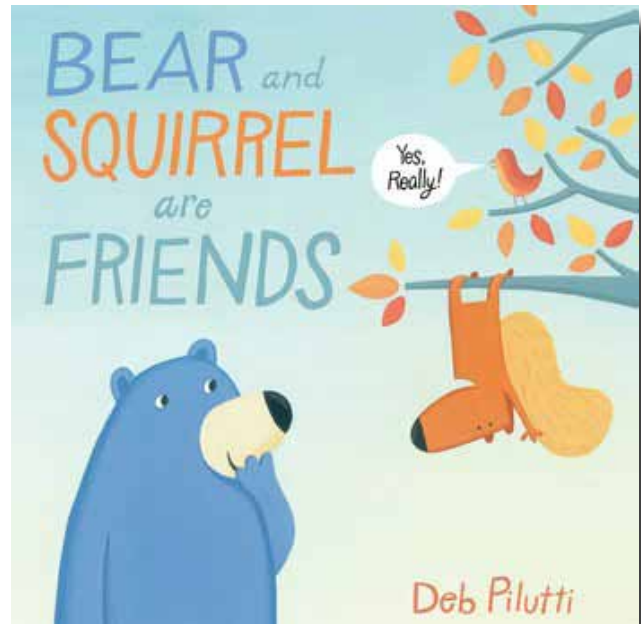


A Common Core State  
Standards Aligned Discussion  
& Activity Guide for

# Bear and Squirrel are Friends



Grades K-3

ISBN: 9781481429139

**Written & Illustrated by Deb Pilutti**

**A Paula Wiseman Book**

**An Imprint of Simon & Schuster Books  
for Young Readers**

*Yes, bears sometimes eat squirrels. But can they still be friends? Find out in this clever picture book that's perfect for preschoolers.*

*The other bears said, "Squirrel would make a good midnight snack!"  
Bear said, "Squirrel's my friend. I would never eat a friend."*

*But what happens if Bear gets really, really hungry? Squirrel has just the solution! This story about the power and bond of friendship will warm the hearts—and tickle the funny bones—of everyone who reads it.*

**Guide created by Debbie Gonzales**



## Table of Contents

Take a Book Walk - Discussion Questions.....	3
Big & Little - Classify, Categorize, and Label.....	5
Hibernation Craft.....	8
Calendar Craft.....	11
<b>Common Core State Standards:</b>	
English Language Arts Standards » Reading: Literature.....	15
Mathematics Standards.....	16
English Language Arts Standards » Reading: Foundational Skills.....	16
English Language Arts Standards » Writing.....	17
English Language Arts Standards » Speaking & Listening.....	17-18



## Let's Take a Book Walk - Discussion Questions

### Pre-Reading Discussion Questions:

#### Study the book's front cover:

- The title of the book is *Bear and Squirrel are Friends*. Discuss why a friendship between a bear and a squirrel might be a strange one, and maybe dangerous one.
- Explain how authors tell stories. List the sorts of tools do they use to do so.
- Explain how pictures can tell stories. Identify the tools illustrators use to tell stories.
- Observe the book's front cover. Describe Bear and Squirrel's expressions. Tell how they feel about each other. How do you know?
- Predict what the story of *Bear and Squirrel are Friends* is going to be about.



Deb Pilutti is the author and the illustrator of *Bear and Squirrel are Friends*.

#### Study the back cover.

- Describe the action in this illustration.
- Guess what Squirrel is saying to Bear. Telling a joke? A story? What do you think?
- Predict Bear's response to Squirrel's discussion. Will he laugh? Say something in return? Explain your answer.
- These friends are enjoying a conversation with one another. How about you? Describe the sorts of things you do with your friends.

### Post-Reading Discussion Questions:

***They liked to gather acorns and blueberries.***

- Turn to the spread where Bear is shaking a tree and Squirrel is gathering acorns.
- Observe Bear and Squirrel closely. List all of the ways that they are different. Consider aspects such as how they move, where they live, what they eat, etc.
- Identify ways they are the same. Explore aspects such as they are both mammals, fur-covered, live in nature, etc.
- One similarity they share is their feelings for one another. Describe their relationship.



***Squirrel said, “Don’t be silly! Bear is my friend.”***

***Bear said, “That’s ridiculous! Squirrel is my friend.”***

- Explain why the other squirrels and bears think that this friendship is a problem.
- Point out ways that Bear and Squirrel are friendly with one another.
- Describe what it means to be a friend.

***And when Bear settled in for a long winter nap, Squirrel waited patiently for his friend to wake up.***

- Bear is hibernating for the winter. Tell what you know about hibernation.
- Notice the calendar on the wall above Bear’s bed. Also, observe the weather change occurring outside of the window. Using the calendar and weather change as clues, tell how many months Bear hibernated.
- Note the change in the level of water in the glass near Bear’s bedside. Discuss what this change suggests about the passage of time.
- Tell how Squirrel’s action shows that he’s been waiting for a long time. Who is Squirrel knitting the scarf for? Explain how you know.

***The looked at each other for a long time.***

- In the previous spread, Bear said to Squirrel, “I mean you look like you would taste delicious.” Predict what each animal is thinking in this spread in which they are both looking at each other.
- Guess what each animal wants to do.

