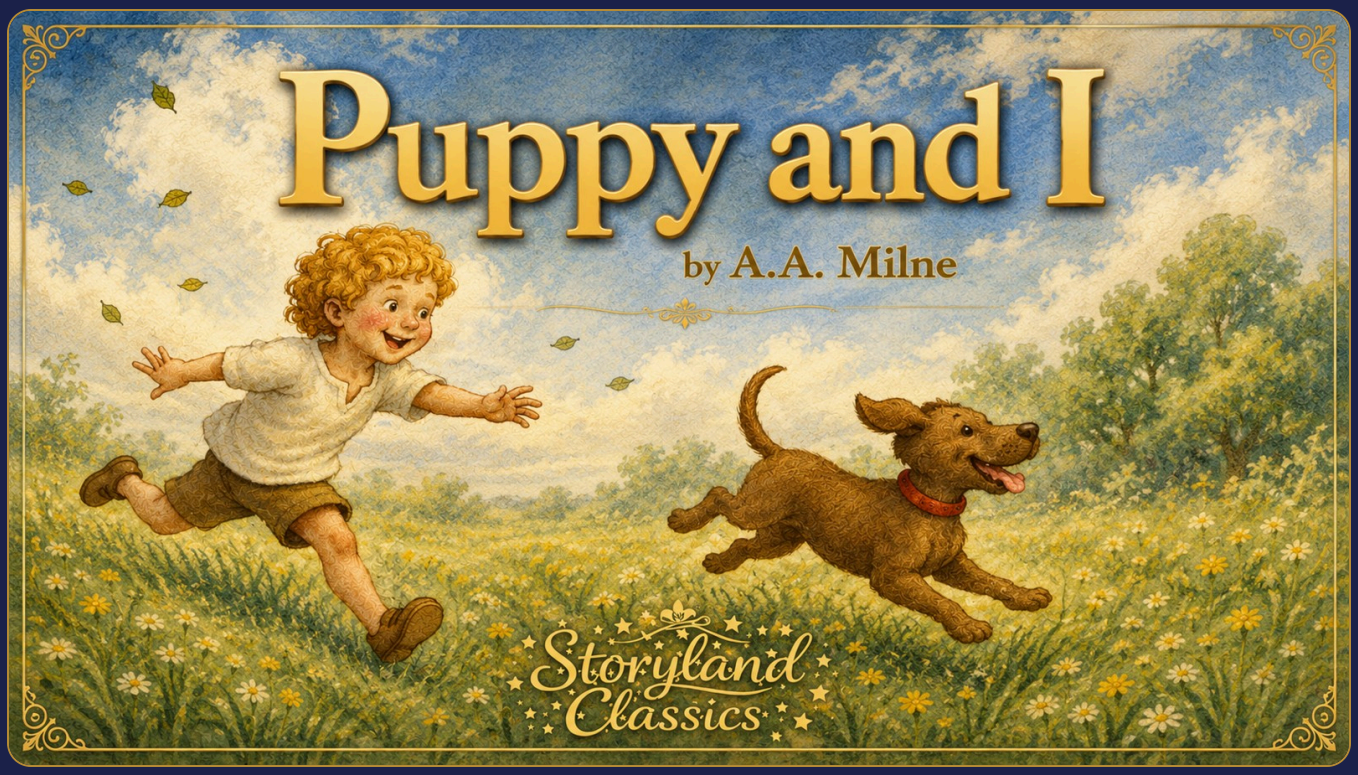
Storyland Classics

FREE POEM GUIDE

From When We Were Very Young (1924)



- ✦ The Poem
- ✦ Try It
- ✦ Missing Words
- ✦ Put It in Order
- ✦ Handwriting
- ✦ Meet the Poet
- ✦ Word Match & Sort
- ✦ Yes or No & ABC Order
- ✦ Read It With Voices
- ✦ Answer Key
- ✦ Let's Talk
- ✦ Word Search
- ✦ Rhyme Hunt & Syllables
- ✦ Learn It by Heart
- ✦ Standards

Ages 4–8 ✦ Pre-K to Grade 2 ✦ Aligned to Common Core

This cover is for your screen. Print from page 2 to save ink.

