



## Peter Cottontail

### Kindergarten to Grade 1



Learn about rabbits in your classroom or at home with these fun educational activities. What do rabbits need, what are they like, how are they different from us? All these questions are answered in this kit.

### Contents

#### Science and Technology

- Rabbit Mirrors
- Am I Alive?
- The Needs of a Rabbit
- Parts of the Body

#### Language

- Truth and Fiction
- Guess How Much I Love You
- Fill in the Blanks

#### Mathematics

- Which One Is Different?
- Connect the Rabbits
- Maths in the Garden
- Categorizing

#### Arts

- Colour the Carrots
- Draw a rabbit
- Colouring Sheets

#### Health and Physical Activity

- Hippity Hop

#### General Activities

- Follow the Line
- Match the Rabbits



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A FASCINATING WORLD



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## Science and Technology

## RABBIT MIRRORS

The purpose of this activity is to help students realize that, just like them, rabbits react to their environment by modifying their behaviour and movements.

## Instructions

1. Ask students to share how they would react to various situations. For example, how would they behave if they were afraid? Would they ask their parents to pick them up? Would they hide? Explain that like us, rabbits also react to their environment. When observing a rabbit, we can tell by its behaviour if it is afraid, curious or even hungry. With the students, go over a rabbit's response to various stimuli. For example, if a rabbit is angry, it will stamp its feet. Other responses might be the following:

- fear — remains perfectly still
- fear — flattens ears back on its head
- fear — hops away
- curiosity — wrinkles and wiggles nose
- listening — ears stand straight up and move to and fro

2. Group students in pairs. In each pair, have one student play a rabbit, the other a mirror. Each “rabbit” is to move in any way a rabbit might, as long as they stay in one spot, and each “mirror” is to copy the rabbit’s movements as closely as possible. Rabbits and mirrors then switch roles.

## Suggestion

To start the activity, you can play the role of the rabbit and have all the students mirror your actions.

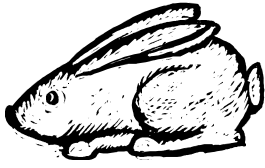


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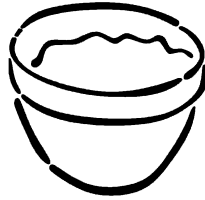
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# AM I ALIVE?

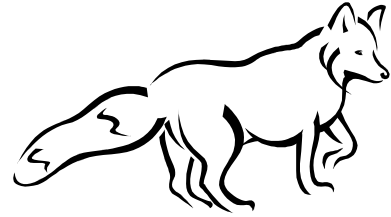
Colour the living things.



rabbit



water bowl



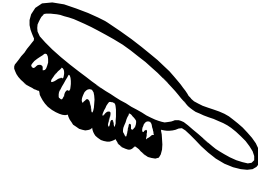
fox



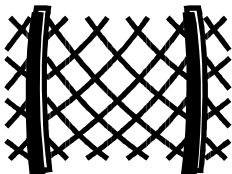
lynx



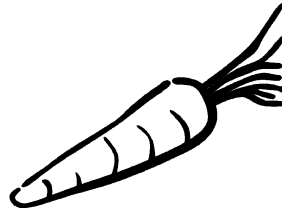
clover



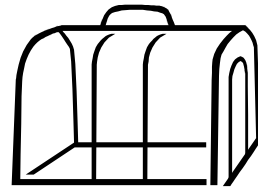
brush



fence



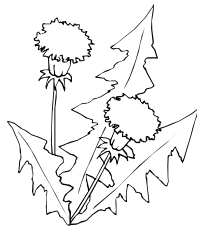
carrot



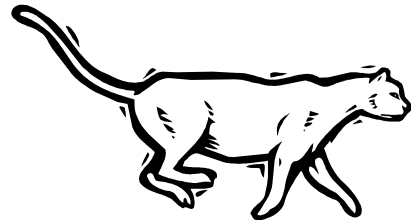
cage



stick



dandelion



cougar



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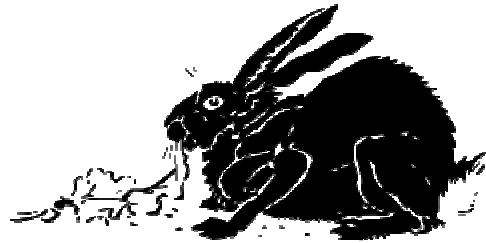
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## THE NEEDS OF A RABBIT

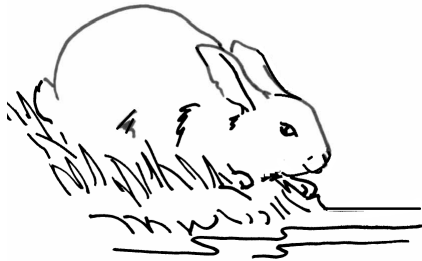
Just like you, the rabbit is alive. To stay alive, it needs to satisfy its basic needs. Colour the images that represent the basic needs of a rabbit.