***But Bear couldn’t stop.***

- Retell the ending of the story.
- Explain the real reason why Bear did not eat Squirrel. Was it because Squirrel made blueberry pancakes for Bear, or because friends do not eat friends? Explain your answer.
- What about you? List ways that you are kind, loyal, helpful, and good to your friends.
- Discuss what Bear and Squirrel taught you about being a friend.



## Big & Little - Classify, Categorize, and Label

*It's true that Bear was much bigger than Squirrel.*

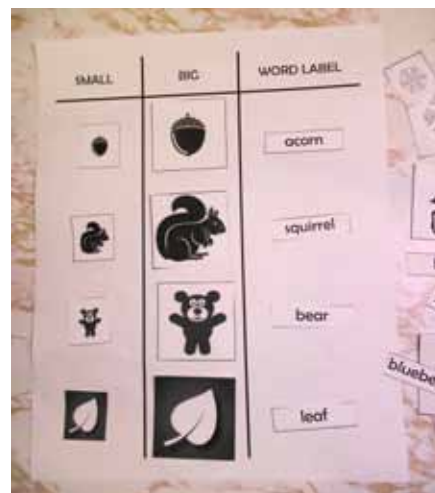
**Objectives:** To classify and match graphics with word labels, associating the basic features of print.

### Materials:

- Cardstock
- Scissors
- Label Board (Guide, pg. 6)
- Graphics and Word Labels (Guide, pg. 7)
- Gluestick or tape
- Pencil
- Paper

### Procedure:

- Print two **Label Boards**, **Graphics and Word** labels on cardstock.
- Use scissors to cut around the borders of the graphics and word labels.
- Match the graphics together.
- Using the **Label Board**, place the small graphics under that label reading SMALL.
- Match the larger graphics to the right under the label reading BIG.
- Associate the matching word label to the far right of the **Label Board**.
- Use gluestick or tape to secure graphics and word labels to **Label Boards**.
- Using pencil and paper, illustrate an original version of the graphic. Label the drawing with the word featured on the word label.
- Share work with others.



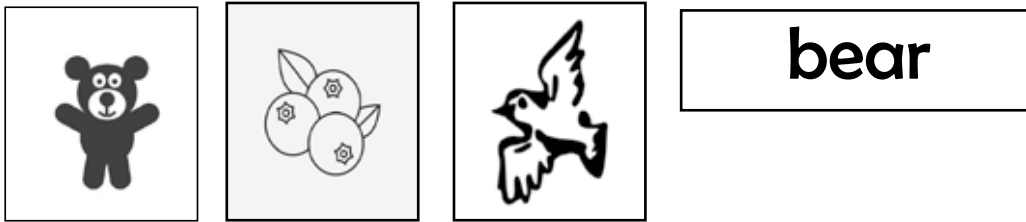
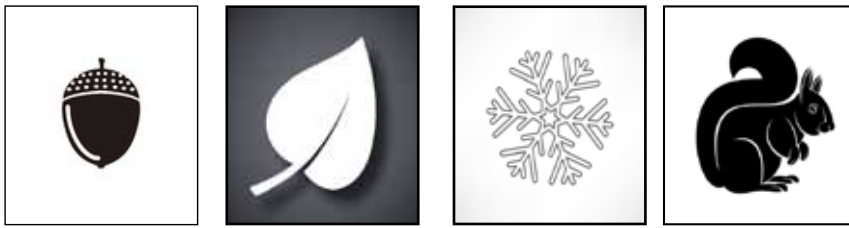
**SMALL**

**BIG**

**WORD LABEL**

<b>SMALL</b>	<b>BIG</b>	<b>WORD LABEL</b>

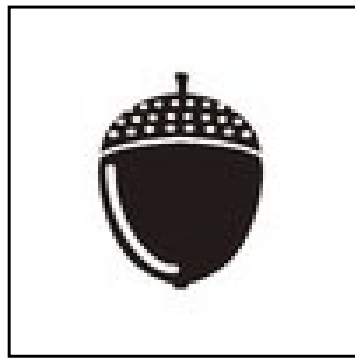
# Graphics and Word Labels



snowflake

acorn

leaf



blueberries

squirrel

bird



## A Hibernation Craft

*And when Bear settled in for a long winter nap, Squirrel waited patiently for his friend to wake up.*

**Objective:** To demonstrate the connection between a specific image and the text in a craft-like manner.

**Materials:**

- A brown paper lunch bag
- Bear Cut Out (Guide, pg. 10)
- Scissors
- Tape or glue stick



**Procedure:**

- Print Bear Cut Out.
- Using scissors, trim around edges of the Bear Cut Out.
- Note the tab at the base of the Bear Cut Out. Fold tab back.



- Lay paper bag flat on a table so that the bottom is facing up. Cut the bag about an inch below the folded bottom.



- Unfold bag and cut a U-shaped opening on one side of the bag.





- To shape den, place the bag so that one side resting on the table with the U-shaped opening resting at an angle.



