Tip:

Ask your child:

- “Do you think the Ted that Eddie finds in the woods would fit in Eddie’s bed? Would he fit in your bed? Why do you think that?”
- “Would Eddie’s bear Freddie fit in Eddie’s bed? Would he fit in your bed? Why do you think that?”

You can use an exaggerated and dramatic voice when you ask these questions and ask your child what clues he or she is using to respond to you.

Skill:

You are asking your child to think about size when you ask these questions—how big or small the bears Ted and Freddie are compared with child and the alive bear. You are promoting your child’s curiosity, skill in making predictions, and thinking carefully about information to test those predictions, all aspects of Critical Thinking, an Executive Function skill.

Tip:

After your child has read Where’s My Teddy? several times with you, you can ask what comes next before you turn the page. You can use the rhymes in the book as prompts for guessing.

Skill:

When you ask your child to recall what comes next, he or she is using his or her working memory. Critical Thinking involves being able to remember previous experiences and information and apply it to the current situation.
Tip:
Both the big bear and Eddie are sad when they lose their Teddy and scared when they come upon each other. Ask your child to recall losing something and think about how that made him or her feel.

Skill:
How we feel affects how we think. Helping your child identify feelings, helps in Critical Thinking. It also makes it clear that pursuing something you want can make children feel afraid. This back and forth conversation you have about feelings is what researchers call "serve and return." Like a game of ball, one of you says or does something (serves) and the other responds (returns). The importance of these everyday interactions to brain building is a key finding from child development research.