

V&A

TEACHERS' RESOURCE

WINNIE-THE-POOH: EXPLORING A CLASSIC

9 December 2017 - 8 April 2018

Suitable for Key Stages 1 & 2:
English, Art & Design



'The bees are getting suspicious', Winnie-the-Pooh chapter 1, pencil drawing by E.H. Shepard
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WINNIE-THE-POOH: EXPLORING A CLASSIC

Teachers' Resource: Key Stages 1 & 2

English, Art & Design

Introduction

This resource provides ideas and inspiration for developing literacy and design skills, linked to the V&A's exhibition *Winnie-the-Pooh: Exploring a Classic*. Students will discuss what makes A.A. Milne's books so successful, and take inspiration to develop their own stories, learning to draft, evaluate and edit their work. They will also have the opportunity to explore E.H. Shepard's illustrations and understand how his artworks combine with the playful text of Milne to create some of the world's best-loved children's books.

Through the joy and wit of the tales of Pooh and his friends, we hope that the exhibition will ignite a passion for reading and storytelling in your students.

We have devised activities and ideas for enlivening a visit to the exhibition. These are then followed by a series of stand-alone activities for the classroom. Each classroom activity is divided into two sections, 'Let's investigate' and 'Take it further.' 'Take it further' offers extension activities and is more suitable for older or higher ability groups.

The Exhibition

The Victoria and Albert Museum holds an extensive collection of E.H. Shepard's delightful original pencil illustrations for *Winnie-the-Pooh* and *The House at Pooh Corner*. This includes over 270 of the illustrator's drawings and related letters, as well as proofs and photographs. Combining a selection of some of the most iconic illustrations with Milne's original manuscripts, the exhibition will give young readers the chance to discover the enduring appeal of Pooh and his adventures in the Hundred Acre Wood.

Activity ideas for visiting the exhibition

The exhibition has many interactive activities suitable for children. They can dress up like Christopher Robin, sit in an upside down umbrella and listen to a recording of children reading a story from the books. Draw a tree using E.H. Shepard's illustrations as inspiration, have fun with words and spelling in word activity games, pack provisions for an 'Expotition' and even go down a slide from Piglet's house. Most are designed for individual use or small groups. They are located in the central part of the exhibition - in the section, What About a Story?

Below are suggestions for some other simple activities you can do with your group while visiting the exhibition. We recommend dividing your class into smaller groups. Each group should be supervised by a teacher or adult helper.

Busy-bee trail

Follow the bees dotted around the exhibition to find clues and stories especially for children.

Word Play

Ask students to look out for interesting words and phrases when they visit the exhibition. Designate adult helpers to record the words and phrases the students find – this could be by photographing them, recording them on a Dictaphone or writing them down.

One aspect of Winnie-the-Pooh that has made the books so humorous is the use of language, including songs, poems and funny made-up words. Explain to the students that a lot of the phrases from *Winnie-the-Pooh* are now very famous because of the wisdom and kindness shown by the characters. For example

'A little Consideration, a little Thought for Others, makes all the difference.' *Winnie-the-Pooh*, chapter 8

Can the students spot any of these famous phrases in the exhibition? You will find a list at the end of the resource of famous phrases from the books that are displayed in the exhibition.

Meet the Characters

Winnie-the-Pooh may be the most famous character (after all, the books are named after him!) but all the animals in the Hundred Acre Wood bring their own special qualities to the stories – much like any good team, class or friendship group!

Kanga looks after the group, Rabbit likes to make plans and Tigger is always looking for excitement. Give each group a character, and ask them to count how many times they see each character in the exhibition.

As they move around the exhibition, ask each group to think of adjectives and adverbs to describe their character, giving examples from the book to back-up their ideas. Students could record their ideas in a notebook, or an adult helper could record their ideas.

Booking your 'Expotition' to the Museum

Schools can book in alongside the general public for visits throughout the run of exhibitions, or book a Schools' Exhibition Day and enjoy the space to teach and draw.

[Find out more.](#)

Victoria and Albert Museum

For advice about your visit, email schools@vam.ac.uk or call 020 7942 2622

To book, email bookings.office@vam.ac.uk or call 020 7942 2000



Expotition to the North pole

Chap VIII p 126



"Held it across the pool"

p 127
Chap VIII

CLASSROOM ACTIVITIES

TURN OF PHRASE

Key Stage 1: English

Let's investigate...

