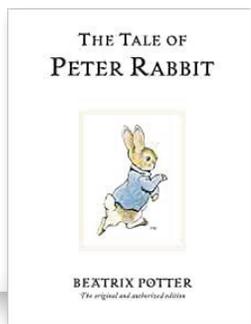


THE TALE OF PETER RABBIT written by Helen Beatrix Potter



Helen Beatrix Potter was an English writer, illustrator, natural scientist and conservationist. Born on July 28, 1866, in London, England, Potter is revered as one of the most treasured children’s authors of all time. Growing up, she and her brother, Bertram, spent a solitary childhood with long holidays in the country where they both developed a love of nature and animals. Helen, in the late 1870s, began studying at the National Art Training School to hone her drawing talents. As an author, she is best known for her children’s books featuring such beloved animals. In 1902, Potter published the featured classic of this resource, “The Tale of Peter Rabbit”. This book launched her career as a children’s author. More than 20 other books for young audiences followed including “Jemima Puddle-Duck”, “Benjamin Bunny” and others that have become children’s classics.

>> BEFORE READING

It is best to read together, often. Plan time to read this book to your children or class. Later, play the **classic version** during activities or nap time. Families can play it as a bedtime story or in the car for a second or third reading.



>> ACTIVITIES

ACTIVITY ONE: BUNNY STORY CRAFT

(12 months-4 years)

This Bunny Story Craft is perfect to use while reading. Make it ahead of time to share with younger children.

Supplies needed: felt scraps in pink, red, blue, lavender, yellow, green, light green, tan, white; hot glue gun and glue sticks; garden glove; 4- 1” white pom poms; 12- ½” white pom poms; 10- 8mm googly eyes; 1- 1” pink pom pom; 4- ⅛” pom poms; 1- 1 ¾” woven straw hat; 5 yellow seed beads; 4” (2- cut into 2”) strips of white eyelet trim; 8” (2- cut into 4”) lengths of pink satin ribbon; print the pattern sheet

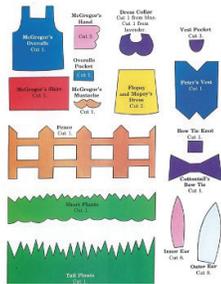
1. Trace the patterns and cut them out. Transfer patterns to the felt pieces and cut as marked. For interest, use the light green felt for the short plants and the dark green felt for the tall plants.

2. To make a bunny head glue 1- 1” white pom pom to the palm of a glove finger. Glue on ½” white pom poms for cheeks and ⅛” pink pom pom for the nose. Then, glue the googly eyes in place. Repeat on the other fingers for the other 3 rabbits.
3. To make Mr. McGregor, glue the 1” pink pom pom to the inside of the thumb. Glue on the mustache piece of felt and googly eyes. Then, glue the straw hat on the top of the pink pom pom. To finish Mr. McGregor, glue his hands to the back of his shirt. Next, glue the shirt and hands just below the pink pom pom head. Glue the pocket on the overalls and the overalls over the shirt.

NOTE: The little bunnies are dressed according to the era that Helen Beatrix Potter was an author. Share that because of that, these bunny children wore nice dresses, overcoats and ties, even to play. Children may dress differently now because times have changed.



4. For Peter Rabbit, glue the pockets to the vest. Sew on the yellow seed beads for his brass buttons. Then, glue the vest below Peter's head.
5. For Flopsy and Mopsy, tie each piece of pink satin ribbon into a bow. Glue the eyelet trims to the wrong side of the dresses on the bottom edge. Glue the collars in place on the dresses and the bows to the collars. Glue the completed outfits below their heads.
6. To dress Cottontail, glue the knot on the bow tie and glue the bow tie below his chin.
7. To finish the rabbits, glue a pink, inner ear to each white, outer ear. Glue 2 ears behind each rabbit head on the back of each finger. For the tails, glue ½" white pom poms to the backs of the glove fingers.
8. For the garden, glue the row of short plants to the row of tall plants. Then, glue the plants across the palm of the glove. Next, glue the fence over the plants, lining up the bottom ends of the fence with the bottom, horizontal edge of the plants. Use the glove to tell the story.