scratch its nose



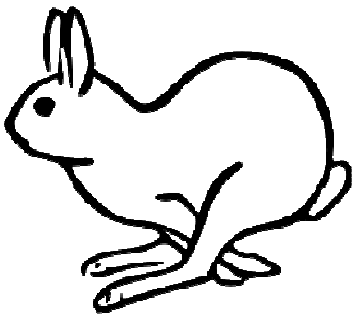
eat food



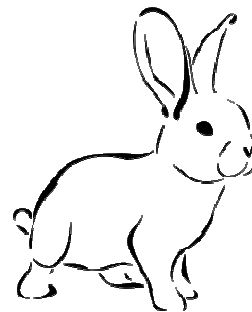
drink water



play hide and seek



run



breathe air



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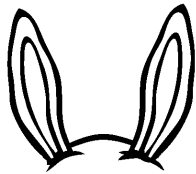

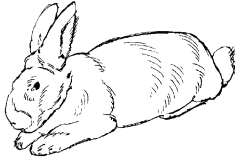








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## PARTS OF THE BODY

Humans and rabbits have similar, yet different body parts. Cut out the images below and glue them in the correct box on the next page. Which body parts belong to you? Which ones belong to the rabbit? Do your body parts look the same as a rabbit's? Do you use them in the same way a rabbit does?

 hands	 Ears	 mouth
 fur	 ears	 Nose
 paws	 eyes	 Mouth
 nose	 hat, scarf, mittens	 Eyes



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## PARTS OF THE BODY

ME

RABBIT



## Language

## TRUTH AND FICTION

Animals are often portrayed as having human characteristics or stereotypical characteristics in books and movies. Read a story book that has a rabbit character in it. Discuss the way the rabbit is depicted. Which aspects are accurate, and which ones are not.

Ask your students if they have seen movies or cartoons with farm animals. Discuss the factual and fictional aspects of animal representations in these.

### Book suggestions

The Hare and the Tortoise, an Aesop fable  
Max and Ruby, by Rosemary Wells  
Runaway Bunny, by Margaret Wise Brown  
A Rabbit's Gift, by George Shannon  
Bella and the Bunny, by Andrew Larsen

### Movies and TV shows with rabbits

Max and Ruby  
Alice in Wonderland  
Winnie the Pooh  
The Guardians



## Language

## GUESS HOW MUCH I LOVE YOU

Little Nutbrown Hare wants to tell Big Nutbrown Hare how much he loves him. *Guess How Much I Love You* by Sam McBratney is a beautiful story that depicts the love of a child for his parents and of parents for their child.

Read the story to your students and follow up with these suggested activities.

## Suggestions

1. Go over the story with your students. Can they tell how much Little Nutbrown Hare loves Big Nutbrown Hare? Ask students to describe how much they love their parents, their siblings, their friends or other family members.
2. Have students draw a picture of the people they love and/or of how much they love them.
3. Have students make a card for someone special to tell that person how much they love him or her.
4. Go over the different examples Little Nutbrown Hare uses to describe how much he loves Big Nutbrown Hare. Highlight how the examples start small and grow bigger and larger. Ask students if they can remember all the examples Little Nutbrown Hare uses to describe his love. Can they think of other examples?

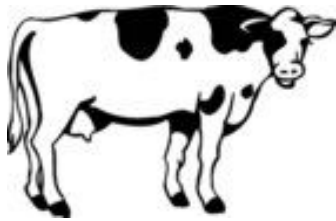




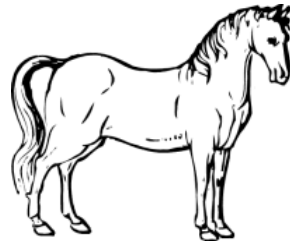
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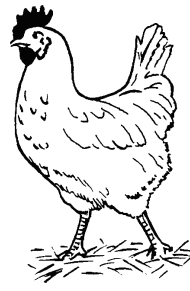
## FILL IN THE BLANKS



cow



horse



hen



rabbit

The \_\_\_\_\_ lays eggs.

A calf is a baby \_\_\_\_\_.

The \_\_\_\_\_ has large ears and can hear very well.

A baby \_\_\_\_\_ is called a foal.