Ask the students if they can remember any interesting words or phrases from the books (or revisit the words and phrases you found in the exhibition, if you visited). Write them up on a whiteboard. Explain to the students that a lot of the words and phrases from *Winnie-the-Pooh* are now very famous, even though some of the words are made-up!

Have a set of cards printed with some of the most memorable phrases from *Winnie-the-Pooh*. For some students single words or shorter phrases could be used instead, such as 'Heffalump', 'Cottleston Pie' or 'Woozle'. Have the cards arranged face down on the table.

Ask the students to turn the cards over and take it in turns to read them out to the other students on their table, one at a time. Ask them to choose which is their favourite (have spares in case multiple students choose the same word or phrase). Ask the students to write on the back of the cards why they like that word or phrase so much. Ask the class to share their ideas.

Take it further...

Set up a filming space in a quiet corner of the classroom. Using an iPad or video camera, ask students to take it in turns to read their chosen phrase to the camera, and explain why they chose it. You could film this outside under a tree and use props to make it look like the Hundred Acre Wood.

Collate the film clips together and show them to the rest of the school in assembly, or play the video on a loop at parents' evening.

Key Stage 2: English, Art & Design

Let's investigate...

Ask each student to choose their favourite phrase from the book. In pairs, ask the students to discuss why they like this phrase so much. Provide an iPad or digital camera per table. Ask the students to take it in turns to film a short clip, with each student reading out their phrase and explaining why they chose this as their favourite phrase from *Winnie-the-Pooh*. You could give the students a simple script to follow, such as:

'My name is... and my favourite phrase from *Winnie-the-Pooh* is... because...

Edit the video clips together and show it in assembly or show it on a loop at parent's evening.

Take it further...

Give each student a piece of heavy A5 card (provide a range of pale colours) and ask them to design a postcard with their favourite phrase from *Winnie-the-Pooh*. They can use brush pens, collage, stickers, stamps or any other craft materials to decorate it. Once they have finished, ask them to write a nice message on the back and give it to another student in the class (you could allocate recipients in advance).

W.T.P.
~~H.T.P.~~

Ch III
p. 35.37



p 37.

CAST OF CHARACTERS

Key Stage 1: English

Let's investigate...

Create a 'Pooh Corner' in the classroom with soft toy versions or printed images of the characters.

Give each table a piece of A3 paper cut into three lengthways, and some chunky pens or crayons. Ask each table to think of three describing words and write them on the strips. Collect the words in and ask for volunteers to read a word out to the class. The class has to decide if the describing word could be used to describe one of the characters in *Winnie-the-Pooh*. If a word does describe a character that word can be placed next to the soft toy or picture of that character.

Encourage the students to give examples from the stories of the different traits of each character. For instance 'when was Eeyore sad?' or 'how do we know that Pooh likes honey so much?'

Take it further...

Give each pair of students a different character or location from the book.

Give them ten minutes to come up with two or three sentences to describe their character or place, but not to mention the name of the place or the character in the description! They can write down or record their description.

Ask each pair to read their description to the class. Can the class guess who, or what the description is about?

Key Stage 2: English

Let's investigate...

Split the class into six groups.
Give each group a different question:

How is Kanga kind? How is Piglet kind?
How is Pooh wise? How is Christopher Robin wise?
How is Roo playful? How is Tigger playful?

Give each group twenty minutes to discuss their question. They could write or draw their ideas on large sheets of paper. They should refer to examples that they have read in the book. After twenty minutes each group will elect a spokesperson to represent them in the debates.

Write up the debate topics on the whiteboard:

Who is kindest?
Who is wisest?
Who is the most playful?

The spokespeople for Kanga and Pooh have five minutes each to present to the class their reasoning. After they present, the opposing team members can ask questions. Ask the class to run a secret vote for which argument they found most convincing (eyes closed, thumbs up to vote). Continue for the next two pairs of characters.

Take it further...

Discuss in small groups what makes a convincing debate (for instance speaking clearly, giving examples). Share ideas as a class, and write these ideas up for reference during future class debates and discussions.



First sketch
1. Ch I Winnie-the-Pooh
W.T.P. Frontispiece

LET US BEGIN...

