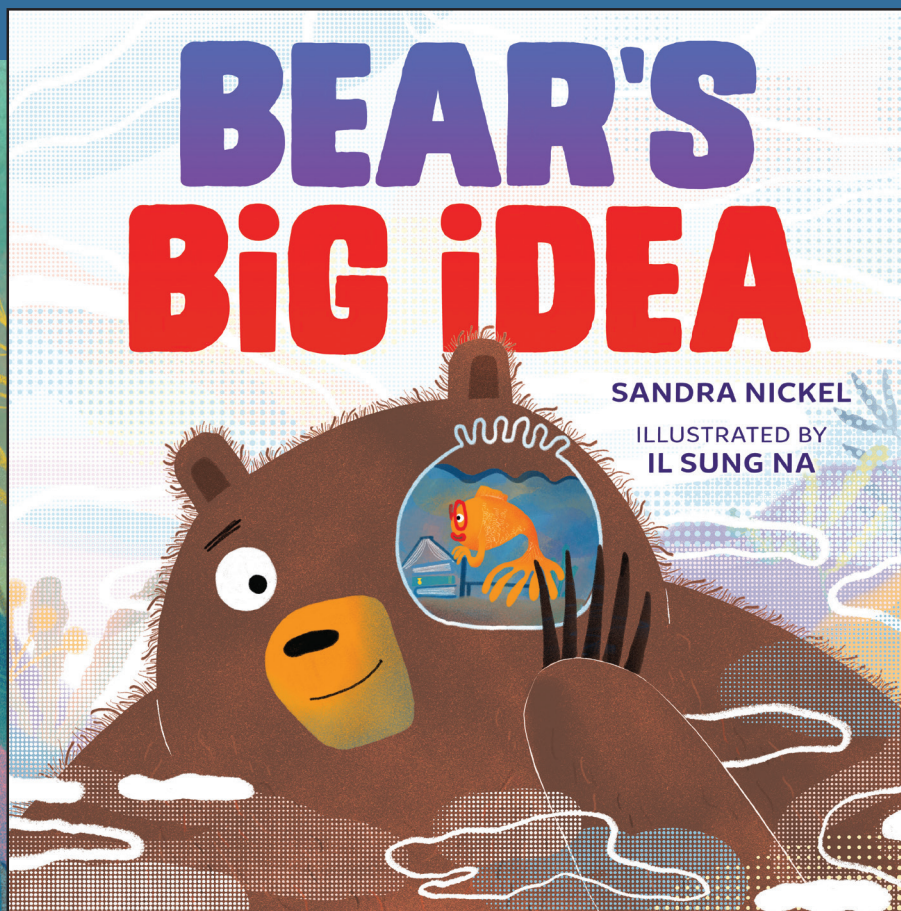


CURRICULUM GUIDE

9798765610176 • \$18.99 • Ages 4–8 • Grades PreK–2



EVERY DAY THAT BEAR AND FISH spend together is a good day. Fish always has the perfect idea for what to do!

One day, it's Bear's turn to make a plan. She promises Fish something BIG! But when Bear goes looking for her brand-new big idea, she can't see one anywhere . . .

Sandra Nickel and Il Sung Na's charming picture book celebrates the power of imagination, play, and friendship.

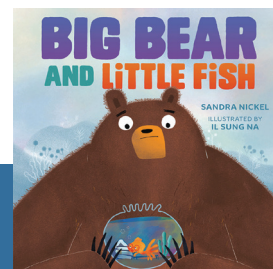
"A winning tale of friendship and creativity unleashed." —Kirkus Reviews

"Young readers will enjoy the dilemma and recognize the anxiety of choosing just what to do each day."—School Library Journal



MORE BEAR AND FISH!

Charlotte Huck Award Recommended Book



DISCUSSION QUESTIONS



Look at the illustrations of Bear and Fish on the first two pages of the story. What clues can you find in the illustrations that reveal how each character goes about planning the day?



Do you think Bear enjoys the plans Fish makes for the two of them each day? How do you know?



Why do you think Fish offers Bear the chance to plan their activity for Friday?



How does Bear react when she is put in charge of their Friday adventure?



What sense does Bear *first* use to come up with an idea for the day? Describe how she uses this sense to try to collect ideas to make a plan.



Fish tells Bear, “Just because you can’t see something, doesn’t mean it’s not there.” How does this comment help Bear take a new approach to finding an idea?



What second sense does Bear tune into to try to find a brand-new big idea?



Describe how Bear uses the items that she and Fish had played with earlier to make something new and different.



Discuss how Bear’s feelings change from the beginning of the story when Fish is planning their days, to the end of the story when she comes up with her own brand-new big idea.



What do you think Bear and Fish learn about friendship in this story?



The discussion questions, activities, and worksheets 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 master’s and doctoral degrees in education, with an emphasis on curriculum and instruction.

ACTIVITIES FOR STUDENTS

BUILDING CONNECTIONS

Bear and Fish are the best of friends. Build connections with people in your class by working on relationship skills. Meet in small groups and choose one of the following conversation starters to help your group talk and listen to one another:

- Tell the group three words you would use to describe yourself.
- Complete the following: The best thing about me is
- List the traits that you think are important for making friends.
- Share how you're feeling today: "I feel _____ because _____."

ALWAYS AND FOREVER

At the end of the story, Bear says, "I'm starting to think ideas are a lot like good friends. Even if you can't see them, they are always and forever there." Think of someone special that is a forever person in your life—a person who understands you and on whom you can always count. Write a personal narrative about a time or experience that you shared with this special person. Describe why this person is so important to you. Or write a letter to this special friend and let them know what you appreciate most about them.

MY OWN BRAND-NEW BIG IDEA

Bear takes a rope, a sled, an umbrella, and a blanket and she and Fish turn them into a sailboat! Imagine what you might create from these same four objects. Draw a picture of your brand-new big idea and write a few sentences describing it.

FIND THE MESSAGE

After reading *Bear's Big Idea*, think about why the author may have written the book and what Bear and Fish learned in the story. Draw and write about the central message in the book and how you might apply this message to your own life.



NAME: _____

MY LIST OF BIG IDEAS

Each morning Fish puts on her glasses and gets to work thinking of ideas for how she and Bear can spend the day together. What types of activities would you like to do with a friend? Make a list of your big ideas.



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

NAME: _____

INTERVIEW A FRIEND



Bear and Fish have a friendship built on shared interests and experiences. Find a friend in your class to interview and record information about their interests. Share your interview with the rest of the class so that more people can learn about your friend.

_____ is my friend.

My friend likes to eat _____.

My friend likes to play _____.

When we are together, we like to _____.

My friend is a good friend because _____.

My friend is _____ years old.

My friend has _____ siblings.

Here is a portrait of my friend:

A large, empty rectangular box with a blue border, intended for a student to draw a portrait of their friend.

NAME: _____

LET'S LISTEN



Listening carefully helps Bear discover her brand-new big idea. With your classmates, take a listening walk around the playground. This needs to be a silent walk so that everyone can really catch the sounds that surround them and take notes on what they hear. What do you hear as your class walks the playground? Then sit quietly; do you hear more or different sounds once your body is still?

Walking, I hear:

When I sit quietly, I hear:

Back in the classroom or sitting quietly on the playground, create a listening drawing—a colorful illustration of the sounds you collected.

MY LISTENING DRAWING