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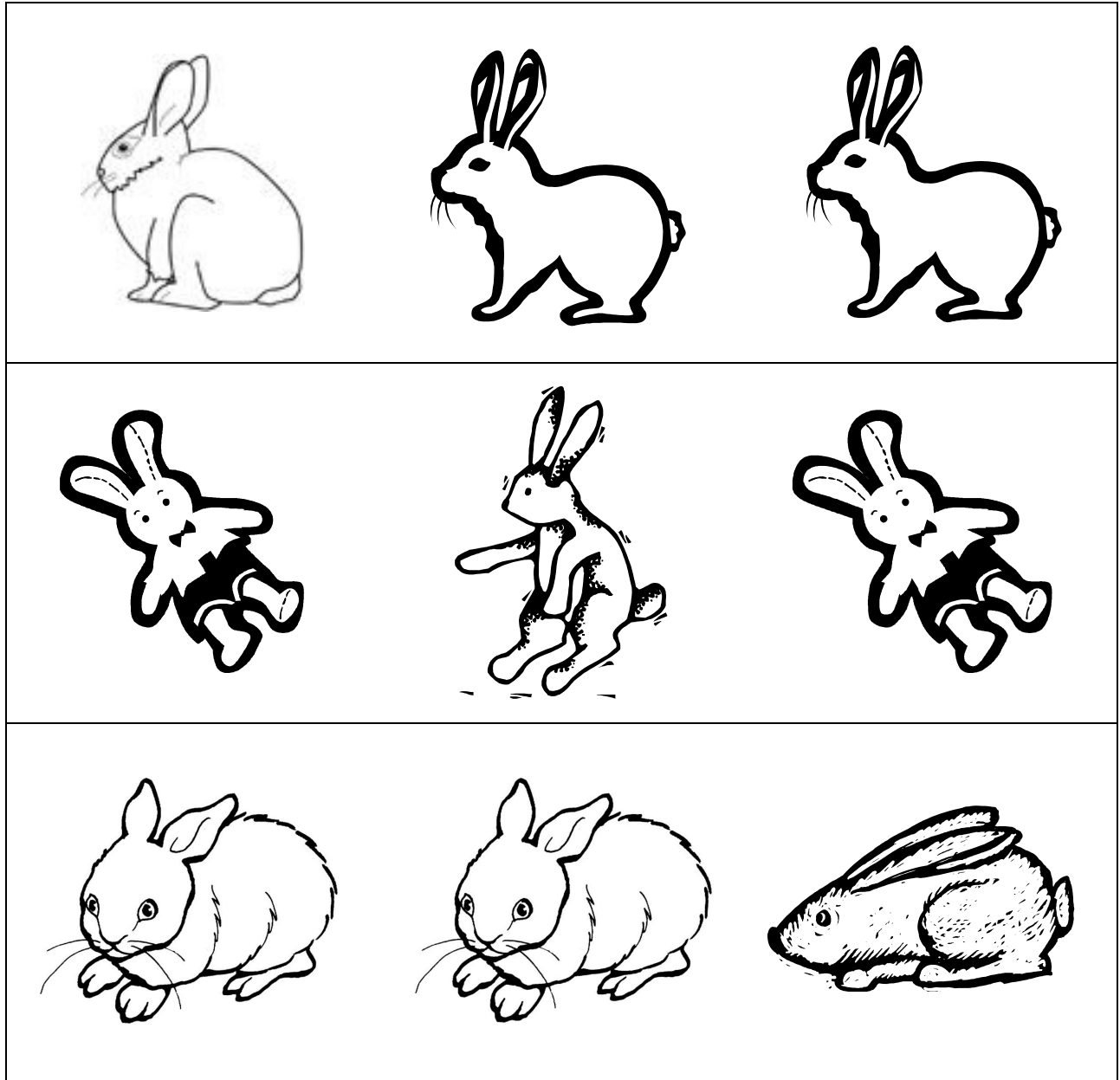
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## WHICH ONE IS DIFFERENT?

Colour the rabbit that is different in each row.



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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## CONNECT THE RABBITS

Draw a line to match the number of rabbits.