Key Stage 1: English

Let's investigate...

As a class re-read Chapter Four from *Winnie-the-Pooh*: 'In which Eeyore loses a tail and Pooh finds a new one'. Discuss the structure of the story as a class. Ask students to sequence the following sentences into the correct narrative order. Then ask students to decide which statements form the beginning, middle and end of the story.

Winnie-the-Pooh goes to visit his friend Eeyore
Pooh notices that Eeyore's tail is missing
Pooh promises Eeyore that he will find his tail
Pooh goes to visit Owl at The Chestnuts
Pooh asks Owl for help in finding Eeyore's tail
Pooh asks Owl for a morning snack
Pooh and Owl go outside to look at Owl's bell-rope
Pooh realises that the bell-rope is Eeyore's tail
Pooh takes Eeyore's tail back to him
Christopher Robin nails Eeyore's tail back on

Explain to the class that in the following sessions they will be writing their own story based in the Hundred Acre Wood. The stories will feature the characters from *Winnie-the-Pooh*, but the students will create a new setting for Pooh and friends to explore whilst looking for a lost pot of honey. Ask each student to fold a piece of A4 paper into 3. In the 3 sections they should come up with ideas for the beginning, middle and end of their story.

Take it further...

In pairs, ask the students to read each other's story plans. Give each student a post-it note. Challenge each student to list five describing words that their partner could incorporate into their story, write them on the post-it notes and stick them onto the story plan.

Key Stage 2: English

Let's investigate...

As a class re-read Chapter Four from *Winnie-the-Pooh*: 'In which Eeyore loses a tail and Pooh finds a new one'. Discuss and map out the structure of the story as a class. What happens in the beginning, middle and end? Which parts of the story are essential to the narrative, and which aren't?

Each student is going to write their own story about an adventure to the Hundred Acre Wood. They will use the characters from *Winnie-the-Pooh*, but they will create a new setting for Pooh and friends to explore.

Show the map of the Hundred Acre Wood on the whiteboard, or print out a large copy for each table. On A3 paper students should describe or sketch out a new place in the Hundred Acre Wood in which to set their story.

Once students have designed their new setting they can begin to draft a short story in which their favourite characters from *Winnie-the-Pooh* discover this new corner of the wood. They should map out their story, making sure they have a beginning, middle and an end.

Take it further...

Re-read the dialogue between Eeyore and Pooh when Pooh first notices that Eeyore's tail is missing. Challenge the students to write a short dialogue between two of the characters when they first discover the new part of the wood. They can test the dialogue out with a partner, each taking a different character.



WINNIE-THE-POOH: EXPLORING A CLASSIC

Teachers' Resource: Key Stages 1 & 2
English, Art & Design



Eeyore looked at himself in the water again

Winnie-the-Pooh, chapter 6

Museum no.E.575-1973

Looked at himself in the water again
Winnie the Pooh

TELL ME A STORY

Key Stage 1: English

Let's investigate...

Read the class the following passage from *Winnie-the-Pooh*, chapter 10 'in which Christopher Robin gives a Pooh party, and we say good-bye'. Ask students to close their eyes and try to imagine how the scene would look.

One day when the sun had come back over the Forest, bringing with it the scent of May, and all the streams of the Forest were tinkling happily to find themselves their own pretty shape again, and the little pools lay dreaming of the life they had seen and the big things they had done, and in the warmth and quiet of the Forest the cuckoo was trying over his voice carefully and listening to see if he liked it, and wood-pigeons were complaining gently to themselves in their lazy comfortable way that it was the other fellow's fault, but it didn't matter very much; on such a day as this Christopher Robin whistled in a special way he had, and Owl came flying out of the Hundred Acre Wood to see what was wanted.

Ask the students afterwards if they can remember any of the descriptive words from the passage, such as warmth, quiet, lazy, comfortable and pretty. Challenge each student to think of another descriptive word which comes to mind when they picture the Hundred Acre Wood. Ask them to write it on their whiteboard, and then count up how many different words the class has come up with. Write them up on the board for use later in the session.

Using the plans the students created last session, ask them to write up their story in full, using lots of descriptive words, including the ones their partner wrote for them in the previous lesson. Use lined story paper, leaving blank spaces above for illustrations. Once the students have finished their story ask them to come up with a title using the same format as the book chapters in *Winnie-the-Pooh*, which all begin: 'In which...'