FOR GROWN-UPS

How to Use This Guide

This free guide goes with the Storyland Classics read-aloud of “Puppy and I” by A. A. Milne. Every page is ready to print, and no sign-up is needed. Pick the pages that suit your child or class.

ABOUT THE POEM

A child goes for a walk and meets a Man, a Horse, a Woman and some Rabbits. Each one is going down to the village to get something, and each one asks the child to come along. The answer is always “No, not I.” Then a Puppy comes by, going up in the hills to roll and play, and at last the child says yes!

SKILL FOCUS

Patterns: the same question asked again and again

A simple routine

1. **Day 1.** Watch the read-aloud together (scan the QR code on the poem page), then read the poem aloud.
2. **Day 2.** Read it again. Meet the poet, then use Let’s Talk and Try It.
3. **Day 3.** Learn the words with the word match, word sort, word search and missing words.
4. **Day 4.** Listen for rhymes and syllables, put the poem in order, and perform it with voices.

What’s inside

The Poem 3
Meet the Poet 4
Let’s Talk 5
Try It 6
Word Match & Sort 7
Word Search 8
Missing Words 9
Yes or No & ABC Order 10
Rhyme Hunt & Syllables 11
Put It in Order 12
Read It With Voices 13
Learn It by Heart 14
Handwriting 15
Answer Key 16
Standards 17

Standards

Every activity is aligned to the Common Core State Standards for kindergarten to grade 2. Codes appear at the bottom of each page, and the full table is on the last page.

Younger children

Children who aren’t writing yet can answer out loud or tell a grown-up what to write.

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THE POEM

Puppy and I



I met a Man as I went walking;
We got talking,
Man and I.
"Where are you going to, Man?" I said
(I said to the Man as he went by).
"Down to the village, to get some bread.
Will you come with me?" "No, not I."

I met a Horse as I went walking;
We got talking,
Horse and I.
"Where are you going to, Horse, to-day?"
(I said to the Horse as he went by).
"Down to the village to get some hay.
Will you come with me?" "No, not I."

I met a Woman as I went walking;
We got talking,
Woman and I.
"Where are you going to, Woman, so early?"
(I said to the Woman as she went by).
"Down to the village to get some barley.
Will you come with me?" "No, not I."

I met some Rabbits as I went walking;
We got talking,
Rabbits and I.
"Where are you going in your brown fur coats?"
(I said to the Rabbits as they went by).
"Down to the village to get some oats.
Will you come with us?" "No, not I."

I met a Puppy as I went walking;
We got talking,
Puppy and I.
"Where are you going this nice fine day?"
(I said to the Puppy as he went by).
"Up in the hills to roll and play."
"I'll come with you, Puppy," said I.

▸ Watch the read-aloud

Scan the code to watch "Puppy and I" read aloud, or visit storylandclassics.com/puppy.

A. A. Milne, When We Were Very Young (1924). Public domain.

Name _____ Date _____

MEET THE POET

A. A. Milne

1882–1956 ✦ The poet who wrote Winnie-the-Pooh

A. A. Milne was born in London, England, in 1882. He wrote plays, stories and funny pieces for magazines. When his son, Christopher Robin, was little, Milne began writing poems about the things a small child sees, wonders about and plays. They were collected in *When We Were Very Young* in 1924, and children have loved them ever since. A few years later he wrote *Winnie-the-Pooh*, about Christopher Robin and his toy bear.

Questions About the Poet

1. In what city was A. A. Milne born?

2. Who was Christopher Robin?

3. What famous bear did Milne write about?

Who Is Talking?

Many voices speak in this poem. Write **C** for the child or the name of the speaker next to each line.

"Where are you going to, Man?"	☐
"Down to the village, to get some bread."	☐
"Down to the village to get some hay."	☐
"Down to the village to get some oats."	☐
"Up in the hills to roll and play."	☐
"I'll come with you, Puppy."	☐

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Name _____ Date _____

LET'S TALK

Puppy and I

Young children can answer out loud. Older children can write their answers.

