

Activities for *Winnie-the-Pooh*

Chapter III *In Which Pooh and Piglet Go Hunting and Nearly Catch a Woozle*

Pooh and Piglet find animal tracks and use them to find a woozle. Finally they realize that the tracks are their own.

Trespassers W

Show your class Trespassers W sign introduced in Chapter Three. Point out that the sign is obviously torn away, so children know that letters and words are probably missing. Then give children in groups an opportunity to come up with what the sign originally said. You may use the template, *What's in a Sign?* for groups to record their ideas. Then pull together as a class and share your thoughts.

Piglet Description

Refer to **Our Pooh Friends** activity in Chapter Two and begin Piglet's descriptive list after reading this chapter.

What's a Woozle?

Pull your class together and tell them that today they are going to begin to solve an important question, "What's a Woozle?" Explain that a Woozle can only be seen in our imaginations and everyone's Woozle may be different. Give each of the students a large piece of white paper and ask them to create a Woozle. Each child can then write a description of their Woozle and share it with the class.

Studying Paw Marks

Refer to nature books from your local or school library that show the different tracks that different animals make. Draw tracks for your students on large paper and have them consider what animal made each mark. Have children remove their shoes to study their own "paws" and then have them sketch the sort of track their feet might make.

What's Your Paw-mark?

After you have looked at the very different tracks that different animals leave, tell children that they are going to study the different tracks that humans leave. This is a messy activity and requires some help from home, but is a great discriminating activity for children. Ask children to bring in an old shoe of any size from home. Make sure they know that the shoe will not be returned! Spread out large butcher paper on the floor. Then children can paint the bottoms of their old shoes and make track marks across the paper. After the paper is dry, cut it into large pieces with samplings of different track marks on each. Split the class into groups and tell them that they are going to be scientists studying a strange species. Each group will need to study the track marks on their papers and describe the differences that they see. They can pull their thoughts together orally or in written form and present them to the class.

Pause to Think

Stop reading at the end of page 39 in Chapter Three and ask students to put their heads together and figure out what animals Pooh and Piglet are tracking. They can write in their journals to jot down their ideas. Come back together to share ideas and then continue to read the story.

Names _____

What's In a Sign?

(Replication of "Trespassers W" sign on page 35.)

What did this sign say, before a part was torn away?