5



1



2



3



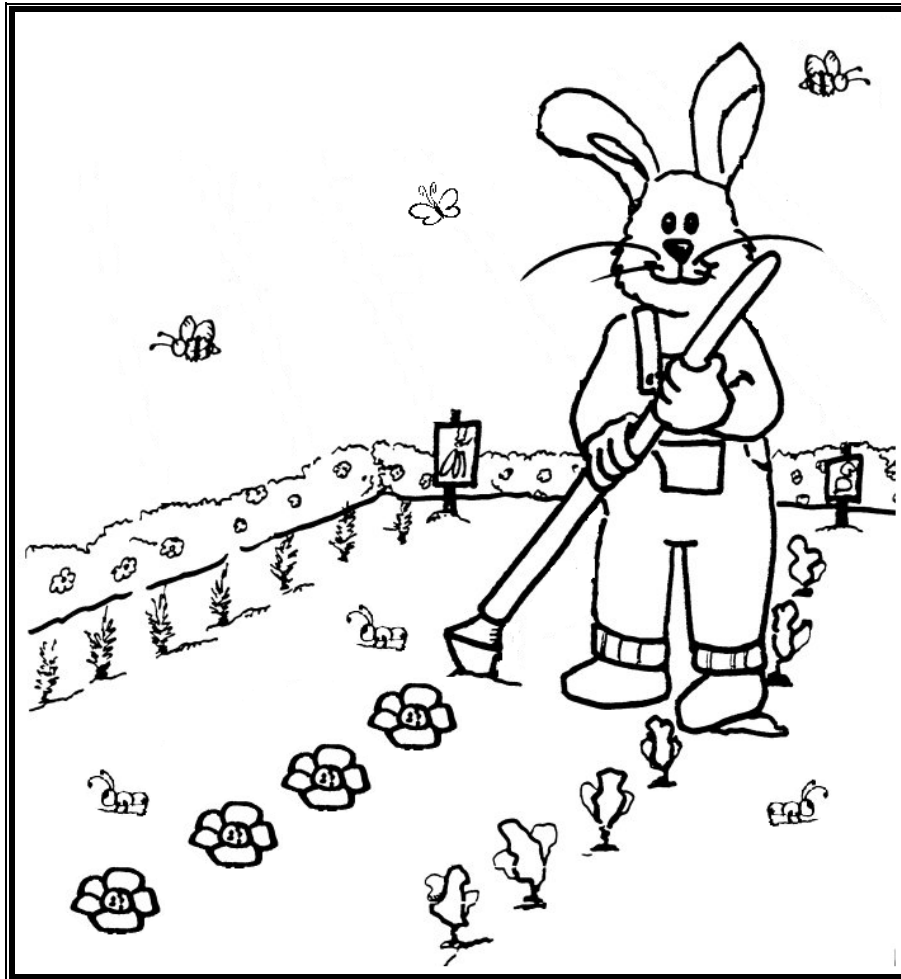
4



Name: \_\_\_\_\_

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# MATHS IN THE GARDEN



Count the number of:



flowers

\_\_\_\_\_



ants

\_\_\_\_\_



butterflies

\_\_\_\_\_



bees

\_\_\_\_\_



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## Mathematics

## CATEGORIZING

The purpose of this activity is to help students realize that objects can be grouped together differently, based on different characteristics.

## Activity

On the next activity sheet, have students circle one object in each row that does not belong with the rest of the objects in the row.

## Suggestions

1. Discuss how all the circled objects are related to each other, and how together they form a new group of objects that all relate to rabbits:
  - rabbits are small furry animals
  - rabbits have long ears
  - rabbits have four paws
  - the Easter Bunny gives out decorated eggs
  - rabbits like to eat carrots
2. Students can then cut out the images and sort them into other groups:
  - food
  - clothing
  - living things (plants, animals)
  - plants (trees, fruit, and vegetables)
  - animals
3. Use real objects and have the students sort them into groups.

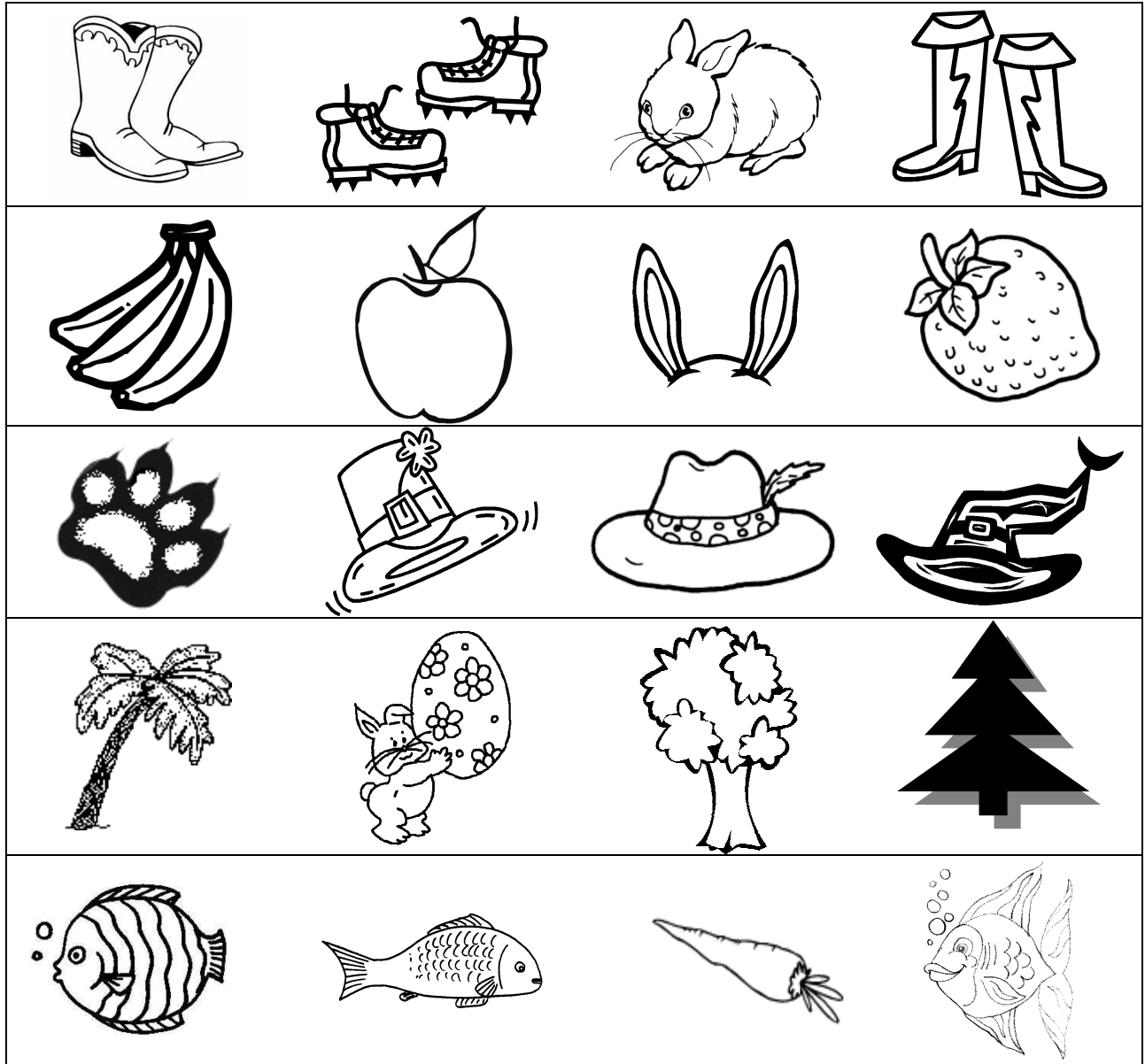


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## WHICH ONE DOES NOT BELONG

In each row, circle the object that does not belong to the other objects in the row.



