

# Teddy Bear, Teddy Bear



## Teddy Bear, Teddy Bear

(suit actions to words)

Teddy bear, teddy bear,  
Turn around.  
Teddy bear, teddy bear,  
Touch the ground.  
Teddy bear, teddy bear,  
Touch your shoe.  
Teddy bear, teddy bear,  
Say how-di-do.  
Teddy bear, teddy bear,  
Go up the stairs.  
Teddy bear, teddy bear,  
Say your prayers.  
Turn out the light.  
Say good night.



## SEE ALSO

“The Bear Went Over the Mountain,”

page 55

“Going on a Bear Hunt,” page 54

“I Met a Bear,” page 55

“There Once Were Three Brown

Bears,” page 190

“Three Bears Rap,” page 191



## Related Songs, Chants, and Rhymes

### Goldilocks, Goldilocks

Goldilocks, Goldilocks, turn around. (*turn around*)

Goldilocks, Goldilocks, touch the ground. (*touch the ground*)

Goldilocks, Goldilocks, knock on the door. (*pretend to knock with your hand*)

Goldilocks, Goldilocks, eat some porridge. (*pretend to eat porridge*)

Goldilocks, Goldilocks, have a seat. (*squat*)

Goldilocks, Goldilocks, go to sleep. (*put head on folded hands*)

Goldilocks, Goldilocks, run, run, run. (*run in place*)

## Follow-Up Questions

- Do you have a teddy bear? What is his/her name?
- Do you have a stuffed animal that you sleep with?

## Language Enrichment

- Discuss stuffed animals. Show the children several stuffed animals. Encourage them to name the animals.
- Discuss the word *how-di-do*. What does it mean? What other words do we use to say hello?
- Encourage the children to clap the words of the rhyme as they recite it.

- After saying the rhyme several times, recite it again, leaving out the second word in a rhyming word pair for the children to fill in. For example, *Teddy bear, teddy bear, turn around. Teddy bear, teddy bear, touch the \_\_\_\_\_.*
- Teach the children the American Sign Language sign for *hello* (see appendix page 239).

## Extension Activities



### Cognitive Development/Math

#### Bear Sort

Provide bear counters. Encourage the children to sort them by color. Place sheets of red, yellow, and blue construction paper on the table and have the children place the corresponding bears on top of the paper. Talk with them as they sort. *Are any of the bears the color of a teddy bear?*



### Cognitive and Physical Development/Listening

#### Bear Acts

Record the chant on a cassette tape. Encourage the children to listen to the rhyme and use stuffed bears to do the actions as they hear them on the tape. Move the bears for younger children.



### Cognitive and Social-Emotional Development/Library

#### Reading Buddies

Provide teddy bears and books. Encourage the children to choose a bear and then share a book with it. Older children can pretend to read a story to their bear. Help the children tell their bears a story. Encourage the children to name their bear friend.



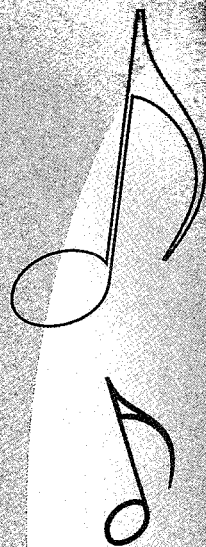
### Social-Emotional Development/Dramatic Play

#### Bear Fair

Fill the center with stuffed bears. Encourage the children to play with the bears. Talk with them about the many different bears. Ask them to name the colors of the bears. *Where are the bear's ears? Where is its tail?*

## Outdoor Play or Music and Movement

- Encourage the children to say the rhyme and do the actions.
- Chant along with "Teddy Bear, Teddy Bear" (*Five Little Monkeys* CD, Kimbo Educational).



## STORY TIME SUGGESTIONS

*Teddy Bear, Teddy Bear: A Classic Action Rhyme* by Michael Hague  
*Teddy Bears' Picnic* by Jimmy Kennedy

## REFLECTIONS ON THE DAY

- Which teddy bear activity did you like best?
- What book did you share with your bear?

