

# Baby Bear Goes to School Study Guide

## Objectives

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*Baby Bear Goes to School* will teach students basic English language skills through songs, action and puppet demonstrations, all while entertaining and inspiring students. This show uses simple vocabulary and sentence structure with lots of repetition to reinforce the vocabulary. *Baby Bear* is designed for children pre-school to second grade who are English Language Learners or anyone learning English as a second language. When using this study guide, students will act out what they saw the puppets in the show do, and repeat the vocabulary they heard in the show.

## Arizona English Language Learners Standards and Arts Standards

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This study guide benefits mostly Pre-Emergent and Emergent English Language Learners.

*Pre-Emergent (PE): A student at this level has no ability or a very limited ability to communicate in English.*

*Emergent (E): A student at this level is able to respond using isolated words, strings of nouns and verbs, and functional phrases with linguistic support.*

E.1.5. Following one-step directions for classroom activities that are accompanied by picture cues.

PE.1.6. Responding to conversations using memorized responses. (e.g., *introductions, requests, courtesies*)

PE.2.6. Repeating cardinal numbers in order with accurate pronunciation.

PE.2.7. Repeating one- or two-word social greetings and farewells.

E.2.7. Responding to social greetings and farewells using words or phrases with instructional support.

PE.2.10. Repeating rhyming words and short familiar rhymes and songs using accurate pronunciation as well as expressive phrasing and intonation.

Beginning Theatre Arts Standards for Kindergarten through Grade 2:

3.2. PO 101. Demonstrate respectful **audience** behavior.

1.2. PO 101. Imagine and describe characters, their relationships, what they want and why (e.g., through variations of **movement** and **gesture**, vocal **pitch**, **volume**, and **tempo**). (Using your puppet to model behavior.)

## The Story

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Baby Bear is very excited about his first day of school. After his mom wakes him up, he gets dressed in his new school clothes, has a good breakfast and mom and dad help him pack his backpack. Once at school he meets his new teacher, Mrs. Heron, and his classmates, Trina Skunk and Oscar Otter. Mrs. Heron takes roll and then has the students practice their numbers and letters. The audience participates by helping Baby Bear count to ten. Then it's time for recess. Out on the playground the children play follow the leader and sing a song that has them walking, running, jumping and dancing. Back in the classroom, all the students make a puppet and act out the puppet waving and saying hello. The audience participates by saying hello and waving back. At the end of the day they go home, excited to go back to school the next day.

## The Characters

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Baby Bear

Mama Bear

Papa Bear

Trina Skunk

Oscar Otter

Mrs. Heron



## Make and Use the Baby Bear Puppet

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**Objectives:** To give students a tool to practice vocabulary and action words and to give teachers a way to demonstrate the action words for students to repeat.

### Activity:

1. Color the puppet (you may get these at the theater or you will also find puppets you can print at the end of this packet):
  - a. Using the puppet included at the end of this packet, ask students to color the puppet. Reinforce vocabulary with questions about how the students are coloring the puppets. For example a conversation may go like this, “What color is the shirt?” “Green.” “Say the whole thing.” “The shirt is green.”
  - b. After coloring, you may reinforce vocabulary by also asking students to touch their puppet’s head, shoes, eyes, etc.
2. Cut the puppet out:
  - a. The puppets you get at the theater are on thin cardstock, however if you need to make copies or want to print your own we recommend using cardstock as well. For longer wear on the puppets, we strongly recommend laminating them after coloring.
3. Tape a stick on the puppet:
  - a. For this we recommend using long craft sticks, drinking straws, barbecue skewers with the point snipped off. Check each student’s puppet to make sure their sticks are well fastened to the back of the puppet and that they are far enough up on the puppet that it is well-supported.
4. Tape a stick to the hand:
  - a. Use the same kind of stick as above and have students tape it to the back of the hand of the puppet. This way the puppet can wave its arm, just like the rod puppets used in the show.
5. Use the puppets for various learning activities:
  - a. To give focus to a lesson:
    - i. As the teacher, use a favorite puppet (or a Baby Bear puppet like your students) to illustrate simple sentences and verbs in the vocabulary. For example: “This is Pedro. Pedro is sleeping. (lay the puppet down) What is Pedro doing?” Make sure students respond with the whole sentence.
    - ii. Some other action words that work well with this activity are: eat, run, jump, cry, laugh, walk, wave, and dance.

- b. To answer questions:
- i. Many students are not as shy when their puppet is the one doing the speaking or acting out directions. Have students use their puppet to answer questions in class or practice dialogues such as: Teacher - "Would you like to go to recess?" Student with puppet - "Yes, I would like to go to recess."
- c. To Model Behavior:
- i. Teachers can go over an introduction or social behavior such as "What is your name?" "My name is \_\_\_\_." or "Please" and "Thank you." Have the students work in pairs or small groups to practice this behavior with their puppet. If students are doing well in this activity, teachers may assign more difficult interactions such as counting. Teachers may also ask a student to model the behavior individually.