REMEMBER

1. Who does the child meet on the walk? Name them in order.

2. What does the Woman want from the village?

3. Where is the Puppy going?

THINK

4. Why does the child say "No, not I" to everyone else but "yes" to the Puppy?

5. How is the last verse different from all the others?

CONNECT

6. If you met someone on a walk, where would you want to go with them? What would you do there?

NARRATION

Close the book and tell the poem back in your own words. Who did the child meet, and where was each one going?

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Name _____ Date _____

TRY IT

Puppy and I

SKILL FOCUS

Patterns: the same question asked again and again

Add a new animal to the poem! Fill in: “I met a _____ as I went walking.” Where is it going, and what will it get?

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Name _____ Date _____

WORDS TO KNOW

Word Match

Draw a line from each word to what it means.

walking	a grain used for food
village	moving along on your feet
bread	near the start of the day
hay	food baked from flour
barley	high, rounded land
oats	a small town
early	a grain that rabbits and horses like
hills	dried grass that horses eat

Word Sort: Living Things or Food?

Write each word in the right box.

Man · bread · Horse · hay · Rabbits · barley · Puppy · oats

Living things	Food

Name _____ Date _____

WORD SEARCH

Puppy and I

Find the words from the poem. Words go across (left to right) and down (top to bottom). Circle each word, then check it off.

C	K	D	C	H	L	F	J	M	D
W	A	T	T	K	L	P	G	C	G
O	J	I	R	A	H	M	A	N	S
M	S	F	A	Y	B	R	E	A	D
A	K	D	B	D	N	H	C	D	G
N	Y	P	B	O	E	A	K	B	T
Y	Y	J	I	B	F	Y	V	S	C
Y	H	P	T	P	M	W	J	A	S
H	O	R	S	E	U	H	A	K	O
P	U	P	P	Y	A	O	A	T	S

WORD BANK

- ☐ MAN
- ☐ HORSE
- ☐ WOMAN
- ☐ PUPPY
- ☐ RABBITS
- ☐ BREAD
- ☐ HAY
- ☐ OATS

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CCSS RF.K.1b · RF.K.3c · RF.1.3

Name _____ Date _____

MISSING WORDS

Puppy and I

Read each line from the poem. Choose the missing word from the word bank and write it on the line. Then read the whole line aloud.

barley · bread · hay · oats

1. "Down to the village, to get some _____ .
2. "Down to the village to get some _____ .
3. "Down to the village to get some _____ .
4. "Down to the village to get some _____ .

Make New Rhymes

Write a new word that rhymes with each word from the poem. Silly words count too!

bread _____ _____ hay _____ _____

barley _____ _____ oats _____ _____

DID YOU NOTICE?

Every missing word comes at the end of a line, and each one rhymes with another line in the poem. Find its rhyming partner!

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Name _____ Date _____

CHECK YOUR READING

Yes or No?

Read each sentence about the poem. Circle **Yes** if it is true. Circle **No** if it is not.

1. The Man is going to the village to get bread. Yes No
2. The Horse goes with the child. Yes No
3. The Woman is going to get barley. Yes No
4. The Rabbits have brown fur coats. Yes No
5. The Puppy is going to the village. Yes No
6. The child goes with the Puppy. Yes No

ABC Order

Write these words from the poem in ABC order. Look at the first letter of each word.

man horse woman puppy rabbits

1 _____

2 _____

3 _____

4 _____

5 _____

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Name _____ Date _____

SOUNDS OF THE POEM

Rhyme Hunt

Find each word's rhyming partner in the word bank and write it on the line.

barley · bread · by · hay · oats · talking

walking _____ said _____

day _____ early _____

coats _____ I _____

LISTEN

Every verse follows the same pattern. Once you know the pattern, you can guess what comes next! Try reading the verses with your finger under each repeating line.

Clap the Syllables

Say each word and clap for every part. Write the number of claps.

Puppy claps: ___	village claps: ___	Rabbits claps: ___
barley claps: ___	hay claps: ___	early claps: ___

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Name _____ Date _____

PUT IT IN ORDER

What Happens First?

Read each sentence. Write 1 in the circle next to what happens first, 2 next to what happens next, and so on up to 6.

