

# TEDDY BEAR, TEDDY BEAR

*Teddy Responders add excitement to this action song!*



*We teach this lesson over the course of two class periods. The first presentation includes the responders and actions, while the second presentation includes the pointing pages and barred instruments transfer.*

## Preparation

- ☞ Duplicate the Teddy Responders (on page 29) onto a variety of colored cardstock or poster board and laminate.
- ☞ Attach the responders to craft sticks with tape. We have ours mounted on Popsicle™ sticks, which are then used as pointing devices.
- ☞ If your school has a die-cut machine, you could simply cut out teddy bears from the die cut of your choice.
- ☞ We enhanced our teddies with spray-on glitter and googly eyeballs.

**Suggested Grade Levels:** PreK–2

### Focus

- ☞ Sol-mi
- ☞ Contour

### Materials

- ☞ Class set of pointing pages (see page 28)
- ☞ Stuffed teddy bear, if desired
- ☞ Teddy Responders (see page 29)
- ☞ *Teddy Bear, Teddy Bear* children's book\* (optional)

*\*We use the traditional version illustrated by Michael Hague (ISBN: 0688106714). The pictures are precious and the pages are large enough for the class to see well.*



Ted-dy Bear, Ted-dy Bear, turn a - round. — Ted-dy Bear, Ted-dy Bear, touch the ground.  
Ted-dy Bear, Ted-dy Bear, go up - stairs. — Ted-dy Bear, Ted-dy Bear, say your prayers.



Ted-dy Bear, Ted-dy Bear, show your shoe. — Ted-dy Bear, Ted-dy Bear, that will do!  
Ted-dy Bear, Ted-dy Bear, turn off the light. Ted-dy Bear, Ted-dy Bear, say good - night.

## Instructional Steps



*There are a variety of options for the introductory portion of this lesson. You could use the children's book during lessons steps 2–4, or you could lead the lesson introduction with a stuffed teddy bear or a Teddy Responder.*

### Teddy Responders and Action Song

1. Begin the lesson with some *sol-mi* echoes. Use hand levels or Curwen hand signs to visually show the melodic levels.
2. Sing the “Teddy Bear, Teddy Bear” song to your class using the children’s book, Teddy Responder, or stuffed teddy bear to show the melodic direction of the words “Teddy Bear” each time they occur. If you are using a stuffed bear or Teddy Responder, it is best to have the teddy perform the actions sung in the song (“turn around,” “touch the ground,” etc.).

3. Hand out Teddy Responders to the children and instruct them to show the melodic direction on the words "Teddy Bear" while you sing the song. If you are not using responders, the children can simply use Curwen hand signs instead.
4. For the third performance, encourage the children to join you in singing the song. Instruct them to show the highs and lows (*sol*s and *mi*s) on "Teddy Bear" with their responders, and to also do the actions that the Teddy Bear does. In other words, the children should now turn around, touch the ground, etc.
5. Choose a "solo bear" to come to the front of the room and perform the actions while the rest of the class sings and shows the *sol-mi* direction of "Teddy Bear, Teddy Bear." Change the lyrics to reflect the child's name: e.g. "Matthew Bear, Matthew Bear, turn around ... " At the end of the song, when the Teddy Bear "says goodnight" we have the solo bear lay down on the floor and begin snoring. After a few seconds the class shouts, "Wake up, Matthew Bear!" and he jumps up off the floor. This silly part is, of course, the children's favorite!
6. Repeat this activity with a new solo bear of the opposite gender (e.g., "Brianna Bear, Brianna Bear ...")
7. Next, instruct all of the boy bears to come to the front of the room. Repeat step 5, with all of the boys being featured. "Boy bears, boy bears, turn around..."
8. Repeat the song once again, with the girls up front and featured.
9. Finish the activity with all students singing and doing the actions.
10. For a fun extension, lead the class in creating new motions for Teddy Bear. For example, Teddy could touch his nose, stand on tiptoes, jump up and down, and spin around.



