

Teacher Guide

'The Teddy Bears Picnic'

Suitable for Primary 3

Lesson One

Objectives:

The children will be able to:

- Show phonological awareness through noticing rhyme as well as animal sounds (CCEA, 2007).
- Work as a group, talking and listening carefully and taking turns (CCEA, 2007).
- Participate in a drama activity, using a clear voice and adopting their role (CCEA, 2007).

Lead in questions:

1. What noise does a chicken make?
2. What does a chicken give us?
3. We all know what noise a cow makes, who can remind me?
4. What do we get from cows?
5. What sorts of vegetables might the farmers give us?
6. What do we put on our toast that is gold, sticky and very runny?
7. What creature gives us the honey?

Task One: **Phonological Awareness**

1. Working in pairs, firstly circle the rhyming words you can find in the poem.
2. What do you notice about where we find the rhyming words in the poem?
3. Observe the animals in the poem. The chicken is said to have 'clucked' and the cow 'mooed'. Can you and your partner make a list of some other animals and their corresponding sound. See 'What Is That Sound?' Worksheet.

Task Two: **Performing the Poetry**

In your groups, the children can make masks out of the characters from the poem and get into character. Make sure to use the props provided too!

Ensure you use a clear, loud voice and use lots of expression as well as facial expressions. Have a few practices reading the poem as a group in character and be prepared to show the class.

List of Suggested Supplies:

- Paper mask templates of a bear, chicken, cow, farmer's wife and bee.
- Foam sheets for the mask with elastic already attached.
- Polystyrene eggs.
- Milk cartons.
- Plastic Tomatoes.
- Squirty Honey.

Lesson Two

Objectives:

The children should be able to:

- Grasp the concept of punctuation gradually (CCEA, 2007).
- Learn how to use their language in an imaginative and creative way (CCEA, 2007).
- Learn how to communicate through writing (CCEA, 2007).
- Write creatively using poetry as a traditional resource (CCEA, 2007).

Lead in questions:

1. (Begin by drawing a question mark on the board). Who can identify what this is?
2. (Draw quotation marks on the board). Does anyone know what these symbols are?
3. When might we use quotation marks?
4. Let's pretend 'Said is dead', what other words can we use instead of 'said'? ('shouted', 'cried', etc.)

Task One: **Punctuation**

Using the following two lines in the poem as a guide,

"Do you have any honey, Mrs. Hen?"

"Just eggs," clucked the chicken.

Ask the children to place the punctuation correctly in these lines?

Do you have any honey Mrs Cow

Only milk mooed the heifer,

Task Two: **Written Activity**

Consider the characters we met along the way in the poem and the conversation they had with Tabitha bear. Draw a scene including Tabitha bear with a different type of animal of your choice. Then fill in the speech box with what they might be talking about, remember to include their noise and sound!

See 'Reimagined' Worksheet.