BEFORE YOU READ:

Talk about the rabbit family. Ask, "How many rabbit siblings are there? Count the bunnies on the fingers of the glove together to confirm. Say, "There are 4."

Ask children if they can predict who the other character is on the thumb? Give them a hint about the straw hat and the fence. Listen to their answers. Later, while reading and when he is introduced, tell children it is Mr. McGregor and why the fence is part of the glove.

ACTIVITY TWO: LANGUAGE ACQUISITION

(Ages 2-4 years)

NOTE: Beatrix Potter wrote with high level, rich words.

Introduce new words and offer working definitions as you read. Do this every time you re-read the book, offering 5 new words at a time. Review the words from the last time you read too. You can make word/picture cards to help remember which ones you've taught at each reading.

1. Sibling: two or more children who have one or both parents in common; a brother or sister
2. Mischief: playful misbehavior or trouble making, especially in children
3. Naughty: doesn't listen to directions, take turns or is badly behaved
4. Thief: a person who steals another person's things, especially by being sneaky and without using force or violence

Demonstrate what being sneaky is, then have children act out being sneaky too.

5. Dreadfully: causing or involving great suffering, fear, or unhappiness; extremely bad or serious
6. Frightened: afraid or anxious

Show a frightened face and then ask children to show you theirs.

7. Sobs: cry noisily, making loud gasps

Pretend to sob, have children do it with you.

8. Implored: beg someone to do something
9. Exert: make an effort
10. Presently: at this moment, right now, at this time
11. Trembling: shaking or quivering, typically as a result of anxiety, excitement, or frailty

Demonstrate a tremble with your hand, a piece of paper or a leaf, then have children show their hands trembling.

12. Damp: slightly wet, moist

Use a damp sponge to let children feel what damp is.

13. Puzzled: unable to understand
14. Twitched: give or cause to give a short, sudden jerking movement

Demonstrate this movement and then have children show you how they twitch.

15. Fortnight: a period of two weeks.

Show children on the number line calendar how many days two weeks is.



AS YOU READ:

Name the animal friends in the book:

Bunnies Sparrow
Mouse White cat
Black birds

Ask about how they might feel if children were able to touch or pet them nicely? Share examples of animal textures. Pass around feathers and textured fabrics like felt and white faux fur, and fishing wire that will serve as mouse whiskers. This 'during reading activity' will be a useful reminder when you do the sensory book activity.

Name the food, fruits and vegetables in the book:

Brown bread Cucumber- frame
Currant buns Cabbages
Lettuces Gooseberries- the net
French beans Black currants
Radishes Black berries
Parsley Peas
Potatoes

ACTIVITY THREE: TOUCH AND FEEL BOOK

(Ages 6 months-2 years)

NOTE: Make before reading or as a group activity after reading. Adults can make these books for infants and younger children. Or, this project offers wonderful opportunities for toddlers to learn through the creation of the book and playing with it later. Children can play with their sensory books when you re-read the book or play the recorded version. If you have made the book ahead for younger children, they can play with it during the first read.

Sensory play promotes:

- Free exploration and investigation
- Experiencing sensory attributes (i.e. hot, cold, wet, dry, soft, hard)
- Development of motor skills and how to focus
- Observation, discovery and for older children, discussion

Supplies needed: 'page' templates, cardboard or cardstock, 2 metal rings, glue, & hole punch-a single punch is best

Textured materials: fabric, net produce bags, sandpapers and other textured papers, felt, & faux furs



NOTE: Depending on your age group, you may want to prepare the pages ahead and have children help glue the textured materials. Otherwise, cutting is an excellent fine motor skill for children who are ready for that.