*Move your responder in the direction of the melody.*

### **Melody Pointing Page**



*You may choose to use the pointing pages in your first lesson, immediately after the action song activity, or save this part of the lesson to use in a subsequent class.*

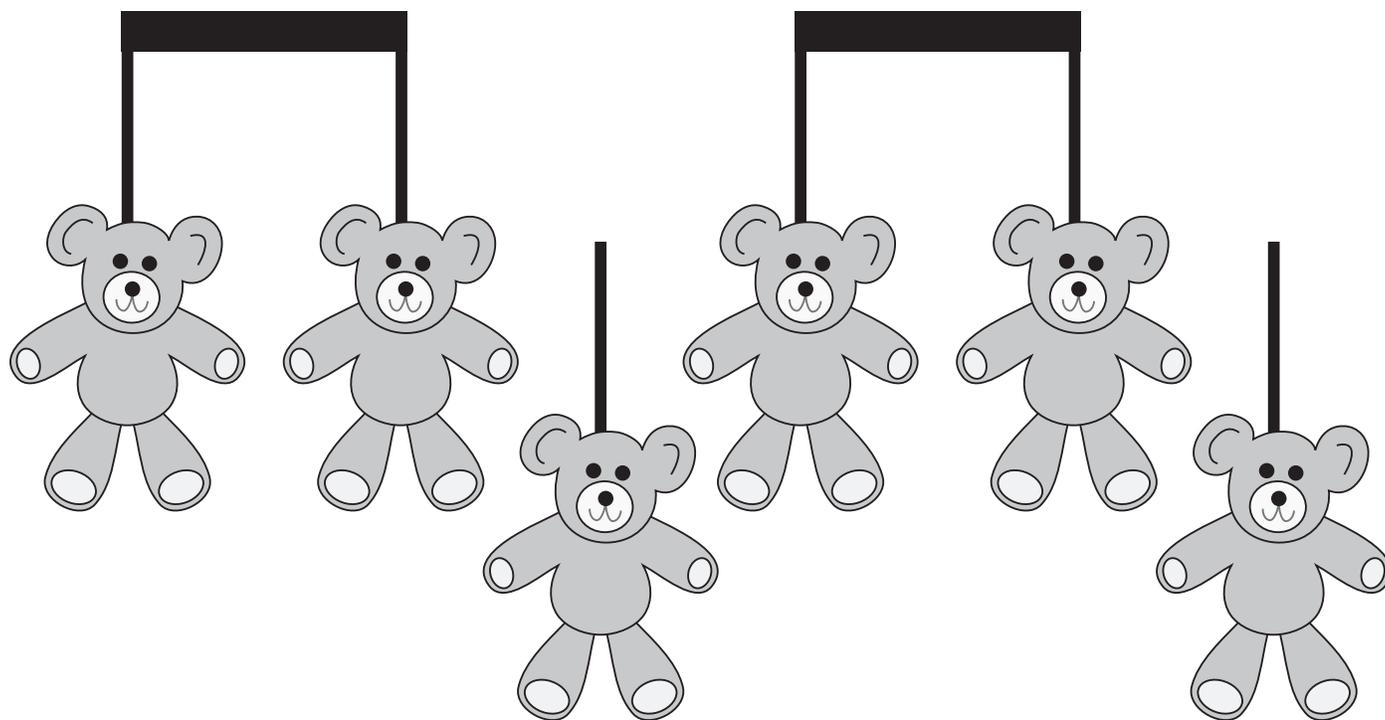
1. Sing some *sol-mi* echoes, using hand levels or Curwen hand signs.
2. Distribute the pointing pages to the children (see page 28) and direct their attention to the eighth- and quarter-note Teddy Bears with stems. Touch and speak the rhythm syllables (ti-ti, ta, ti-ti, ta). Sing the first verse of the song, using the rhythm syllables and pointing to the bear pictures each time you sing the words "Teddy Bear, Teddy Bear."
3. Sing the second verse, this time touching the bears and singing *sol*s and *mi*s.
4. Now, sing the entire song while the children touch the bears, at the appropriate times, and sing the lyrics "Teddy Bear, Teddy Bear."
5. For the final pointing-page experience, use the staff notation at the bottom of the page. Discuss vocabulary and other details with the children such as stems, note heads, musical staff, high and low placement, etc. Sing the song while the children point to the actual staff notation of the "Teddy Bear, Teddy Bear" measures. You may use whatever lyrics you prefer: solfège, song lyrics, or note names. (We use the key of C for the pointing page notation so that all stems are pointing up. This is less confusing for young students. However, you may choose to sing this song and play it in the key of F for some or all portions of the lesson.)

### **Barred-Percussion Transfer**

1. Prepare the barred-instrument segment of the lesson by singing some echoes on solfège, and then on the note names that you choose to use on the instruments.
2. Move the children to the instruments and perform the "Teddy Bear" song. Instruct the children to sing the entire song and play along on the *sol-mi* parts.

# TEDDY BEAR, TEDDY BEAR

MELODY POINTING PAGE



Ted - dy Bear,

Ted - dy Bear

# TEDDY RESPONDERS

(SEE DIRECTIONS ON PAGE 26)

