

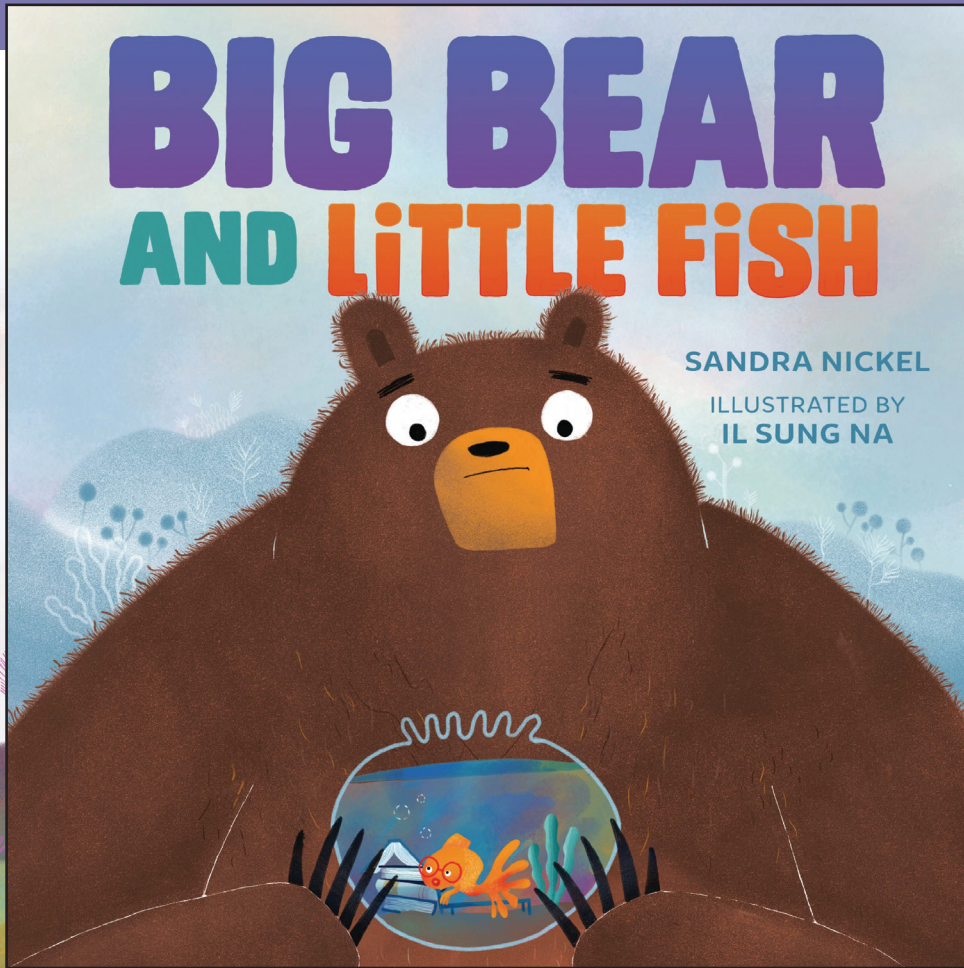
CURRICULUM GUIDE

9781728417172 • \$18.99 • Ages 4-8 • Grades PreK-2

BIG BEAR AND LITTLE FISH

SANDRA NICKEL

ILLUSTRATED BY
IL SUNG NA



BEAR LOVES BEING BIG. At the carnival, she wants to win a teddy bear as big as she is.

Instead, she wins a fish. A very little fish. Bear is so very big and Fish is so very small that Bear worries they have nothing in common. Can they possibly be friends?

Gentle, accessible prose by Sandra Nickel is paired with richly textured illustrations by Il Sung Na in this sweet story about accepting others for who they are.

“A delightful tale of unexpected friendship.”

—Kirkus Reviews

sdranickel.com ilsungna.com lernerbooks.com



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The Common Core State Standards (CCSS) and CASEL 5 social and emotional learning competencies addressed by the discussion questions and activities in this guide are noted throughout. For more information on the Common Core, visit corestandards.org; for more about CASEL 5, visit casel.org.

DISCUSSION QUESTIONS

🍃 Bear is given a fish at the carnival instead of a huge teddy bear. How does that make Bear feel? How does the illustration of Bear walking home from the carnival with Fish in her hands help you to determine how Bear is feeling?

CCSS.ELA-LITERACY.RL.K.7; CCSS.ELA-LITERACY.RL.1.7; CCSS.ELA-LITERACY.RL.2.7;
CASEL 5 Social-Awareness

🍃 How does Bear treat Fish on their first day together? What assumptions does Bear make about Fish without ever speaking to her?

CCSS.ELA-LITERACY.RL.K.1; CCSS.ELA-LITERACY.RL.1.1; CCSS.ELA-LITERACY.RL.2.1

🍃 Why do you think Bear doesn't immediately embrace Fish as a friend? Have you ever felt unsure around someone who appears different from you?

CASEL 5 Self-Awareness

🍃 How do you think Bear might have made it easier to get to know Fish?

CASEL 5 Relationship Skills

🍃 When Bear comes back from her walk, she tells Fish that she cannot stay. What are two of Bear's reasons? How does Fish respond to Bear's reasons? What does Bear discover that she has in common with Fish?