Take it further...

Write the numbers 1 to 10 on the board. Explain to students that this is the excitement-o-meter, which shows how exciting a story is. Ask each student to read their title and the most exciting sentence from

their story to the rest of the class. Then, with their eyes closed, students can hold up their fingers to show how many points they think the story should score on the excitement-o-meter.

Take an average and draw a line underneath the excitement-o-meter (using the five bar gate method). At the end count up how many stories made it to the high scores on the excitement-o-meter and explain to the students that this means that as a class they are all exciting and adventurous writers!

Key Stage 2: English

In the classroom...

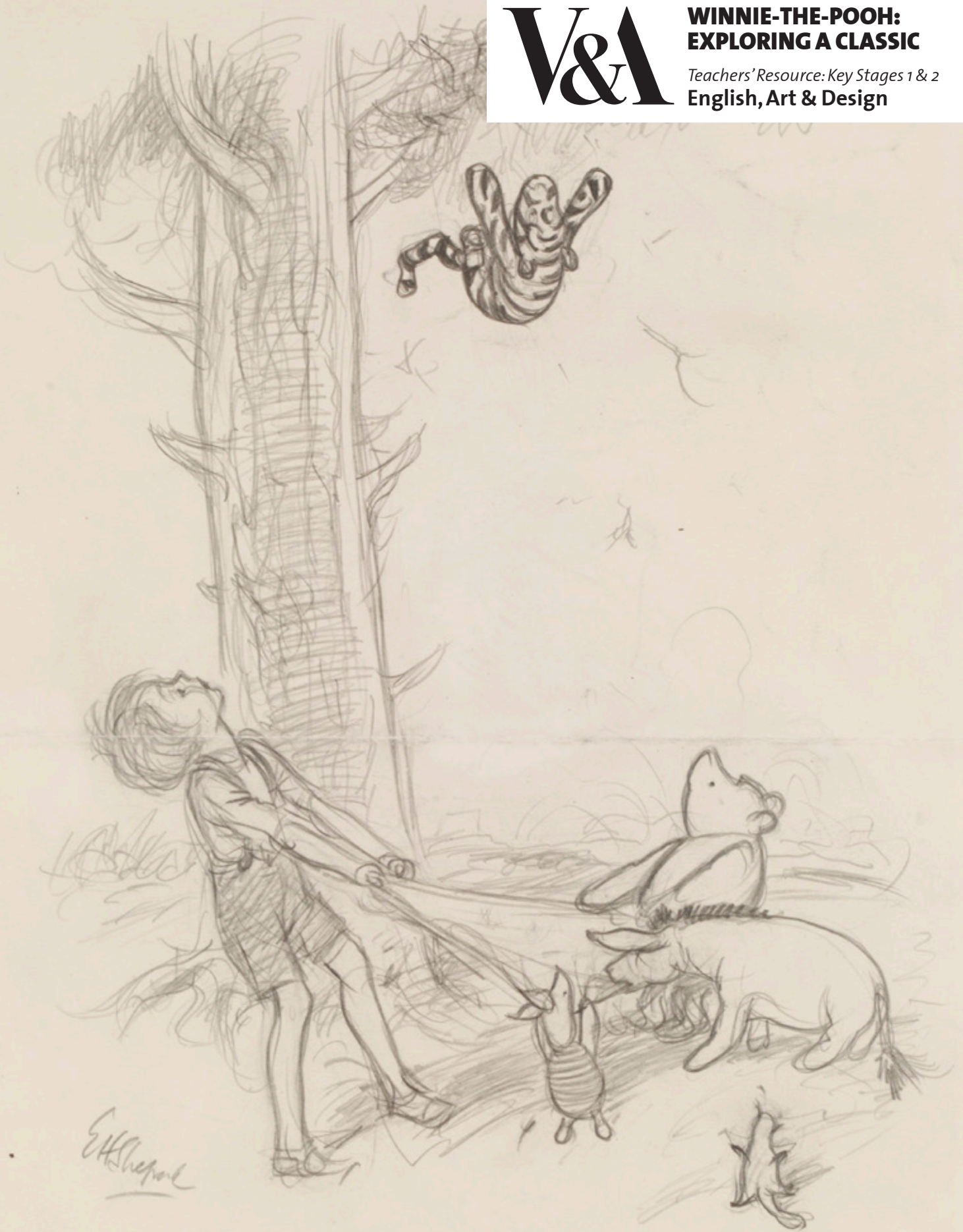
Ask the class to vote on their favourite chapter from *Winnie-the-Pooh*. Once you have a winning chapter, re-read it to the class. After they have heard the chapter, ask the class to discuss in pairs, why they think that particular story is so successful (i.e. funny dialogue, exciting storyline, good characters etc). Then compile a list of these points on the board.