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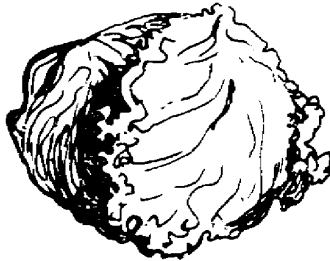
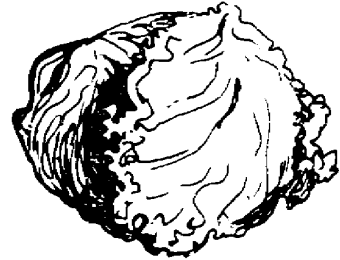
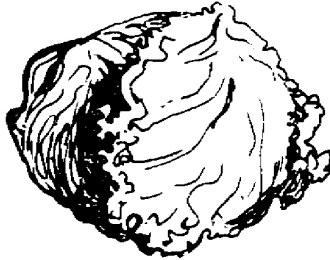
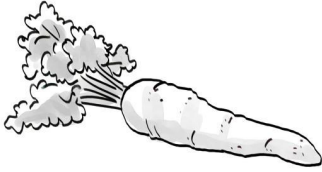
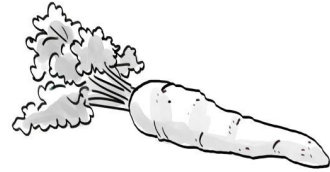
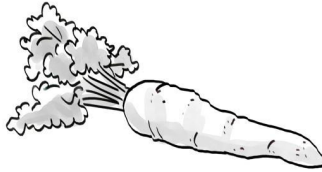
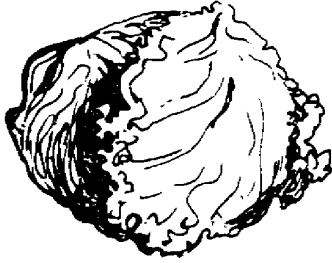
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Name: \_\_\_\_\_

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Colour the carrots orange. Colour the lettuces green.



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Draw a picture of Peter Cottontail or your favourite rabbit. What is the rabbit doing?



