

Teddy the Terrible

by Christian Jolibois; illustrated by Marianne Barcion

CHRISTIAN JOLIBOIS • MARIANNE BARCION

**TEDDY THE
TERRIBLE**



Common Core Teaching Guide

ABOUT THE BOOK

*“The monster is coming!”
They yell and they shout.
“The monster is coming!”
Save yourself and get out!”*

No one knows why Teddy the Terrible—the little local “monster”—is such a bully. He picks on the frogs, frightens the squirrels, and steals food from the baby boars. He’s a TERRIBLE terror and picks on everyone! . . . That is, until he meets someone bigger than him. What happens when Teddy the Terrible comes face to face with a great big bear? She gives him something that he’s never been given before—and his life is forever changed.

INTRODUCTION

Dear Teacher,

As we continue to look for ways to talk about—and stem the tide of—bullying in our schools, we turn increasingly to books that explore and explain that undesirable behavior and offer springboards for discussion of alternatives.

In *Teddy the Terrible*, little Teddy is filled with rage, captured on his face in Marianne Barcion’s illustrations and in his terrible behavior toward the other denizens of the forest. Not until he is alone at night with no protection or company do we see into the softer, more vulnerable heart of this bully, leading to the final scenes in which we learn the cure for his behavior.

The story offers many opportunities for discussion of social behavior, while meeting Speaking and Listening Standards. It also allows students to meet many Common Core Reading Literature and Writing standards.

And should you and your students have time to spare for some creative art, you can use the book as a springboard for a lively imaginative art activity.



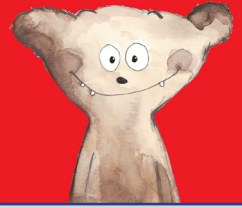
This guide was prepared by Toni Buzzeo, M.A., M.L.I.S., author, educational consultant, and school librarian. www.tonibuzzeo.com

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READING LITERATURE AND SPEAKING AND LISTENING STANDARDS

Reading Literature Standard 1

RL K.1 With prompting and support, ask and answer questions about key details in a text.

RL 1.1 Ask and answer questions about key details in a text.

RL 2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Speaking and Listening Standard 2

SL K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL 1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

FIVE W'S AND AN H

Kindergarten, Grade One, Grade Two: After reading *Teddy the Terrible* aloud, challenge students to answer the following questions about key details in the text:

- **Where** does the story take place? Name each of the specific settings.
- **Who** is the main character in the story?
- **How** do you know he is the main character?
- **What** is his problem?
- **Who** are the secondary characters in the first half of the book? List them.

- **What** problem do the secondary characters share in common?
- **When** in the story does Teddy's problem change?
- **Why** does his problem change at night?
- **Who** is the most important secondary character?
Note: She doesn't appear until the final third of the story.
- **How** does she solve Teddy's problem?
- **What** is the surprise ending to this story?

Reading Literature Standard 4

RL 1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

WORDS OF TERROR

Grade One: Much of the first half of *Teddy the Terrible* is comprised of language that builds a feeling of dread as Teddy and his terrible behavior are described. Working as a full class, use the **Words of Terror** graphic organizer to record each individual word, phrase, or full sentence that evokes a feeling of fear or negative anticipation.

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READING LITERATURE AND WRITING STANDARDS

Reading Literature Standard 4

RL 2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Writing Standard 3

W 2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

WHAT A RHYME DOES

Grade Two: The text of *Teddy the Terrible* is written in rhyme. After an initial sharing of the book, return to the first pages and focus on the rhyme itself. Ask students to discuss what effect they think the rhyme has on the story. Then, in four smaller

groups, ask students to render one chunk of rhymed text in unrhymed prose. After each group shares its prose with the class, ask students to again discuss what effect they think the rhyming text has on their experience of the story.

SPEAKING AND LISTENING STANDARDS

Speaking and Listening Standard 6

SL K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

SL 1.6 Produce complete sentences when appropriate to task and situation.


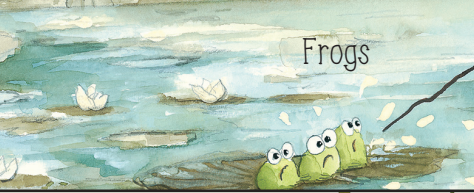


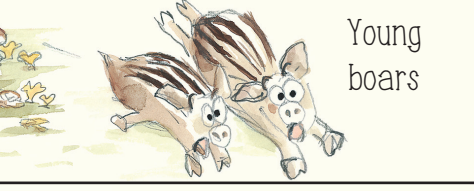



SL 2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

WHAT WOULD YOU HAVE SAID?