Explain to the class that their challenge for today is to write a new adventure for Winnie-the-Pooh and his friends, where they encounter a new part of the Hundred Acre Woods. The students should use the structure, characters, setting and dialogue that they developed in the last few lessons, and also make sure that their story meets as many of the points on the board as possible. Write or type up the stories with space above for illustrations.

Once the students have finished their stories ask them to come up with a title using the same format as the book chapters in *Winnie-the-Pooh*, which all begin: 'In which...'

Take it further...

Once the students have finished their stories ask them to find a partner. Each student should have a sheet of paper and a pencil. Ask them to sit back to back. One student will read the section of their story which describes the new area of the wood that the characters have found, whilst the other student sketches out what they think this area looks like. Then ask the students to swap roles. Was the writing descriptive enough for them to be able to imagine, and sketch out, what they thought the location would look like?



Ch. IV
p. 71

(8)

Come on Tigger it's easy.

'Come on Tigger, it's easy'
The House at Pooh Corner, chapter 4
Museum no. E.670-1973

SAY IT WITH PICTURES

Key Stages 1 & 2: Art & Design

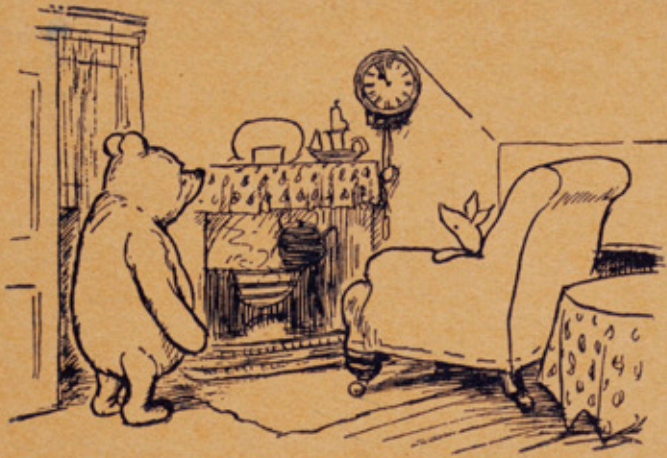
Let's investigate...

Ask the class why they think some books feature illustrations. Ask them if they think it is just books for children which can be illustrated. Do any of the class have a favourite illustrator, or illustrated book? Look at the work of different illustrators. These could be selected from some of the classes' favourite books, or you could use well known examples such as E.H. Shepard, Eric Carle, Beatrix Potter, Quentin Blake, Axel Scheffler, Maurice Sendak, Judith Kerr, Raymond Briggs and Nick Sharratt. Explain that different artists use different materials to create their work, such as pencil, collage, paint or digital design programmes. Discuss as a class which sort of materials you think each illustrator has used. Provide each table with a selection of different materials to enable them to create an illustration for their story. Materials could include patterned paper, print-outs of Pooh and friends for collage, different types of drawing pens and pencils, diluted ink or watercolour for washes, pastels and chalk. Provide good quality cartridge paper and encourage students to try different methods and techniques.

Take it further...

Investigate some of the interesting ways that words are placed on the page in the *Winnie-the-Pooh* books. Ask each student to choose an action or describing word from their own story and experiment with writing it on the page in different ways to emphasise the meaning.

Compare the work of Quentin Blake and Eric Carle. How do they differ? (i.e. Blake draws, Carle uses collage). Carle's images are bold and colourful, Blake's are busy and animated. Each illustrator has a characteristic style that means we can recognise their work. Some writers always work with the same illustrator. Pooh is an example of this, what other examples can you think of?



