs to feel happy, safe, and cared for?
- How do you think the girl in the story shows kindness and responsibility?
- What might you have done if you met this rabbit?

Connect to Kind News (5-10 minutes)

Open the article “Are You Ready for a Pet?” in the 2021 March/April issue of Kind News magazine. (page 2)

Ask students:

- What responsibilities do you think pets need their people to take care of?
- Which responsibilities did the girl in the story have?
- What do you think was missing from the rabbit’s first home that she needed to be happy and healthy?





The Forgotten Rabbit

Supplemental Resource

Extension Activity: “Build a Home” (10-15 minutes)

Students work in pairs or small groups to design what they think is the ideal home for a rabbit.

Options:

- Draw what they think an ideal home for a rabbit would look like.
- List at least five needs (food, water, chew toys, exercise space, friendship, love, safety, etc.).
- Write 2-3 sentences describing how a responsible caretaker helps a rabbit thrive.

Encourage creativity, such as burrows, tunnels, toys, enrichment ideas, and calm spaces.

Optional share: Give the opportunity for students to share their designs, and ask them how their choices help meet the rabbit’s emotional and physical needs.

Other extension ideas (10-15 minutes)

- Matching feelings: Give students emotion cards (happy, scared, curious, hopeful). Ask them to match emotions to scenes in the book and justify their thinking.
- Pet planning challenge: After reading the related article, ask students:
 - What questions do you think a family should ask before adopting ANY animal?
 - Create a classroom checklist for “Are We Ready for a Pet?”
- Take the “What Pet Should You Get?” Quiz on page 6 of the [2021 March/April issue of Kind News](#)
- Empathy reflection activity: Students write or draw a time they helped someone (animal or human) feel safe and cared for.
- [Watch “How to Make a Bunny Toy: Part 1, Part 2, and Bunny Reacts to Homemade Toys! \(RedRover Reporters\)” on the RedRover Reporters YouTube channel](#)

Wrap-up discussion (5-10 minutes)

Gather students and ask:

- What is one new thing you learned today, especially about what animals need? How did thinking about the rabbit’s feelings change the way you see animals?
- Why do you think planning and responsibility are important before bringing an animal into a family?
- For older students (grades 3-6), you can add one deeper question: How might responsibility toward animals also make our communities stronger?



To learn more about the RedRover Readers program and to take the training, visit RedRover.org/Readers. To learn more about Kind News magazine, visit KindNews.org.