Kindergarten, Grade One, Grade Two: *Teddy the Terrible* offers you and your students excellent opportunities to practice positive communication skills in response to bullying language and behavior. Ask your students to join you as you role-play Teddy and each of the animals who is bullied by Teddy in the

story. Refer students to the **What Would You Have Said?** chart and ask them to choose an animal to role play. To avoid complications, you may want to play the part of Teddy in each encounter.

What Would You Have Said?

WHO TEDDY ADDRESSED	WHAT TEDDY SAID	A GOOD SUGGESTED RESPONSE
<p>Us</p> 	<p>"Hey, what are YOU lookin' at?"</p>	
<p>Frogs</p> 	<p>"Well, hello little froggies. You've been sunning out here for a very long while. I think it's time you all take a dip."</p>	
<p>Squirrels</p> 	<p>"Looks like a storm is coming to town. It's raining squirrels- everyone come on down."</p>	
<p>Baby birds</p> 	<p>"Your mother has left you. She packed up her sack. She flew far away. She's NOT coming back."</p>	
<p>Young boars</p> 	<p>"Ah-ha! I smell mushrooms to munch. Beat it and scam. These mushrooms are mine! All mine, and not yours."</p>	
<p>Young boars</p> 	<p>"Now no one at all will be able to eat. I've crushed each 'shroom with my two mighty feet."</p>	
<p>Little pheasant</p> 	<p>"Pluck! Pluck! Now my teeth are much better."</p>	
<p>Fish</p> 	<p>"Now, c'mon little fishy, I've got a plan. Let's hold your breath, for as long as you can."</p>	



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WRITING STANDARDS

Writing Standard 3

W K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W 1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W 2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

WHAT WOULD TEDDY HAVE TO SAY FOR HIMSELF?

Kindergarten, Grade One, Grade Two: Read and discuss *Teddy the Terrible*, focusing on the narration, which is rendered in second person. That is, the narrator, who is not Teddy, is speaking directly to us as readers. Ask: *Who is telling this story?* Then, challenge students in Grades One and Two to think about voice. Ask:

- *How do we know whose voice a story is told in?*
- *Whose voice is Teddy the Terrible told in?*

Finally, invite students, as a full class (Kindergarten) or individually, to rewrite the story, this time in first person narration from Teddy's point of view. The retelling should include a beginning, a sequence involving all of the events in the current book, and a conclusion. Ask **Grade One and Two** students to provide details of each event and Grade Two students to include Teddy's thoughts and feelings. If desired, invite students to use the **What Would Teddy Have to Say for Himself? Story Starter Sheet** for this writing project.

ART EXTENSION ACTIVITY

TEDDY TRANSFORMED

If time allows, engage students in a full-class art project. Tell them to imagine Teddy after he has met Mama Bear. Her kisses have reminded him of his warm and caring nature. Ask each student to imagine Teddy helping an animal or a family of animals in the forest and to draw or paint the scene in which Teddy is helpful. These illustrations can either be drawn/painted directly onto a large piece of wall-mounted chart paper or students can work on their illustrations at their seats and then cut them out and mount them on the chart paper when complete.

What Would Teddy Have to Say for Himself?

AAAAAA!!! OOOOOOOO!!! AAAAAAAAAA!!

OOOOOAAA!! The forest creatures are scared as can be. I may be only three feet tall, but I am the meanest, grouchiest bully of all.



Handwriting practice lines consisting of multiple sets of blue top and bottom lines with a dashed blue middle line, providing space for writing.

I have never felt so good,
and I know I want more, more, more.
So after Mama kisses me ten times,
I still beg, "Again, please, again!"



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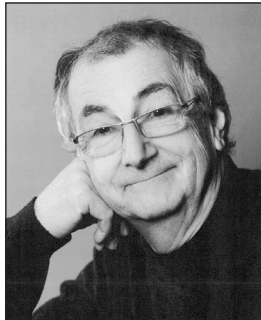
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About the Author and Illustrator



Christian Jolibois, born in a little village of les Yvelines in 1948, is an author, screenwriter, and stage director. He dedicated the first part of his life to theatre and started writing stories for children when he became a dad. He is the author of the well-known series “Les p’tites poules,” illustrated by Christian Heinrich and published by Pocket Jeunesse.



Marianne Barcilon was born in Paris in 1969. A graduate of the Beaux-Arts de Cergy-Pontoise and Bordeaux, she also studied animation at the École des métiers de l'image, in Paris. She participated in the creation of special effects for cinema and advertising for five years. Marianne lives in a little house in the Parisian suburbs with her son, daughter, and husband.