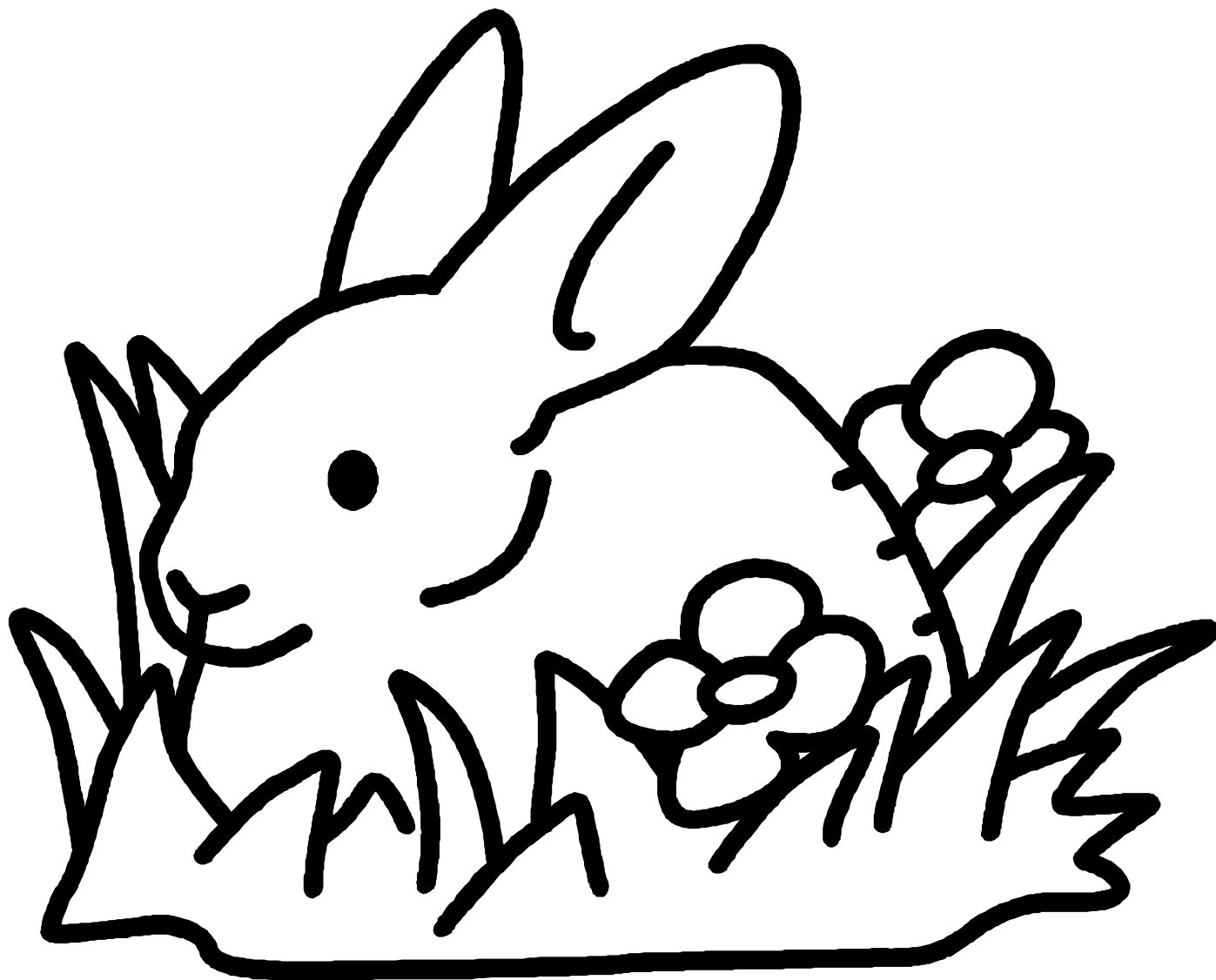
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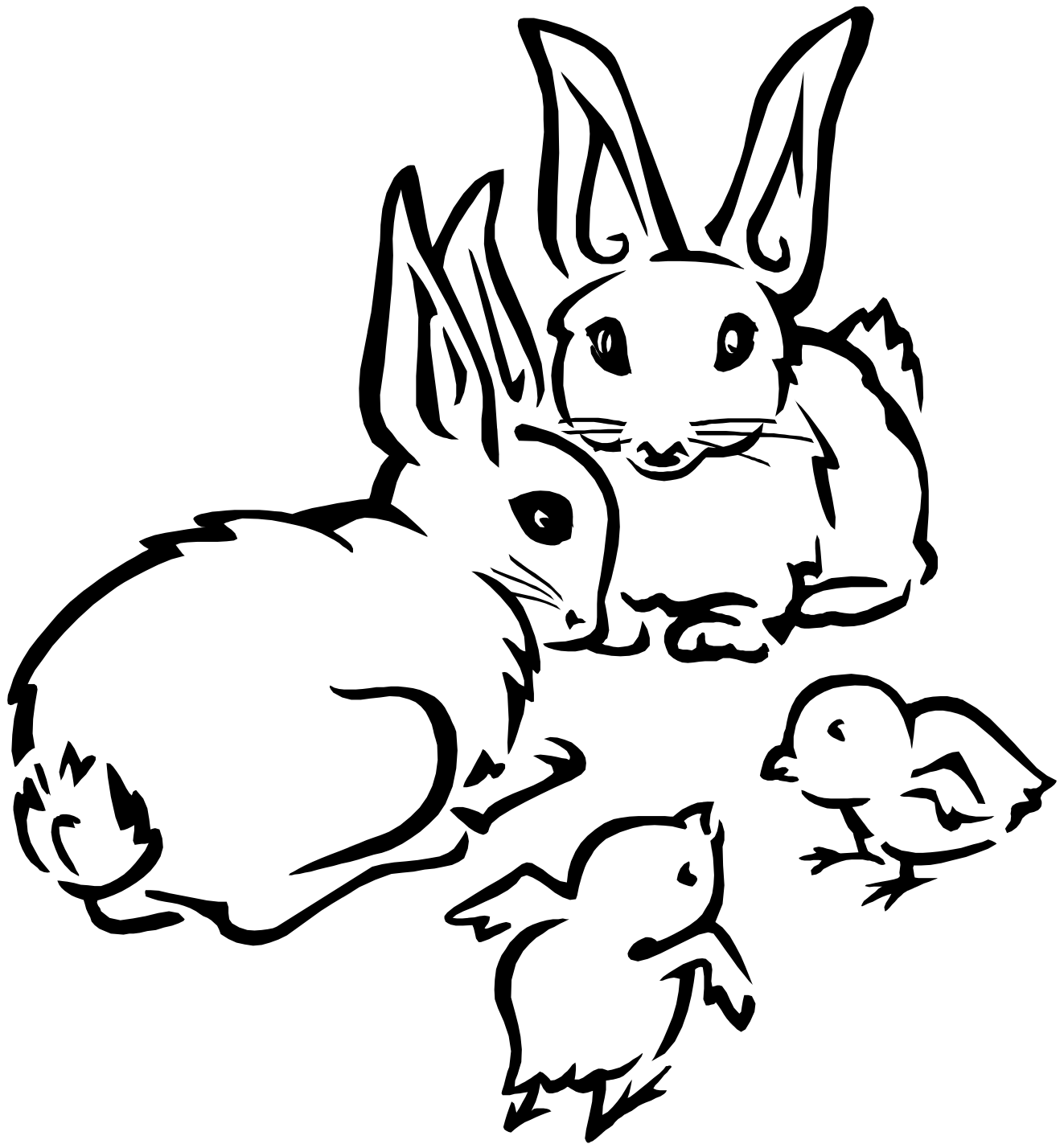
