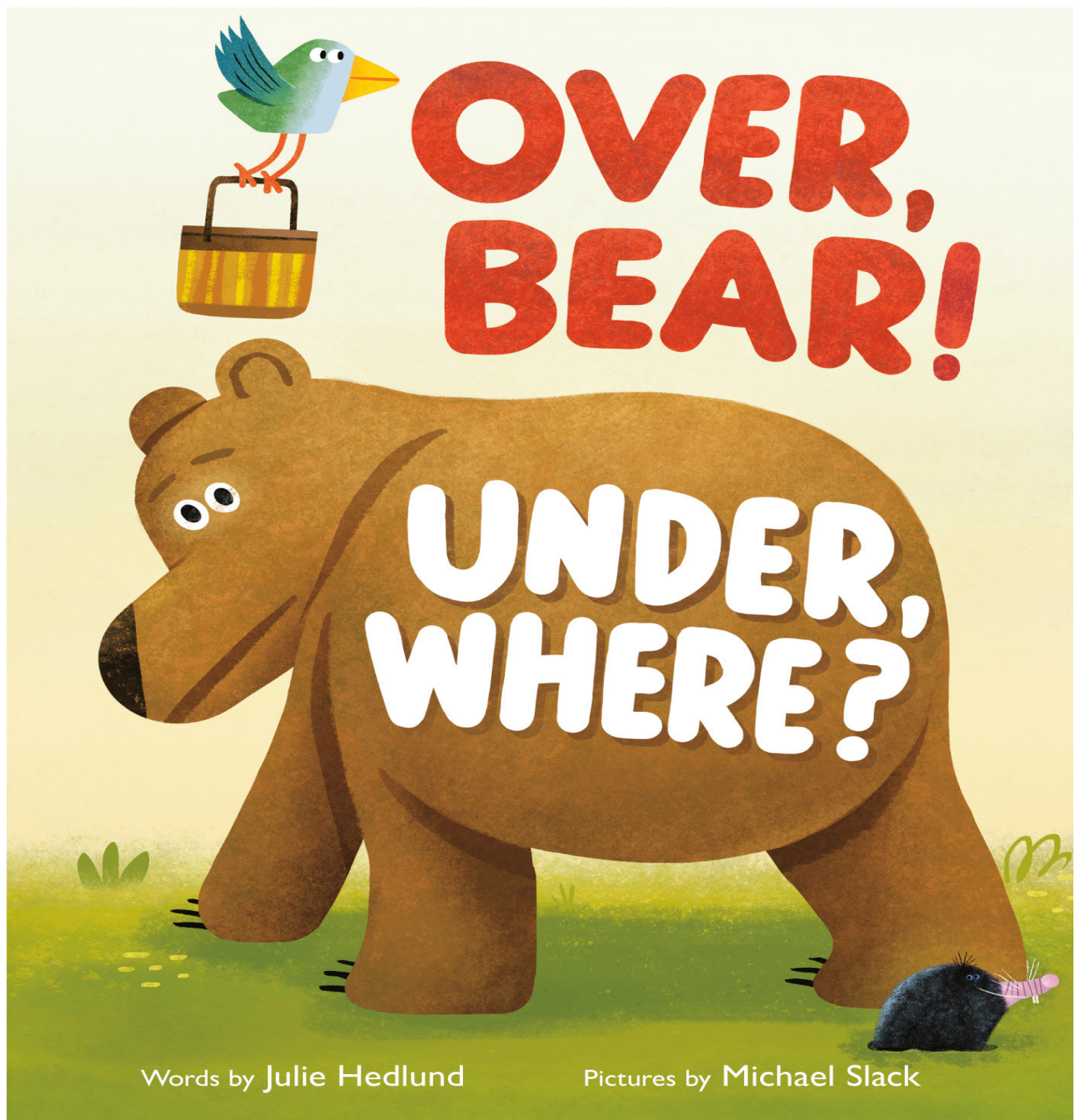


Over, Bear! Under, Where?