- Place Bear inside den opening. Secure Bear there by taping or gluing the folded tab to the bottom portion of the den.
- Using the illustrations depicted in the book, decorate Bear's den inside and out. Create a cozy room for Bear to hibernate in all winter long.



**Project Follow Up:** Write a narrative from Bear's point of view describing his hibernation dreams. Use the illustrations depicting him sleeping as reference. Bear's dreamy thought progression began as a strawberry, to a sandwich, and then a pizza. Interpret Bear's these changes. Tell why he is dreaming in this way.

**Reference:** "Welcome to Westcott." *Westcott*. Web. 13 Feb. 2015. <<http://www.westcottbrand.com/Teacher/TeacherActivities-WinterSnooze/ClassroomActivities-WinterSnooze/1754>>.



# Bear Cut Out



## Calendar Craft

*Until spring finally arrived.  
Bear began to stir.*

**Objective:** To write, read, and correctly sequence a series of numerals representing the dates on a calendar.

**Materials:**

- Monthly Calendar Templates (Guide, pgs. 12-14)
- Large annual calendar (for reference)
- *Bear and Squirrel are Friends*
- Pencil
- Markers

**Procedure:**

- Print **Monthly Calendar Templates**.
- Using large annual calendar as reference, flip through to find the months of January, February, and March - the months during which Bear hibernated.
- Instruct student to write the numeric dates in the correct corresponding grid on the Monthly Calendar Template.
- Observe the illustration featuring Bear hibernating. Identify details that suggest the hanging seasons and passage of time.
- Instruct students to use markers to illustrate the uppers portion of their Monthly Calendars. Encourage them to use the detail clues offered in the book's illustrations.

**Project Follow Up:** Write a narrative from Squirrel's point of view recording his thoughts while Bear was hibernating. Tell how he felt while waiting for his friend to awake. Explain why Squirrel is willing to patiently wait for such a long time.



# JANUARY

Sun	Mon	Tue	Wed	Thu	Fri	Sat



# FEBRUARY

Sun	Mon	Tue	Wed	Thu	Fri	Sat



# MARCH

Sun	Mon	Tue	Wed	Thu	Fri	Sat



## Common Core State Standards

### English Language Arts Standards » Reading: Literature

		Discussion Questions	Big & Little	Illustration Craft	Calendar Craft
CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.	●			
CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	●	●	●	●
CCSS.ELA-Literacy.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	●			
CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear.	●	●	●	●
CCSS.ELA-Literacy.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	●			
CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.	●	●	●	●
CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.	●			
CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.	●	●	●	●
CCSS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	●		●	●
CCSS.ELA-Literacy.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	●			
CCSS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	●	●	●	●
CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	●			
CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.	●		●	●
CCSS.ELA-Literacy.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	●			
CCSS.ELA-Literacy.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.			●	●
CCSS.ELA-Literacy.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	●		●	●
CCSS.ELA-Literacy.RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	●	●	●	●
CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	●		●	●
CCSS.ELA-Literacy.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	●		●	●
CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	●	●	●	●



## CCSS Mathematics Content

		Discussion Questions	Big & Little	Hibernation Craft	Calendar Craft
CCSS.Math.Content.K.C.CA.1	Count to 100 by ones and by tens.				●
CCSS.Math.Content.K.C.CA.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20				●
CCSS.Math.Content.K.C.CB.4	Understand the relationship between numbers and quantities; connect counting to cardinality.				●
CCSS.Math.Content.K.C.CB.4.a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.				●
CCSS.Math.Content.1.N.BT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.				●

## English Language Arts Standards » Reading: Foundational Skills

CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.		●		
CCSS.FLA-Literacy.RF.K.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.		●		
CCSS.FLA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		●		
CCSS.FLA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.		●		
CCSS.FLA-Literacy.RF.K.3.a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.		●		
CCSS.FLA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.	●			
CCSS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.		●		
CCSS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.		●		
CCSS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	●			
CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	●			
CCSS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	●			





## English Language Arts Standards » Writing

		Discussion Questions	Big & Little	Hi-generation Craft	Calendar Craft
CCSS.ELA-Literacy.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.			●	●
CCSS.ELA-Literacy.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.			●	●
CCSS.ELA-Literacy.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.			●	●
CCSS.ELA-Literacy.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.			●	●
CCSS.ELA-Literacy.W.2.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			●	●

## English Language Arts Standards » Speaking &amp; Listening

CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	●			
CCSS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	●		●	●
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	●	●	●	●
CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	●		●	●
CCSS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		●		
CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	●	●	●	●
CCSS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	●	●	●	●
CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	●			
CCSS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	●		●	●
CCSS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		●		
CCSS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.	●	●	●	●



## English Language Arts Standards » Speaking &amp; Listening (cont.)

		Discussion Questions	Big & Little	Hibernation Craft	Calendar Craft
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	●	●	●	●
CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	●	●	●	●
CCSS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.			●	●
CCSS.ELA-Literacy.SL.2.5	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	●	●	●	●
CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	●	●	●	●
CCSS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	●		●	●
CCSS.ELA-Literacy.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.			●	●
CCSS.ELA-Literacy.SL.3.5	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	●	●	●	●

