

# The Tale of Peter Rabbit

## Mini Unit Plan

(Activities for One Day in Pre-K through First Grade)

### Read the Book Aloud

- Review the names of parts of a book: title, author, illustrator, front cover, back cover, and spine.
- Predict and Preview: Ask students to look at the cover of the book and share what they think the book will be about.
- Read the story aloud to students.
- *Modifications for students with autism (if necessary): (1) for predict and preview, point to a character on the book cover, ask the student “what is this?” and, after the student responds, say something like, “Yes, that’s right. The story might be about a rabbit.” This introduced the concept of making a prediction based on the cover art, (2) have the names of each part of the book written on a card, and show the card to students as you point to and discuss each part of the book (placing the written word on the actual part of the book). This provides a visual aid for the student with autism to go along with your spoken words, (3) praise/reward the student when he or she is looking at the book as you are reading, or is responding to your questions about the book.*

### Science: Vegetables in Mr. McGregor’s Garden

- Materials: construction paper, crayons, scissors, glue, vegetable coloring pages. (I used <http://www.primarygames.com/science/fruitsveggies/coloring.htm> and reduced the size of the coloring pages).
- Review the names of the vegetables, why it is good to eat vegetables, etc.
- Students color, cut out, and glue the vegetable pictures onto their construction paper.
- Optional: plant vegetable seeds or have vegetables for snack.
- *Modifications for students with autism (if necessary): (1) model cutting out the first vegetable on the student’s paper, while the student is watching you, and say something like, “First I cut along the black line..., etc.” (explain what you are doing while the student has the visual model of you completing the action, (2) model gluing the vegetable onto the paper in the same way, (3) make thick lines around each vegetable so that the student will have a clear idea of where he or she is supposed to cut, and has room to make some errors without cutting into the picture.*



### **Math: Patterns**

- Materials: construction paper, scissors, glue, pictures of two or three characters from the book. (Pictures can be found at <http://www.peterrabbit.com/> - Click on "Fun").
- Students can either construct or complete patterns alternating between the pictures of the two or three characters.
- *Modification for students with autism (if necessary): on the construction paper, draw a box for each of the pictures that he or she will need to complete the pattern, so that he or she will have a visual cue that something should go in each box, and when all of the boxes are filled, the project is complete. The teacher can model first if needed.*



### **Social Skills: Turn-Taking Game**

- Play "Memory" with cards featuring characters from the story. I purchased some at a store around Easter time, but you can also make your own cards with pictures from <http://www.peterrabbit.com/>.
- *Modification for students with autism: if the student is unfamiliar with this game, the teacher or another student should take the first turn, with the teacher describing each action (for example, "Okay, it's Mrs. Smith's turn. I pick up one card, look at the picture, then pick one more card. Are they the same? No, they don't match. This one is a bird and this one is a rabbit. Now I turn them back over, and it's Jack's turn next." (speak slowly) - also model what happens when a match is made). Prompt the student as necessary on his or her turn.*

### **Fine Motor Skills: Rabbit Puzzle**

- Students can color and cut out a picture of a rabbit with black dotted lines drawn on the picture to cut it into puzzle pieces.
- Students then re-assemble the pieces back together to form the picture of the rabbit, and glue the pieces to construction paper.
- *For cutting modifications, see "Vegetables in Mr. McGregor's Garden" above.*

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