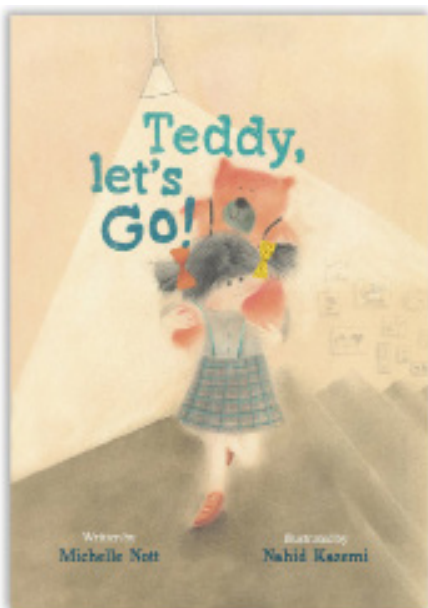


# Teddy, let's Go!

## Teacher's Guide



A grandmother welcomes a newborn baby into the world with a teddy bear, stitched and stuffed with love. How might the story of this baby's first seven years be told if narrated by Teddy himself? Find out...  
in *Teddy, Let's Go!*

***Teddy, Let's Go!* by Michelle Nott & Nahid Kazemi gives you the opportunity to teach:**

- Love and appreciation take on many forms.
- Friendship takes time and effort.
- Change happens, but what's important stays consistent.
- Even when people take on different roles in our lives or pass on, their love transfers to us and to those we touch.

### **You can also use this story to teach:**

- Patience
- Kindness
- Empathy
- Relationship skills
- Family dynamics

### **In this guide, you will find activities to study:**

- Character traits
- Character relationships
- Chronology of events and milestones
- Points of view



## About the Book:

Teddy and My are made for each other—literally in the case of Teddy, a bear lovingly stitched and stuffed by Grandma for her newborn granddaughter. From eating mushy vegetables to playing with blocks, Teddy is there every step of the way as the baby grows older. Even as the little girl goes to school and makes new friends, she can always count on Teddy for playtime, comfort, and friendship.

With distilled text, expressive art, and a strong emotional core, this book gives us a window into the early years of a child who grapples with change alongside her beloved Teddy, ultimately embracing her new sibling with a tremendous act of love.

## Activity List:

1. Pre-Reading Prompts
2. Character Trait Exercise
3. Friends & Family Tree Activity
4. Story Timeline Activity
5. Point of View Exercise
6. Teddy Bear Craft
7. Draw your own Teddy!



Name \_\_\_\_\_ Date \_\_\_\_\_

## 1. Pre-Reading Prompts

Before reading *Teddy, Let's Go!* answer the following questions, in conversation or in writing.

Do you (or did you have) a special stuffed animal, blanket, or other object that gives (or gave) you comfort? What are its qualities?

Have you ever received a special stuffed animal, blanket, or other object passed down from someone else? Have you ever passed on something that was special to you? How did it make you feel? How did the other person feel?

What is something that you used to need your special object for, but that you now do on your own? How does it make you feel?

If you could make anything for anyone to show them how much you love them, what would it be and why?



## 2. Character Traits

Cut out and laminate each character card.

### Small groups:

Divide students into groups of five.

Assign each student in the group a character.

Ask them to describe their character: physicality, personality, emotions, etc.

### Follow-up as a large group:

Display each character for everyone to see.

Ask for descriptions of each character and what text or art from the book support these ideas.