- ◯ The child meets some Rabbits going to get oats.
- ◯ The child meets a Man going to get bread.
- ◯ The child meets a Puppy and goes up in the hills to play.
- ◯ The child meets a Woman going to get barley.
- ◯ The child meets a Horse going to get hay.
- ◯ Each time, the child says, “No, not I.”

Retell the Poem

Use the order words to tell the poem in your own words. Say it out loud, or write it.

First, _____

Next, _____

Then, _____

Last, _____

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Name _____ Date _____

PERFORM IT

Read It With Voices

Child | Man | Horse | Woman | Rabbits | Puppy

One reader is the **Child** and reads the walking lines and questions. Other readers are the **Man**, **Horse**, **Woman**, **Rabbits** and **Puppy**, and each says where they are going. Everyone can join in on "No, not I!"

TIPS FOR READING ALOUD

Give each character a different voice: a deep voice for the Man, a slow clip-clop voice for the Horse, a quick hoppy voice for the Rabbits. Make the Puppy bouncy and excited, and say the last line happily.

Read It Three Times

Read the poem aloud three times. Color a star each time. Your reading gets smoother every time!



My Favorite Part

Write about your favorite part of the poem.

My favorite part is _____

_____

_____

because _____

_____

_____

_____

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LEARN IT BY HEART

Say It From Memory

Learn this verse by heart. Check off each step as you go.

I met a Man as I went walking;
We got talking,
Man and I.
"Where are you going to, Man?" I said
(I said to the Man as he went by).
"Down to the village, to get some bread.
Will you come with me?" "No, not I."

- [ ] Listen to the verse on the read-aloud video.
- [ ] Read it aloud three times with the book.
- [ ] Say it with a grown-up, one line at a time.
- [ ] Say it with the book closed. Peek if you need to!
- [ ] Say it to someone at home or in class.

✦ CERTIFICATE ✦

I can say "Puppy and I" by heart!

by A. A. Milne

Name _____ Date _____

Heard by _____

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CCSS RF.1.4b · SL.K.6 · SL.1.6

Name _____ Date _____

HANDWRITING PRACTICE

Puppy and I

Trace the gray words, then write them on your own on the empty lines. Tall letters touch the top line; small letters reach the dotted line.

I met a Puppy as I went walking;

I met a Puppy
as I went walking;

"I'll come with you, Puppy," said I.

"I'll come with you,
Puppy," said I.

☐ I started with a capital letter. ☐ I left spaces between words. ☐ I copied the end mark.

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CCSS L.K.1a · L.1.1a · L.K.2a

FOR GROWN-UPS

Answer Key & Ideas

Who Is Talking?

Child: “Where are you going to, Man?” and “I’ll come with you, Puppy.” · Man: bread · Horse: hay · Rabbits: oats · Puppy: “Up in the hills to roll and play.”

Let’s Talk

1. A Man, a Horse, a Woman, some Rabbits, a Puppy. 2. Barley. 3. Up in the hills to roll and play. 4–6. Answers will vary (the Puppy is going somewhere fun, not on an errand; the last verse goes up the hills instead of down to the village, and the child says yes).

Word Sort

Living things: Man, Horse, Rabbits, Puppy. Food: bread, hay, barley, oats.

Word Search

C	K	D	C	H	L	F	J	M	D
W	A	T	T	K	L	P	G	C	G
O	J	I	**R**	A	H	**M**	**A**	**N**	S
M	S	F	**A**	Y	**B**	**R**	**E**	**A**	**D**
A	K	D	**B**	D	N	**H**	C	D	G
N	Y	P	**B**	O	E	**A**	K	B	T
Y	Y	J	**I**	B	F	**Y**	V	S	C
Y	H	P	**T**	P	M	W	J	A	S
H	**O**	**R**	**S**	**E**	U	H	A	K	O
P	**U**	**P**	**P**	**Y**	A	**O**	**A**	**T**	**S**

Word Match

walking: moving along on your feet · village: a small town · bread: food baked from flour · hay: dried grass that horses eat · barley: a grain used for food · oats: a grain that rabbits and horses like · early: near the start of the day · hills: high, rounded land

Yes or No? & ABC Order

1. Yes · 2. No · 3. Yes · 4. Yes · 5. No · 6. Yes. ABC order: horse, man, puppy, rabbits, woman.

Missing Words

bread, hay, barley, oats

Rhyme Hunt & Syllables

walking: talking · said: bread · day: hay · early: barley · coats: oats · I: by. Claps: Puppy 2, village 2, Rabbits 2, barley 2, hay 1, early 2.