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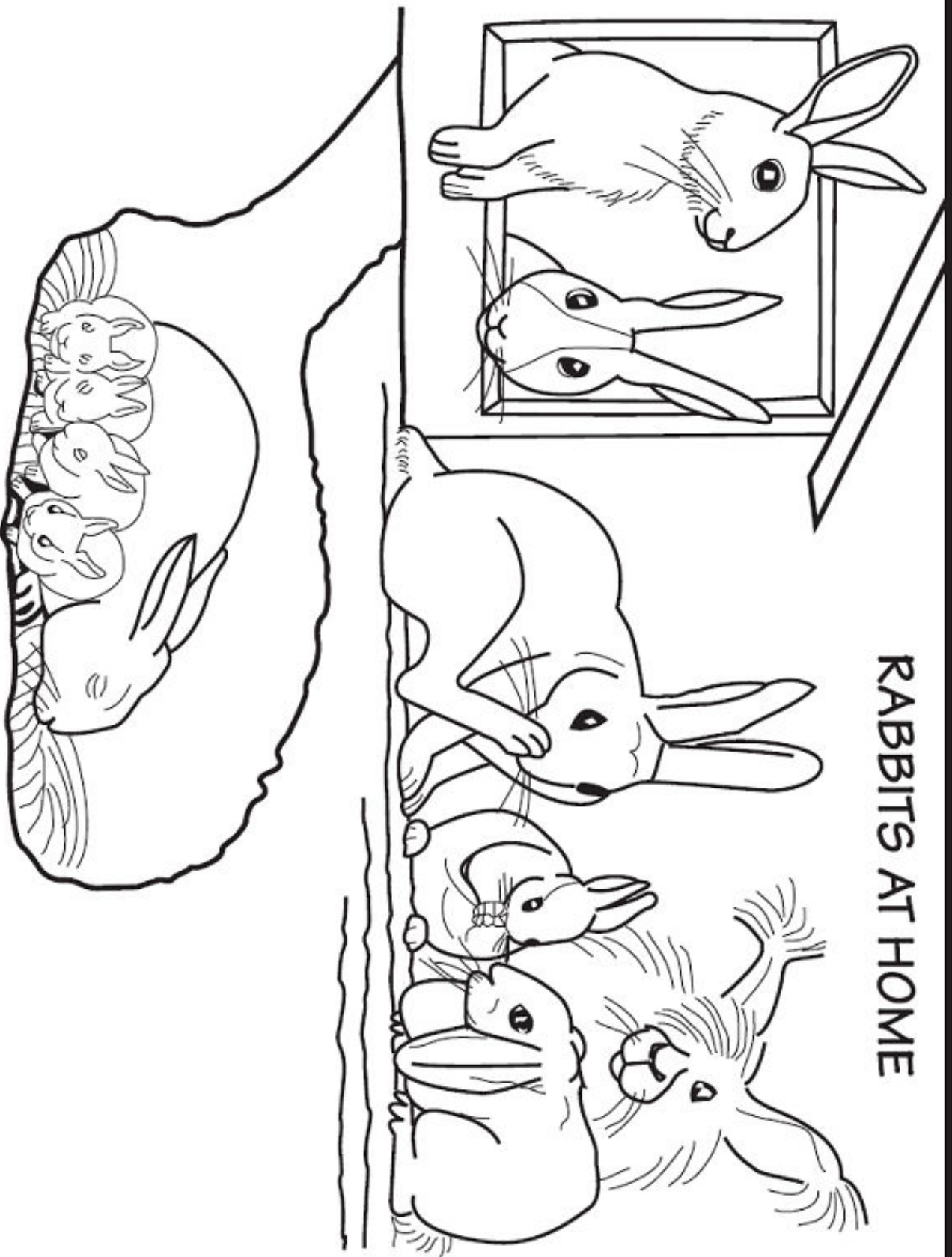