1. Children will trace the 'page' templates on enough pieces of cardboard or cardstock for the textures to use for the book.
2. Next, children cut 'pages' from cardboard or cardstock approximately 5" square.
3. Adults should make 2 hole punches about ½" in on one edge of each page.
4. Children can cut out pieces of the textured materials slightly smaller than the pages.
5. Set 2 'pages' aside as blank for the covers.
6. Glue the textured materials to cardboard pages.
7. Adults will insert rings into the holes of all the pages to link them together.



ACTIVITY FOUR: MATH ACTIVITIES

(Ages 2-4 years)

1. Review the word fortnight: a period of two weeks
2. Show children on the number line calendar how many days are in two weeks-14. Count together aloud up to 14.
3. For children who are older or ready. Use this awesome Teachers pay Teachers resource to print [numbers](#) to practice counting together. Do as many math activities as you like.

ACTIVITY FIVE: T-CHART DIAGRAM OF GOOD/ NAUGHTY (Ages 3-4 years)

Supplies needed: White board/white board markers -OR- poster board/markers

Ahead of time, make a T-chart on the white board or the poster board.

Print the photos from this excellent [freebie](#) from Teachers pay Teachers of naughty/good bathroom behavior examples(perfect practice for etiquette).

1. Using the white board or on the poster board, write the word good on one side of the t-chart and naughty on the other.
2. As a whole group, ask children to think of ways to describe good, giving examples. Write them down. Tape pictures from the TpT freebie on this T-chart too.
3. Children can, on their own, color and then cut out the set of their pictures.
4. Write children's names on their papers, or they can practice writing themselves.
5. Then, glue the pictures on their own t-charts. They can check the group chart to self-correct.

ACTIVITY SIX: CHAMOMILE FLOWER

(Ages 3-4 years)

Supplies needed:

- Potting soil
- Small containers(recycled milk cartons or yogurt cups)

- Chamomile seeds
- [Small spades](#)
- Baking sheets or other recycled plastic tray(s) to corral and move multiple containers with ease
- Sharpie
- Watering can and spray mister
- Plastic sheeting
- Painter's tape
- Science 'lab coats' - white button down shirts
- Tweezers - 1 per child
- [Printable pack 1 & 2](#)

BEFORE ACTIVITY:

If this activity is done in a classroom setting, ask children to help by bringing a small container from home.

Write children's names on the containers with a sharpie ahead of time.

Prep the tables by laying out plastic sheeting and taping it down with painter's tape.

Go through to choose what parts of these excellent printables you'd like to use from printable pack 1 & 2 (linked in the materials list too)!

1. Help children put on their science lab coats to help indicate this is science time.
2. Talk about why we recycle. Hand out the containers.
3. Show children how to fill small containers with potting soil. Help children if they need it, use a small spade to shovel soil into the container.
4. Next, demonstrate how to pick up, with tweezers, and plant a few seeds in each container. Push the seeds into the soil and cover with a light layer of more soil.
5. Show children how to water gently to keep the soil moist.
6. Place containers on the trays and move them to a naturally sunlit area.
7. Remind children to tend to their plants daily. Help them with watering, if needed.



8. Use the printables above to extend learning and create a unit of study about seeds for other day's activities.

ACTIVITY SEVEN: MAKE CHAMOMILE TEA

(Ages 3-4 years)

Supplies needed:

- Parsley
- Milk
- Blackberries
- Bread
- Paper plates/napkins
- Variety of measuring spoons-several types
- Loose chamomile tea
- Electric or stovetop tea kettle(depending on your location)
- Sharpie
- Mugs or hot to-go cups with lids-use a sharpie to put children's names on the cups
- Paper cups for milk
- Honey to taste
- Rice to practice measuring
- [Food containers](#) or [tupperware containers](#) - 3 per child
- Assorted bowls

BEFORE ACTIVITY:

Pour rice into 1 container for each child, and chamomile loose tea into 1 container for each child, ensuring the lids are tight.

Share with children that Peter had an upset tummy twice in the story. Ask them what herbs helped him? Help them by sharing that in the beginning, after he ate too much, he went looking for parsley. At the end, his mom made him chamomile tea that helped him sleep too.