THE HOUSE AT POOH CORNER

BY
A. A. MILNE

DECORATIONS BY
E. H. SHEPARD



First Edition, 1928

Published in London by Methuen & Co. Ltd;
printed by Jarrold & Sons Ltd. V&A: National Art Library
From the collection of Clive and Alison Beecham

Key Stage 1 English, Art and Design

Let's investigate...

Congratulate the students on the new stories they have written about *Winnie-the-Pooh* and friends. Tell the students that the publishers of the books are interested in adding a new chapter and that they have heard about your class's stories. Explain to the students that all writers, including A.A. Milne have to go through a process of editing their work before it can be published, and this is what they will be doing this lesson to make sure their stories are the best they can possibly be!

Students should swap stories with a partner they haven't worked with before on the *Winnie-the-Pooh* activities. Ask them to read each other's stories, and provide two pieces of feedback, one positive and one an improvement for next time.

Explain to the students that you have just received a letter or email from the publishers. Because all of the stories were so well written they can't choose just one to be included in their new edition of *Winnie-the-Pooh*. Instead they think the class should put their stories together into a new book, called 'The story of class [insert name of class] and the missing honey pot'.

Collate the stories together into booklet form, with a front cover, binding them together into a folder or using bulldog clips. Keep the new book in the reading corner for the class to enjoy.

Take it further...

Design and make tactile maps. Show students a map of the Hundred Acre Wood. Give each student a large piece of paper and a selection of collage materials, including coloured and patterned papers, gardening magazines and flower catalogues, twigs and leaves, small scraps of fabric, images of pooh and friends and PVA glue or sticky dots. Ask the students to draw a map of the new area of the Hundred Acre Wood from their story, using pencil. Then ask them to collage materials onto the map, to create a tactile and sensory piece of art.

Key Stage 2: English

Let's investigate...

In 2009 a new sequel to the *Winnie-the-Pooh* books was published, called *Return to the Hundred Acre Wood*. It was written by a different author, and illustrated by a different artist. Explain to the class that sometimes, when a book series is very popular, new versions are written by different authors many years after the first ones were published.

As with music, art and films, books are reviewed by newspapers, magazines and websites when they are released so that the public can decide whether they want to buy them. Read the class a review of *Return to the Hundred Acre Wood*. Do they think the reviewer has a positive or negative opinion of the book?

Explain to the students that they have been assigned a special task by the local newspaper, to write a review for their Books section. Ask students to swap stories with someone they haven't worked with before on the *Winnie-the-Pooh* activities. Explain that it is important for reviewers to be unbiased. Give them time to read their partner's story, and then write a short review, including the following points:

- What is the story about?
- Who is the story suitable for?
- What did you like about the story?
- Could the story have been better, and how?

Once each student has written their review, ask them to swap and read the review that refers to their own story. Give the class an opportunity to discuss with their partners whether or not they agree on each other's feedback.

Take it further...

Explain to the class that many theatre productions are based on books, including Kenneth Graham's *The Wind in the Willows* (*Toad of Toad Hall*) and Ian Fleming's *Chitty Chitty Bang Bang*. *Winnie-the-Pooh* has also been turned into plays and musicals. Ask the class to imagine that the story they wrote was being adapted for the stage. Ask them to choose one scene from their story, and design a stage set, props and costumes for it. Students can then create miniature 3D stage sets, props or costumes using modelling materials including plasticine, coloured card, cocktail sticks, scraps of fabric and lollipop sticks.

WINNIE-THE-POOH

We did know once, but we have forgotten...

WTP Introduction

‘that sort of Bear’

WTP Chapter 1

‘And the only reason for being a bee that I know of is making honey.’

WTP Chapter 1

‘And the only reason for making honey is so as I can eat it.’

WTP Chapter 1

‘I think the bees suspect something!’

WTP Chapter 1

‘Silly old Bear!’

WTP Chapter 1

‘Oh, Pooh! Do you think it’s a – a – a Woozle?’

WTP Chapter 3

‘I have been Foolish and Deluded,’ said he, ‘and I am a Bear of No Brain at All.’

‘You’re the Best Bear in All the World,’ said Christopher Robin soothingly.