### 3. Friends and Family Tree

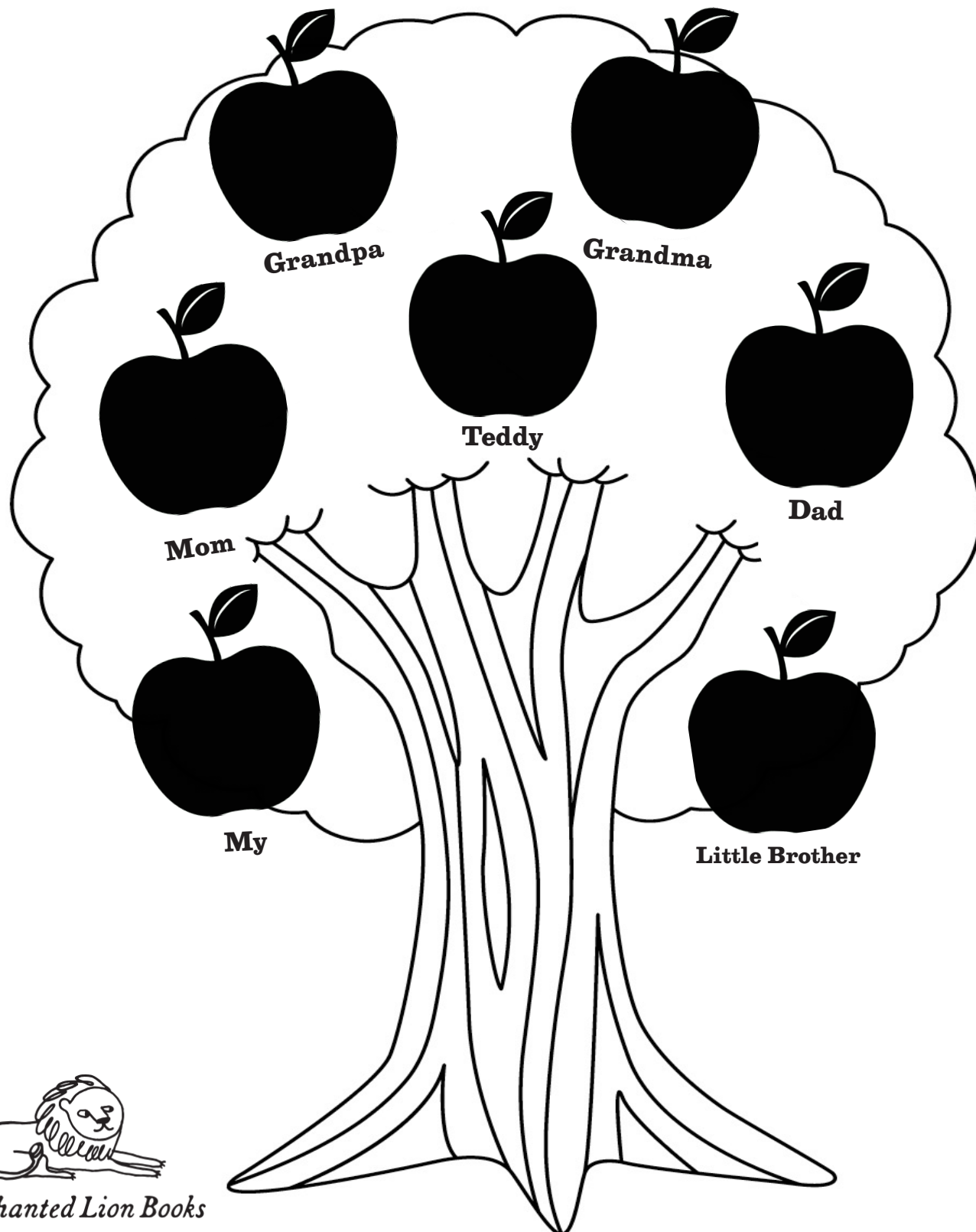
Cut out and paste each character where they belong on the friends & family tree on the next page.



Name \_\_\_\_\_ Date \_\_\_\_\_

# Teddy and My's Friends & Family Tree

Cut out and paste each character where they belong on the friends & family tree.