Remind children to be like the good bunnies in the story; to follow directions and share.

1. Pass out containers; 1 with rice per child and share the assorted bowls, placing them at the tables for groups.

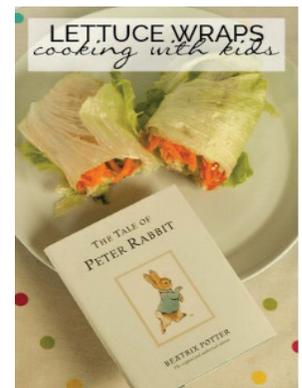
2. Show children the different measuring spoons, pass them around for children to inspect. Talk about the differences; the sizes, the letters on them.
3. Next, demonstrate how to measure with the measuring spoons a small amount of rice. Allow time for children to measure, moving rice from one container to another.
4. Clean up rice after measuring play. Children will keep the Tbsp measuring spoons.
5. Pass out mugs or hot to go cups. Pass out the containers of chamomile tea. Show them a larger bag with the tea too. Let them inspect the flowers and the parts that are in the tea. Then, show them how to practice measuring it too. They can use a Tbs to put it into their cup.
6. Remove the cups to pour hot water in each cup. After the herbal tea has steeped, 2-4 minutes, strain the chamomile and add a tsp or less of honey for children to taste the tea. Alternatively, make tea ahead in one pot and add a light amount of honey and allow it to cool to lukewarm for children. This will allow you to be able to share more quickly.
8. Like the good bunnies, the children will get to try blackberries and bread. Offer milk and parsley too. They can put milk in their tea or drink it, instead of, or in addition to the tea if they like. Helpers can pass out plates and napkins.

ACTIVITY EIGHT: COOKING WITH KIDS

(Ages 18 months-4 years)

Ingredients:

- Large leaf 'wrap' - cabbage or iceberg lettuce
- Carrots
- Tomatoes
- Cucumber
- Protein of choice: ham, roast beef, turkey and/or pre-sliced cheeses



- **Safety knives**
- Vegetable peeler
- Cheese grater
- Cutting boards, 1 per helper
- Plates/napkins/small paper bowls
- White board/white board markers -OR- poster board/markers
- Homemade spray solution: Inside a large spray bottle, mix a solution of 1 cup vinegar to 4 cups water and 1 tablespoon of lemon juice. Shake well to combine.

NOTE: For older children, do this section.

Directions:

1. On the white board or on the poster board, as a whole group, make a list of the vegetables from the story.
2. Talk about the vegetables chosen for the wraps; mention the colors, textures, shapes.
3. Discuss food safety. Take turns washing up, play this **song** while children wash up and wait for their friends.

NOTES: For younger children, prepare for them as a snack.

Children can, if they are ready and have enough adult supervision and assistance, help prepare the food. There are many jobs.

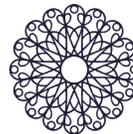
- a. Place all produce in a large bowl and then spray all produce with homemade spray. Then, gently place vegetables in a colander in the sink and rinse the spray residue off.
- b. An adult should core the stem of the lettuce or cabbage. Then, children can separate lettuce or cabbage leaves and place the leaves on plates.
- c. Peel the carrots, place in a bowl.
- d. Shred the carrots, place in a bowl.
- e. Slice the cucumbers into discs, place in a bowl.
- f. Chop tomatoes into chunks, place in a bowl.
- g. Pull the meat apart and make piles, leave on a cutting board.
- h. Pull apart pre-sliced cheese, stack on lettuce on plates.

i. Pass out plates with lettuce and cheese.

j. Pass out napkins.

4. Children can then assemble their wraps and with help, roll them up.
5. Everyone will need a napkin and then can enjoy the snack.

» THANKS TO OUR CREATORS:



CAT Scratch Studios

“It is with gratitude that we are able to work with other outstanding resources already available and I am truly happy to share those in this set of activities with you.”

-Cary A. Thrall