WTP Chapter 3

*PLES RING IF AN RNSER IS REQIRD.
PLEZ CNOKE IF AN RNSR IS NOT REQID.*

WTP Chapter 4

‘For I am a Bear of Very Little Brain, and long words Bother me.’

WTP Chapter 4

‘And honey, I should say, right down to the bottom of the jar.’

WTP Chapter 5

‘Bother!’ said Pooh

WTP Chapter 6

Of course Pooh would be with him, and it was much more Friendly with two.

WTP Chapter 5

And then he had a Clever Idea.

WTP Chapter 5

*‘Oh, Bear!’ said Christopher Robin.
‘How I do love you!’ ‘So do I,’ said Pooh.*

WTP Chapter 5

*‘We can’t all, and some of us don’t.
That’s all there is to it.’*

WTP Chapter 6

‘I’m not complaining, but There It Is.’

WTP Chapter 6

‘Umty-tiddly, umty-too.’

WTP Chapter 6

‘poor Eeyore is in a Very Sad Condition, because it’s his birthday, and nobody has taken any notice of it, and he’s very Gloomy...’

WTP Chapter 6

‘Sing Ho! for the life of a Bear.’

WTP Chapter 8

As soon as he saw the Big Boots, Pooh knew that an Adventure was going to happen...

WTP Chapter 8

‘We are all going on an Expedition,’ said Christopher Robin...

WTP Chapter 8

‘We’re going to discover the North Pole.’

WTP Chapter 8

*‘Hallo, Rabbit,’ he said, ‘is that you?’
‘Let’s pretend it isn’t,’ said Rabbit,
‘and see what happens.’*

WTP Chapter 8

‘We’re all going on an Expotition with Christopher Robin!’

WTP Chapter 8

The Piglet was sitting on the ground at the door of his house blowing happily at a dandelion, and wondering whether it would be this year, next year, some time or never.

WTP Chapter 8

FAMOUS PHRASES

‘A little Consideration, a little Thought for Others, makes all the difference.’

WTP Chapter 8

Piglet told himself that never in all his life, and *he* was goodness knows *how* old – three, was it, or four? – never had he seen so much rain.

WTP Chapter 9

‘It’s a little Anxious,’ he said to himself, ‘to be a Very Small Animal Entirely Surrounded by Water.’

WTP Chapter 9

‘Pooh hasn’t much Brain, but he never comes to any harm. He does silly things and they turn out right.

WTP Chapter 9

‘Owl hasn’t exactly got Brain, but he Knows Things.’

WTP Chapter 9

‘There’s Rabbit. He hasn’t Learnt in Books, but he can always Think of a Clever Plan.’

WTP Chapter 9

‘There’s a South Pole,’ said Christopher Robin, ‘and I expect there’s an East Pole and a West Pole, though people don’t like talking about them.’

WTP Chapter 9

‘...a Very Important Missage...’

WTP Chapter 9

Sometimes it’s a Boat, and sometimes it’s more of an Accident. It all depends.’

WTP Chapter 9

‘The best bear in all the world.’

WTP Chapter 10

‘This writing business. Pencils and what-not. Over-rated, if you ask me. Silly stuff. Nothing in it.’

WTP Chapter 10

THE HOUSE AT POOH CORNER

‘What about nine times a hundred and seven?’

HPC Contradiction

Pooh ... thinks Grand Thoughts to himself about Nothing...

HPC Contradiction

But, of course, it isn’t really Good-bye, because the Forest will always be there... and anybody who is Friendly with Bears can find it.

HPC Contradiction

One day when Pooh Bear had nothing else to do, he thought he would do something...

HPC Chapter 1

‘Nearly eleven o’clock,’ said Pooh happily. ‘You’re just in time for a little smackerel of something’...

HPC Chapter 1

‘That,’ said Piglet, ‘is a Grand Idea.’

HPC Chapter 1

Christopher Robin didn’t stop to wonder. He was already back in *his* house, putting on his waterproof hat, his waterproof boots and his waterproof macintosh as fast as he could.

HPC Chapter 1

...Awful Mistake...

HPC Chapter 1

‘...the noise-you-make-before-beginning-a-piece-of-poetry...’

HPC Chapter 2

‘I’ve found somebody just like me. I thought I was the only one of them.’

HPC Chapter 2

‘Tiggers don’t like honey.’