CCSS.ELA-LITERACY.RL.1.3; CCSS.ELA-LITERACY.RL.2.3; CASEL 5 Relationship Skills

🍃 How would you describe Fish and her determination to be Bear's friend?

CASEL 5 Relationship Skills

🍃 What happens at the end of the story? How do Bear and Fish get along?

CCSS.ELA-LITERACY.RL.K.1; CCSS.ELA-LITERACY.RL.1.1;

CCSS.ELA-LITERACY.RL.2.1; CASEL 5 Social Awareness;

CASEL 5 Relationship Skills

🍃 How has Bear changed over the course of the story? What lesson do you think Bear has learned from Fish?

CCSS.ELA-LITERACY.RL.1.2; CCSS.ELA-LITERACY.RL.2.2;

CASEL 5 Responsible Decision-Making; CASEL 5 Relationship Skills;

CASEL 5 Social Awareness



ACTIVITIES FOR STUDENTS

MEASURING UP

With a partner and a yard or meter stick, take turns stretching out on the ground and measuring each other's height. Cut string to show the measured height of each person and label each string with the student's name. Vertically hang the measurement strings to see how the class measures up. Include lengths of string to show Bear's height of 9 feet 8 inches and Fish's length of 3 inches. With younger students, arrange them in a line by height and include Fish and Bear measurements at the smallest and tallest ends.

CCSS.MATH.CONTENT.K.MD.A.2; CCSS.MATH.CONTENT.1.MD.A.2; CCSS.MATH.CONTENT.2.MD.A.2

BIG ON THE INSIDE

Towards the end of the story, Fish tells Bear, "No matter how small we might be on the outside, we can still be big on the inside." What are some qualities that make you big on the inside? Write a personal narrative about a time when you showed someone else your big, positive qualities through your actions or your words.

CCSS.ELA-LITERACY.W.K.3; CCSS.ELA-LITERACY.W.1.3; CCSS.ELA-LITERACY.W.2.3; CASEL 5 Self-Awareness

AMBLING AND RAMBLING

The story ends with Bear telling Fish, "I think I would like to amble a bit more—this time with you." What do you think happened next as the two friends ambled and rambled? Create a three-panel comic strip that shows in colored illustrations and speech bubbles the adventures Fish and Bear have on their walk together. **CCSS.ELA-LITERACY.RL.K.9; CCSS.ELA-LITERACY.RL.1.9**

RECOGNIZING EMOTIONS

Bear experiences different emotions throughout the story. Identify three different feelings that Bear has and draw three pictures of Bear's face. Each picture should show a different emotion that Bear feels during the story. Meet with a partner and share your portraits of Bear. Discuss how Bear feels in each picture and why she felt that emotion in the story.

CCSS.ELA-LITERACY.RL.K.7; CCSS.ELA-LITERACY.RL.1.7; CCSS.ELA-LITERACY.RL.2.7; CASEL 5 Social-Awareness



The discussion questions and activities in this guide were created by Leigh Courtney, Ph.D. She teaches in the Global Education program at a public elementary school in San Diego, California. She holds both masters' and doctoral degrees in education, with an emphasis on curriculum and instruction.

NAME: _____

FIND A FRIEND SCAVENGER HUNT

Bear believes that she and Fish have nothing in common and that Fish needs to live elsewhere. Fortunately, Fish points out many similarities with Bear, and the two form a friendship. Investigate what you have in common with people in your class by going on a friendly scavenger hunt. Fill in the two lines in the second row of the chart with your personal preferences, then walk around your classroom and find out who matches each statement. List their names in your chart. **CASEL 5 Relationship Skills**



SPEAKS MORE THAN ONE LANGUAGE	HAS THE SAME EYE COLOR AS ME	HAS A PET	LIKES TO READ BOOKS	LOVES TO DRAW
HAS A BROTHER OR SISTER	NAME STARTS WITH THE SAME LETTER AS MINE	LIKES TO _____	LOVES ICE CREAM	LIKES THE COLOR _____

NAME: _____

A FRIEND IS . . .

What makes a good friend? Explore your definition of friendship.

CCSS.ELA-LITERACY.RL.1.3; CCSS.ELA-LITERACY.RL.2.3;

CASEL 5 Self-Awareness



IS BEAR A GOOD FRIEND?

List examples from the story to support your opinion.

IS FISH A GOOD FRIEND?

List examples from the story to support your opinion.

WHAT QUALITIES DO YOU VALUE IN A FRIEND?

NAME: _____

NAME: _____

FACT FINDING WITH FRIENDS



Readers can ASK each other questions about a story, and they can ANSWER questions by rereading the story. Think of three good questions about *Big Bear and Little Fish*. Remember, questions begin with words like WHO, WHAT, WHEN, WHERE, WHY, and HOW. Write your questions in the first column below. Meet with another reader to share your questions and to answer each other's questions about the story.

CCSS.ELA-LITERACY.RL.K.1; CCSS.ELA-LITERACY.RL.1.1; CCSS.ELA-LITERACY.RL.2.1

MY 3 QUESTIONS ABOUT THE STORY

MY PARTNER'S ANSWERS

1.

_____	_____
_____	_____
_____	_____

2.

_____	_____
_____	_____
_____	_____

3.

_____	_____
_____	_____
_____	_____