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## RABBITS AT HOME



## Health and Physical Activity

## HIPPIITY HOP

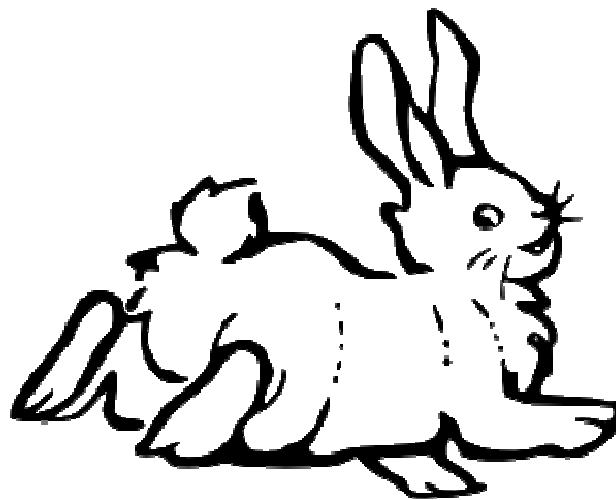
This is a fun and active game for children. It develops their concentration, teamwork, and listening skills.

## Activity

Have students sit in a circle. Divide them into two groups — the rabbits and the hares. When you call out “rabbits”, all of the students who are rabbits will stand up, hop three times, and then sit back down. When you call out “hares,” those students do the same. To challenge the students’ concentration skills, call out the groups randomly instead of alternately.

## Suggestions

1. To add more challenge, add other hopping animals such as frogs, grasshoppers, or kangaroos.
2. To practise colour recognition, form groups and assign each one a different colour. For example, some children could be white rabbits, brown rabbits, grey rabbits, or even pink newborn rabbits. Hold up cards of each of these colours — each group stands and hops as its colour is chosen.

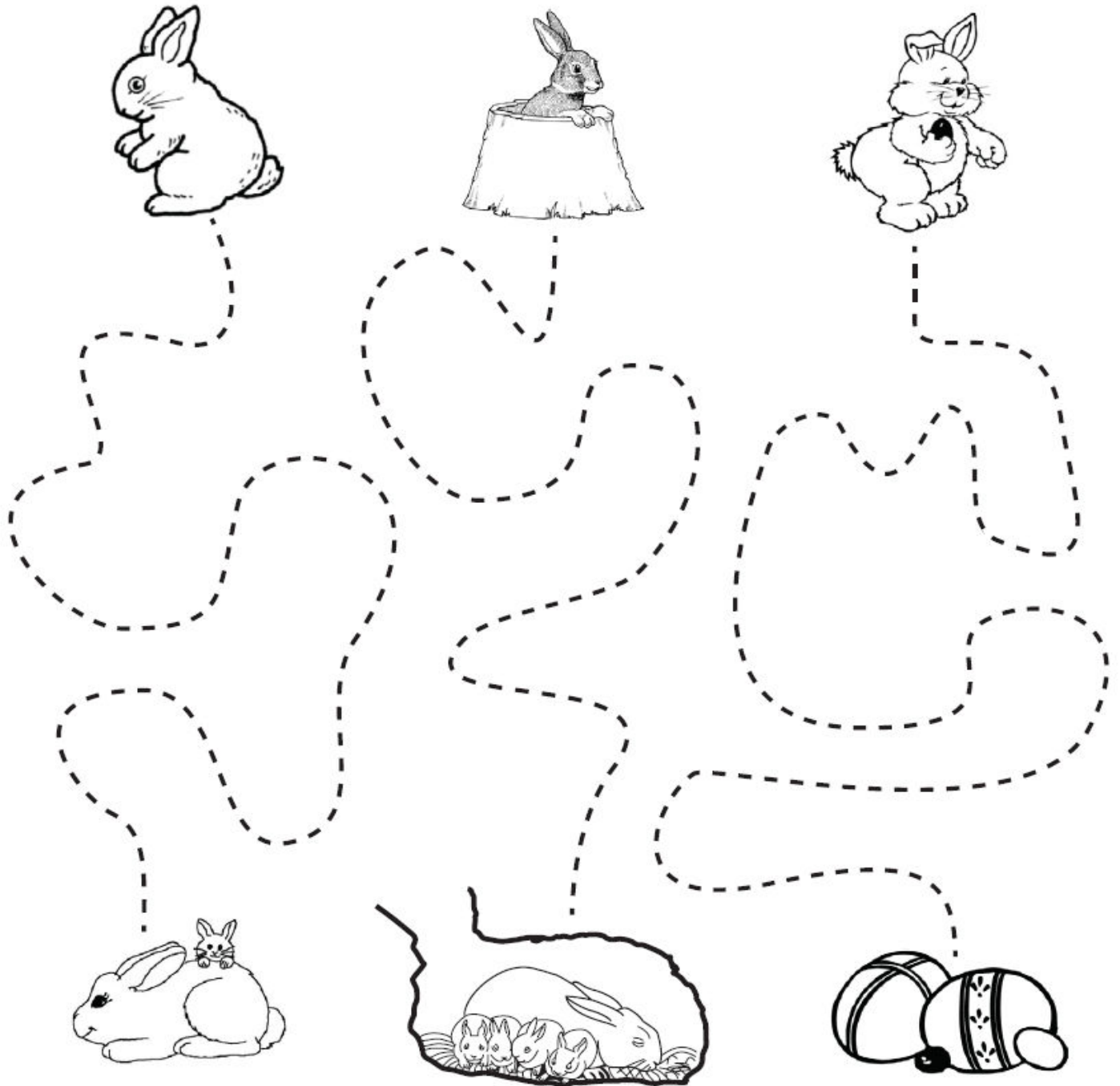




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# FOLLOW THE DOTTED LINE WITH YOUR PENCIL



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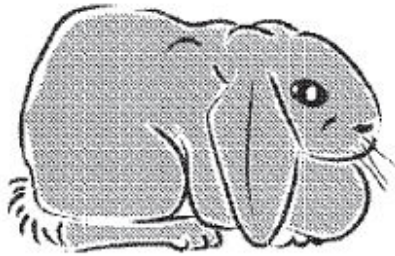
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Date: \_\_\_\_\_

## MATCH THE RABBITS

Match each kitten to its mother.



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