HPC Chapter 2

‘Tiggers don’t like haycorns.’

HPC Chapter 2

...beginning to feel a little eleven o’clockish.

HPC Chapter 2

FAMOUS PHRASES

‘Tiddle-um-tum, tiddle-um-tum.’

HPC Chapter 3

‘Did he say Good-bye-and-thank-you-for-a-nice-time?’ said Rabbit.

HPC Chapter 3

‘Tra-la-la, tra-la-la’...

HPC Chapter 3

...Time-for-a-little-something...

HPC Chapter 4

‘Tiggers can do everything.’

HPC Chapter 4

It was going to be one of Rabbit’s busy days. As soon as he woke up he felt important, as if everything depended upon him. It was just the day for Organizing Something, or for Writing a Notice Signed Rabbit, or for Seeing What Everybody Else Thought About It.’

HPC Chapter 5

It was a Captainish sort of day, when everybody said, ‘Yes, Rabbit’ and ‘No, Rabbit,’ and waited until he had told them.

HPC Chapter 5

‘...you can’t help respecting anybody who can spell TUESDAY, even if he doesn’t spell it right...’

HPC Chapter 5

‘... spelling isn’t everything. There are days when spelling Tuesday simply doesn’t count.’

HPC Chapter 5

‘It’s just the day for doing things.’

HPC Chapter 5

He could spell his own name WOL, and he could spell Tuesday so that you knew it wasn’t Wednesday, and he could read quite comfortably when you weren’t looking over his shoulder and saying ‘Well?’ all the time...’

HPC Chapter 5

‘Have you seen a Backson anywhere about in the Forest lately?’

HPC Chapter 5

‘What does Christopher Robin do in the mornings? He learns. He becomes Educated. He instigates – I *think* that is the word he mentioned, but I may be referring to something else – he instigates Knowledge.’

HPC Chapter 5

... when you are a Bear of Very Little Brain, and you Think of Things, you find sometimes that a Thing which seemed very Thingish inside you is quite different when it gets out into the open and has other people looking at it.

HPC Chapter 6

‘I don’t mind Tigger being in the Forest,’ he went on, ‘because it’s a large Forest, and there’s plenty of room to bounce in it. But I don’t see why he should come into *my* little corner of it, and bounce there.’

HPC Chapter 6

Christopher Robin came down from the Forest to the bridge, feeling all sunny and careless, and just as if twice nineteen didn’t matter a bit...

HPC Chapter 6

‘Tigger is alright *really*,’ said Piglet lazily.

‘Of course he is,’ said Christopher Robin.

‘Everybody is *really*,’ said Pooh. ‘That’s what I think,’ said Pooh. ‘But I don’t suppose I’m right,’ he said.

‘Of course you are,’ said Christopher Robin.

HPC Chapter 6

‘There’s a thing called Twy-stymes,’ he said.

‘Christopher Robin tried to teach it to me once, but it didn’t.’

HPC Chapter 7

...Thoughtful Spot...

HPC Chapter 8

‘...then it’s what I call a Friendly Day.’

HPC Chapter 8

...he was so glad to seem them that they stayed there until very nearly tea-time, and then they had a Very Nearly tea, which is the one you forget about afterwards...

HPC Chapter 8

FAMOUS PHRASES

‘Astute and Helpful Bear,’ said Owl. Pooh looked proud at being called a stout and helpful bear...

HPC Chapter 8

...Mysterious Missage...

HPC Chapter 9

‘...Poetry and Hums aren’t things which you get, they’re things which get *you*. And all you can do is to go where they can find you.’

HPC Chapter 9

‘...Propose a Rissolution...’

HPC Chapter 10

‘...what I like *doing* best is Nothing.’

HPC Chapter 10

They walked on, thinking of This and That...

HPC Chapter 10

‘I’m not going to do Nothing any more.’

HPC Chapter 10

‘Pooh, *promise* you won’t forget about me, ever. Not even when I’m a hundred.’

Pooh thought for a little.

‘How old shall I be then?’

‘Ninety-nine.’

Pooh nodded.

‘I promise,’ he said.

So they went off together. But wherever they go, and whatever happens to them on the way, in that enchanted place on the top of the Forest a little boy and his Bear will always be playing.

HPC Chapter 10