Put It in Order

Man (bread) → Horse (hay) → Woman (barley) → Rabbits (oats) → “No, not I” each time → the Puppy, and “I’ll come with you!”

Ideas to extend the lesson

- Write a new verse: “I met a ___ as I went walking.” Where is it going, and what will it get?
- Act it out as a walk around the room, meeting each character in turn.
- Read it with “Buckingham Palace” and “Disobedience” and spot Milne’s repeating patterns.

MORE FROM STORYLAND CLASSICS

Find more A. A. Milne poems with free guides at storylandclassics.com and on YouTube at @StorylandClassics.

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FOR TEACHERS

Standards Alignment

Puppy and I ✦ Common Core State Standards, kindergarten to grade 2

STANDARDS	WHAT CHILDREN PRACTICE	WHERE IN THIS GUIDE
RL.K.1 RL.1.1 RL.2.1	Ask and answer questions about key details in a text.	Let's Talk and Yes or No?; Let's Talk
RL.K.2 RL.1.2	Retell stories and poems, including key details, and show understanding of their message.	Put It in Order and Retell
RL.K.3 RL.1.3	Identify and describe characters, settings and major events.	Let's Talk and Put It in Order
RL.K.4 RL.2.4	Understand words and phrases, including rhyme, rhythm and words that appeal to the senses.	Word Match; Rhyme Hunt (rhyme and repeated lines)
RL.2.5	Recognize types of texts and describe the overall structure (beginning, middle and end).	Put It in Order: beginning, middle and end
RL.1.6 RL.2.6	Identify who is speaking and use a different voice for each character when reading aloud.	Who Is Talking?; Read It With Voices
RL.K.10 RL.1.10	Engage in group reading of poems and stories with purpose and understanding.	The Poem and Missing Words; The Poem (reading together)
RF.K.1b RF.K.1d	Understand the organization of print (left to right, top to bottom).	Word Search; ABC Order (letters of the alphabet)
RF.K.2a RF.K.2b	Hear and work with spoken words, rhymes and syllables.	Rhyme Hunt and Make New Rhymes; Clap the Syllables
RF.K.3c RF.1.3	Read common high-frequency words by sight.	Word Search and Missing Words; Word Search
RF.1.4a RF.1.4b RF.2.4b	Read aloud with accuracy, appropriate rate and expression.	Missing Words (read with purpose); Read It With Voices and Read It Three Times
SL.K.1 SL.1.1	Take part in conversations about the text with classmates and adults.	Let's Talk and Meet the Poet (discussion); Let's Talk (discussion)
SL.K.2	Ask and answer questions about a text read aloud or presented through media.	Read-aloud video (QR code)
SL.K.6 SL.1.6	Speak audibly and express ideas clearly.	Read It With Voices and Learn It by Heart; Learn It by Heart (recite)
L.K.1a L.1.1 L.1.1a	Print upper- and lowercase letters and use common position words.	Handwriting Practice; ABC Order (alphabetize words)
L.K.2a L.1.2b	Use capital letters and end punctuation.	Handwriting checklist
L.K.4 L.1.4	Determine or clarify the meaning of unknown words and phrases.	Word Match
L.K.5a	Sort words into categories, connect words to real life and act out shades of meaning.	Word Sort
W.K.1 W.1.1	Use drawing and writing to share an opinion and give a reason.	My Favorite Part
W.K.2	Use a combination of drawing, dictating and writing to compose informative texts.	Try It
W.1.8	With guidance and support, recall information from experiences or gather information to answer a question.	Try It

Codes are Common Core State Standards for English Language Arts. Find free read-alouds and guides at storylandclassics.com.

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