A teacher's guide created by Marcie Colleen
based upon the picture book
written by Julie Hedlund and illustrated by Michael Slack



Words by Julie Hedlund

Pictures by Michael Slack

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Julie Hedlund is an award-winning children's picture book author who spends much of her time inside her own imagination. When she is not writing or reading, she enjoys playing in the mountains near her home in Boulder, Colorado. She lives with her two teenage children and their high-maintenance hound dog who would not be helpful in an encounter with a bear. You can visit Julie online at juliehedlund.com or follow her on Twitter, Instagram, and TikTok @juliefhedlund.

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Michael Slack is the author and illustrator of many books for young readers, including Kitties on Dinosaurs, Dragon Meets Boy, and Shorty & Clem. His art and character design have been featured in books, television, and games. He lives with his family in the Bay Area of California. You can visit Michael online at slackart.com or follow him on Instagram @michael_slackart.

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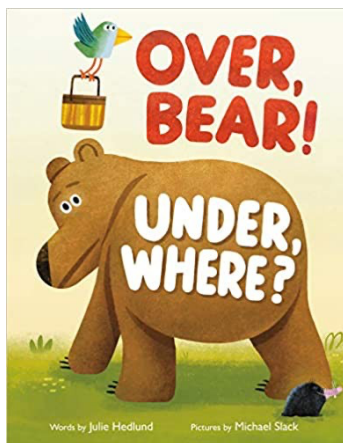
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How to Use This Guide

This classroom guide for *Over, Bear! Under, Where?* is designed for students in kindergarten through third grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Over, Bear! Under, Where?* into their curricula.

All activities were created in conjunction with relevant content standards in English Language Arts.



Title: *Over, Bear! Under, Where?*

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Illustrator: Michael Slack

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Over and Under are two friends, and they're enjoying a day at the park. They go on the swings (Over is over Under) and the seesaw (Under is under Over). They meet a hot-dog dog (who joins them for a hot dog). And then they spot...a bear! (Unbearable!) But is he really the overall scary creature they first understand him to be?

In this hilariously punny story that will have readers laughing out loud as they pick apart the wordplay, a pair of pals overcome their fears as they discover that friendship underpins all.

Praise for *Over, Bear! Under, Where?*

"I adore this book. Am Over Come with emotion...er laughter. It's Jeff Mack on steroids, and every English teacher from kindergarten up to college needs to have it. THAT good."
– Jane Yolen, bestselling and award-winning author of *How Do Dinosaurs Say Good Night?*

"The absurdity of the premise, which swings around to fit the wordplay, will elicit laughs, while the wordplay will entertain and challenge young readers." – BCCB

"A whimsical 'Who's on First'-like picture book...that earns its giggles." – Publishers Weekly

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English Language Arts

Reading Comprehension

Before reading *Over, Bear! Under, Where?*, help students identify the basic parts of a picture book: front cover, back cover, title page, etc.

- Look at the cover illustration. Describe what you see.
- How would you describe the bear at the center of the cover?
- Mimic what the bear is doing. How does it make you feel?
- What other characters do you see on the cover? How would you describe them?
- Look closely at the punctuation in the title. How does the punctuation change the meaning of the words?
- Can you guess what the story might be about?

Now read or listen to the book. Help students summarize in their own words what the book was about using the chart below.

- In your own words, describe the friendship of Over and Under. Use evidence from the text to support your answer.
- What are some of the things that Over and Under do together?
- How do Over and Under react to Dog?
- How do Over and Under and Dog react to Bear?
- Why do you think Over and Under react differently to Dog and to Bear?
- Why do you think Bear is sad when Over, Under, and Dog hide in a hole? How does Bear's sadness make the others feel?
- What do Over, Under, and Dog do to make Bear feel better?