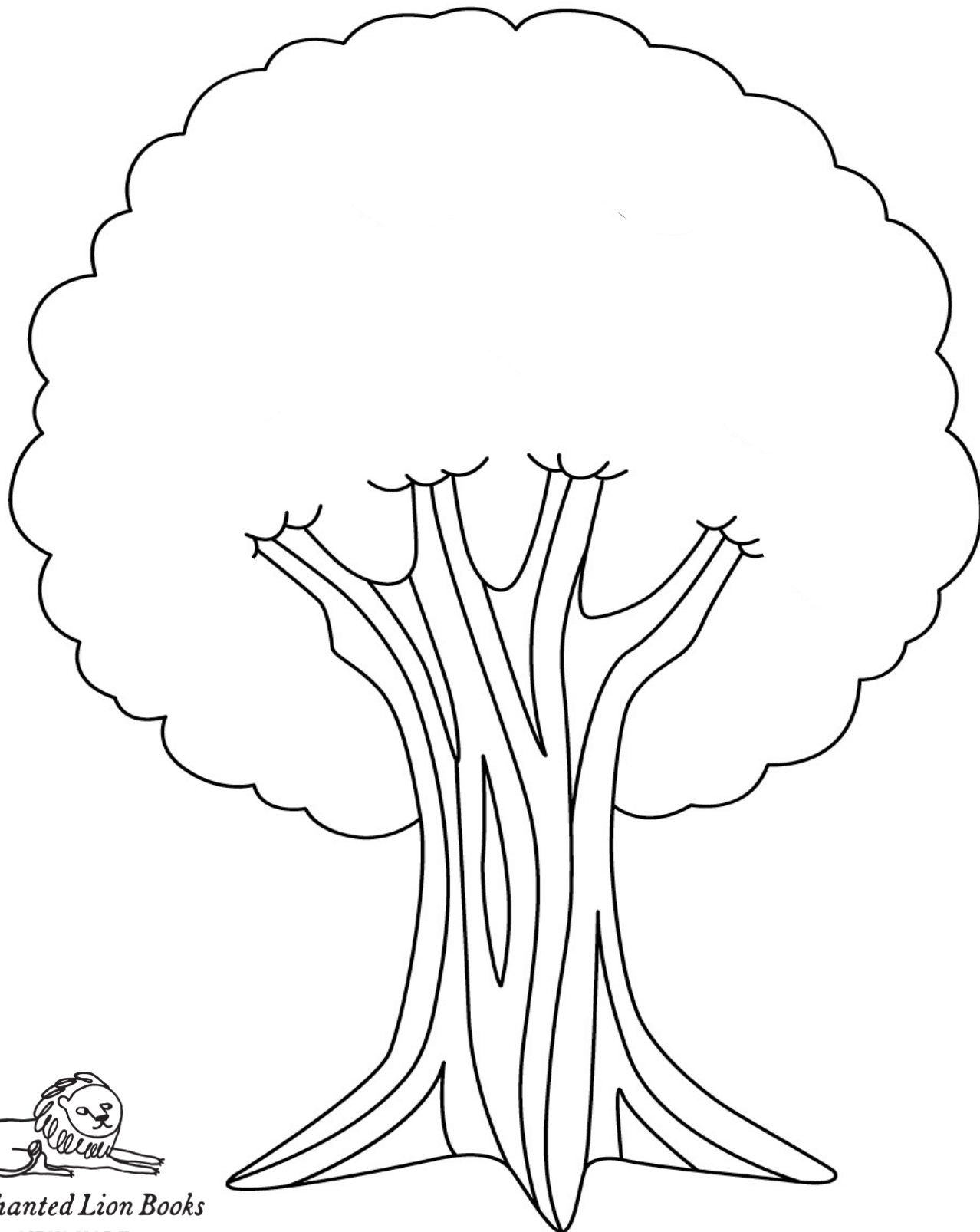
Enchanted Lion Books  
NEW YORK



Name \_\_\_\_\_ Date \_\_\_\_\_

# \_\_\_\_\_’s Friends & Family Tree

Paste photos of or draw the special people that belong on *your* friends & family tree.



*Enchanted Lion Books*  
NEW YORK

## 4. Story Timeline Activity

With images and the text cut out, students can work individually or with a partner to reorganize the chronology of story events:



"Then she wrapped me up. And I floated."



"I let go".



"I whispered happy dreams in her ear."



"I pressed my paws against the window until morning"



"One summer, I climbed into My's backpack and we rode a bus to camp."