## Vocabulary

Wake up I'm sleepy It's time to - get up - go to school	I have to get ready for school I have to get ready to go
I'm ready Are you ready? You are ready He is ready	I will wear - my new pants - my new shirt - my new socks - my new shoes
This is my new shirt	These are - my new pants - my new socks - my new shoes
Today you will go to school	Are you hungry? I'm hungry Have some breakfast That was good
Please Thank you You're welcome	Mama Papa
Good morning	Today is my first day of school
Do you have - your pencil? - your notebook? - your crayons? - your backpack?	Put your pencil in your backpack Put your notebook in your backpack Put your crayons in your backpack Don't forget to take your backpack
Goodbye Have a nice day See you tomorrow	Sit down Stand up
Line up Make a straight line	Let's go Let's see Let's see who is here today
Welcome to school We will make	Who knows how to count? I know how to count I can count Can you count? I don't know

Are you here? I am here I am (name)	That is okay We will help you Try your best
The cat is (color) That's a (color) cat	What is this? That is a - cat - dog - mouse - bird
Recess The bell for recess	Walk/Run/Jump/Dance Let's walk/run/jump/dance I will walk/run/jump/dance I am walking/running/jumping/dancing

## Baby Bear Songs

<h3>First Day of School</h3> <p>Today is my first day of school Today is my first day of school I have to get ready for school It's time to get ready for school</p> <p>I will wear my new pants. These are my new pants.</p> <p>I will wear my new shirt. This is my new shirt.</p> <p>I will wear my new socks. These are my new socks.</p> <p>I will wear my new shoes. These are my new shoes.</p> <p>Today is my first day of school Today is my first day of school I have to get ready for school. It's time to get ready for school. It's time to get ready for school. It's time to get ready for school.</p>	<h3>Ready for School</h3> <p>Baby Bear, do you have your pencil? Mama Bear, yes I have my pencil.</p> <p>Baby Bear, do you have your notebook? Papa Bear, yes I have my notebook.</p> <p>Baby Bear, do you have your crayons? Mama Bear, yes I have my crayons.</p> <p>Baby Bear, do you have your backpack? Papa Bear, yes I have my backpack.</p> <p>Put your pencil in your backpack. I put my pencil in my backpack.</p> <p>Put your crayons in your backpack. I put my crayons in my backpack.</p> <p>Don't forget to take your backpack. I won't forget to take my backpack.</p> <p>I am ready to go, I am ready to go.</p> <p>You are ready to go, you are ready to go.</p> <p>He is ready to go. He is ready to go. He is ready to go. He is ready to go!</p>
<h3>Line Up</h3> <p>Line up! Line up! Everybody line up! Make a straight line. Make a straight line.</p> <p>Line up! Line up! Everybody line up! Make a straight line. Make a straight line.</p>	<h3>Mrs. Heron Takes Roll</h3> <p>Trunk Skunk! Trina Skunk! Are you here? Yes, I'm here. I am Trina Skunk and I am here.</p> <p>Oscar Otter! Oscar Otter! Are you here? Yes, I'm here. I am Oscar Otter and I am here.</p> <p>Baby Bear! Baby Bear! Are you here? Yes, I'm here. I am Baby Bear and I am here.</p>

Follow the Leader	What is this?
<p>I will walk. Let's walk. Walk-walk-walk-walk- Walk walk-walk walk-walk walk-walk walk I am walking too. I am walking too.</p> <p>I will run. Let's run.</p> <p>Run-run-run-run Run run-run run-run run-run run- (Repeat one time) I am running too. I am running too.</p> <p>I will jump. Let's jump. Jump-jump-jump-jump Jump jump-jump jump-jump jump-jump jump (Repeat two times) I am jumping too. I am jumping too.</p> <p>I will dance. Let's dance. Dance-dance-dance-dance Dance dance-dance dance-dance dance- dance dance (Repeat four times) I am dancing too. I am dancing too.</p>	<p>Trina Skunk, what is this? A cat. That's a cat.</p> <p>Very good, Trina! What color is the cat? The cat is yellow. That's a yellow cat. Trina is right. That's a yellow cat.</p> <p>Oscar Otter, what is this? A dog. That's a dog.</p> <p>Very good, Oscar. What color is the dog? The dog is blue. That's a blue dog. Oscar is right. That's a blue dog.</p> <p>Baby Bear, what is this? A bird. That's a bird.</p> <p>Very good, Baby Bear. What color is the bird? The bird is red. That's a red bird. Baby Bear is right. That's a red bird.</p> <p>Everyone, what is this? A mouse, that's a mouse.</p> <p>Very good, children. What color is the mouse? The mouse is green. That's a green mouse. You are right. That's a green mouse. You are right. That's a green mouse.</p>

All songs written by Nancy Smith

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## Resources

Arizona Department of Education - English Language Learners:

<http://www.azed.gov/english-language-learners/>

Boogs, Ralph and Dixson, Robert. ENGLISH STEP BY STEP WITH PICUTRES, New Edition. Prentice Hall Regents, London, 1991.

*This is a new edition of a book that was first published in 1956. The book is designed primarily for adult learners, but the many pictures and the logical way the material is presented makes it valuable for teaching children as well.*

Englemann, Siegried and Osborn, Jean. DISTAR LANGUAGE, Science Research Associates, Chicago, 1987.

*This carefully researched system of language instruction gives teachers step by step instructions for teaching English to children with limited English skills. The goal is to have the children proficient in "the language of instruction" so they can excel in school. It provides a placement test to place children in the appropriate level of the program. The presentation books contain child friendly pictures with scripts for teachers to follow, specific directions for dealing with incorrect responses, and tips for effective presentation. This is also an accompanying story and poem book.*

Fincocchiaro, Mary. ENGLISH AS A SECOND LANGUAGE: FROM THEORY TO PRACTICE. Regents Publishing Company, Inc., New York, 1974.

*A guide for teachers of English as a second or foreign language, with theory and practical advice for development of curriculum.*

Kress, Jacqueline. THE ESL TEACHERS'S BOOK OF LISTS, The Center for Applied Research in Education, West Nyack, New York, 1993.

*Geared mostly for teachers of adults, this book can be very helpful to teachers of children for planning the curriculum.*

Please send any comments or appreciation letters to the Great Arizona Puppet Theater at:

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*We love hearing from you and your students!*