"I often practiced sitting straight and touching my toes."



"My played at school all morning."



"We loved holding hands and walking by ourselves."



"She soon had a name for everything."



## 5. Point of View Exercise and Guessing Game

Assign students, individually or in small groups, a character from *Teddy, Let's Go!* You can reuse the cutouts from the Character Traits Exercise (Activity 2).

In discussion or to write down, students brainstorm as many characteristics of each character as they can during a limited time (3-5 minutes).

Next, each student or group chooses one of the scenes from the Story Timeline Activity (Activity 4).

Considering the list of characteristics, students rewrite or retell their chosen scene from the point of view of their character.

In turn, students play out their scene from the point of view of their character while classmates guess the character and scene.



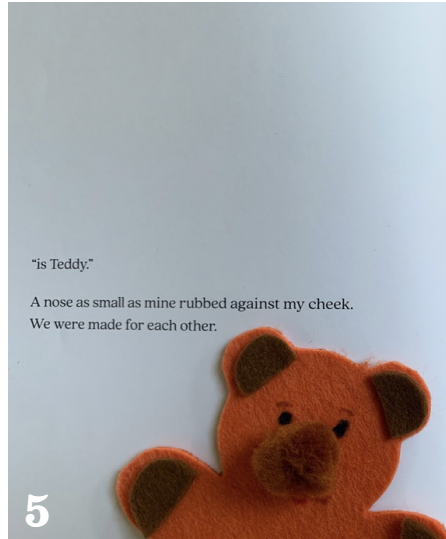
## 6. Teddy Bear Craft

### You will need:

- Felt or paper of different colors
- Scissors
- Glue or glue stick
- Pom-poms or cotton balls
- Markers

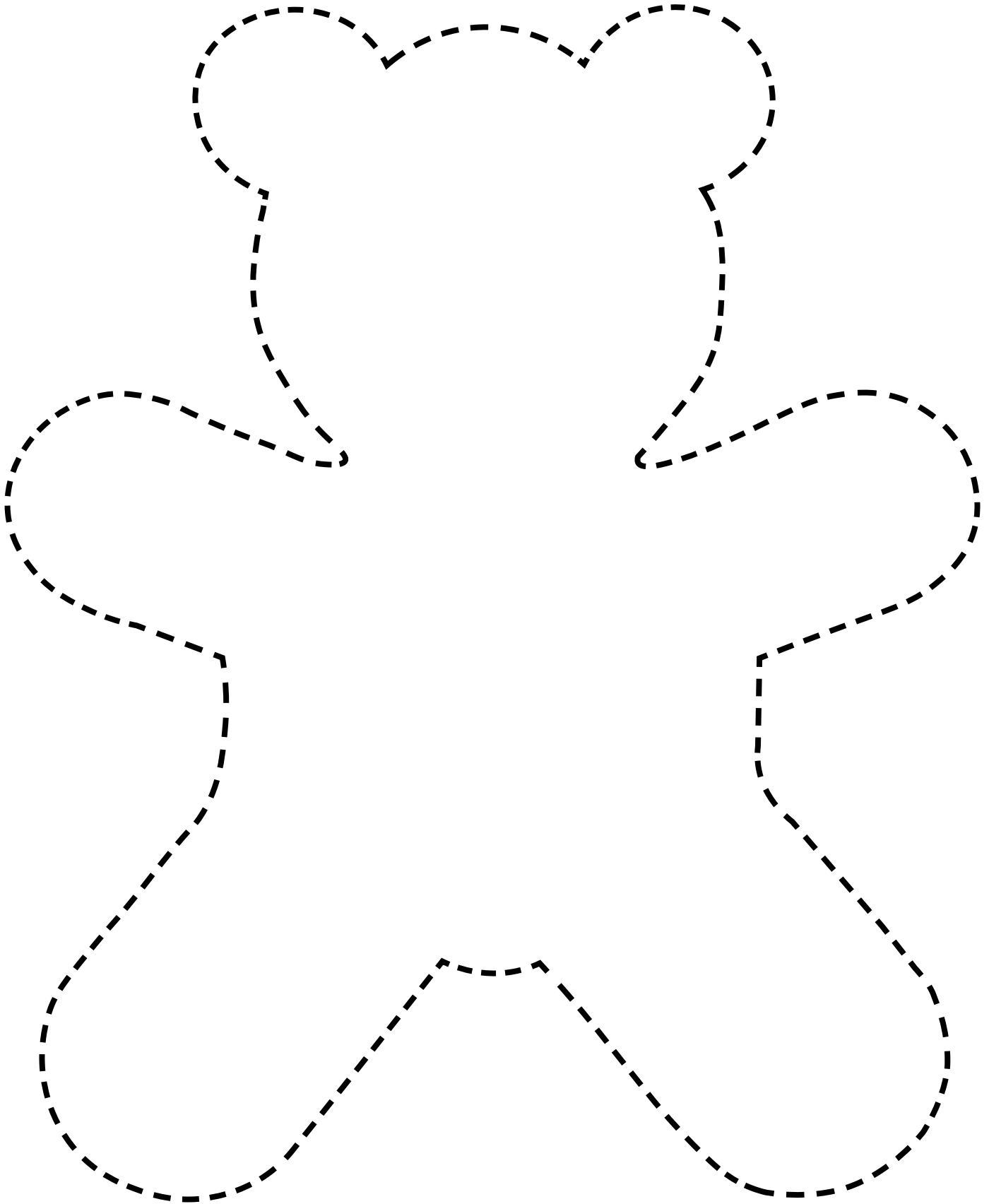
### Instructions:

1. Gather felt/paper, scissors, and pattern. Using the template as a guide, cut out as many teddies as you need.
2. Cut out details from a contrasting color: half-circles slightly smaller than the ears, hands, and feet.
3. Glue on details. Choose a pom-pom or cotton ball for the nose.
4. Glue on nose and use markers to draw eyes, nose, mouth, etc.
5. Reread pages 16–17 (see below) and let students rub noses with their own handmade teddy.





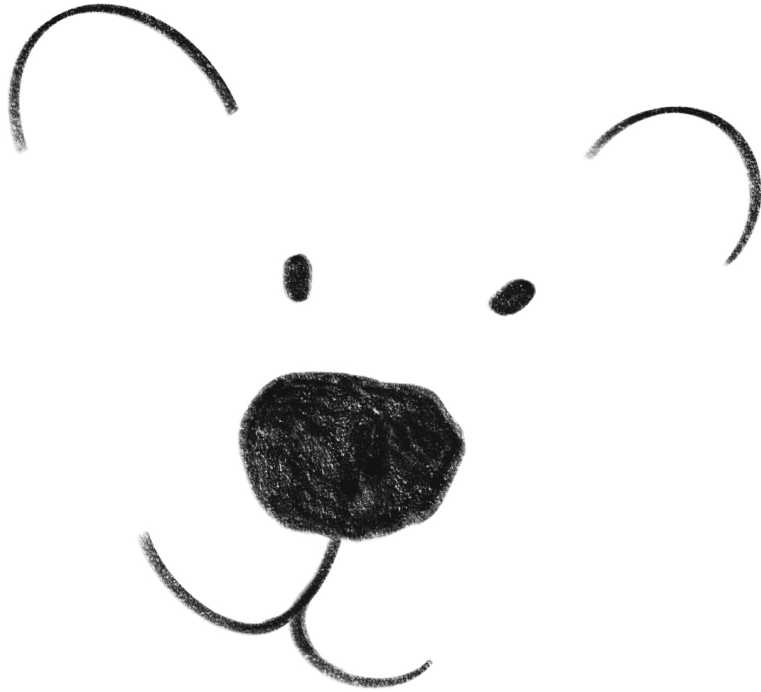
# Teddy Bear Template



THIS ... is

Teddy!

This sweet face is just a starting point!  
Use this space to create a Teddy of your  
very own: with an outfit, a story, and a  
personality as **BIG** as your imagination!



**Draw your  
own Teddy!**