Beginning	Middle	End
<p>"Hi, Over." "Hi Under."</p> <p>Introduce the characters.</p> <p>Enter the conflict:</p> <p>"Over! BEAR!" "Under, WHERE?"</p>	<p>Working to solve the conflict.</p> <p>Describe the problem that Over, Under, and Dog face and how they work to solve their problem:</p> <p>The Climax, when everything changes or becomes out of control/heightened...</p> <p>"Bear..down?" "Unbearable!"</p>	<p>Resolution. How are things solved?</p> <p>The ending (How things have changed...)</p>

- BONUS: Using the basic plot structure above, students can create an original story about Over, Under, Dog, and Bear. Students can work individually or as a class.
- Art center ~ Provide a variety of art materials including crayons, pencils, markers, paint, scissors, colored paper, old magazines, and glue for students to illustrate the scenes for their stories.
- Drama center ~ Provide puppets, costumes, and props so students can recreate Over, Bear! Under, Where? or their new stories.

Now look at the two names on the cover.

- Who is the author? What does an author do?
- Who is the illustrator? What does an illustrator do?

Critical Thinking

In fiction stories, a character or characters usually changes in some way.

Do you think any of the characters in *Over, Bear! Under, Where?* changed in the story? If so, who and how? (analyzing, inferring, giving support to an idea)

How would the story be different if Bear was not treated differently because of who he is? (predicting, cause and effect)

What do you think is the message of this story? (empathy, kindness, friendship, it's ok to be different, inclusion)

Writing Activities

Bear...Down? ~ Point of View

Either as a class or individually, explore each scene in *Over, Bear! Under, Where?* from the point of view of Bear.

- What are they are thinking and doing?
- How do they feel?
- What would they say to Over, Under, and Dog?
- How do you think the others make Bear feel?

Advanced classes will be able to write *Over, Bear! Under, Where?* from Bear's point of view. However, classes can also create captions and thought bubbles for the illustrations, imagining that Bear is present through the whole story.

Write the Scene

Over, Bear! Under, Where? is written in very sparse language. Meaning there are few words. Choose one of the moments in *Over, Bear! Under, Where?* and create a larger scene. For example, what do Over and Under do? How do they play? How do they feel? What else do they say? Be sure to include a beginning, middle, and end.



Speaking and Listening Activities

Picture books are written to be read aloud. Here are some other ways to bring *Over, Bear! Under, Where?* to life in your classroom and have fun with speaking and listening skills!

Talking About Feelings

Over, Under, Dog, and Bear experience many different feelings throughout the story. Look through the book, page by page, and ask how each character might be feeling at each particular moment. Keep track on a list of each emotion named.

Once the list is finished, have children choose one and make a sentence about that feeling.

Just like *Over, Under, Dog, and Bear*, we all feel various feelings at different times. It is ok to feel happy or scared or sad.

Ask children to share a time when they felt the same emotions as *Over, Under, Dog, and Bear*.

"Today I feel happy because we have pizza for lunch."

"Last week I felt lonely because I didn't have anyone to play with."

"Yesterday I felt scared because a large dog barked at me."

Listen and Share

Sometimes understanding someone simply comes from listening to them and allowing them a chance to express themselves. When the others take time to pay attention to *Bear* a beautiful friendship is formed.

With students sitting in a circle, hand one student a small plush bear or another object. Explain that only the person who is holding the stuffed bear can talk. Everyone else's job is to listen. When the stuffed animal is put down again, the teacher/classmates respond to that student, then the stuffed animal moves to the next person to talk (a volunteer or the former talker can pull a name from a basket).

Use the Listen and Share method for sharing sentences or personal stories about feelings.

Drama

Create a TV commercial to encourage people to read *Over, Bear! Under, Where?*

Language Activities

Compound Word Detectives

Over, Bear! Under, Where? contains several compound words that are made from putting two existing words together.

Re-read Over, Bear! Under, Where? aloud and ask students to listen carefully for compound words.

- As soon as they hear a compound word they should raise their hand.
- Repeat the compound word.
- What two words make up this compound word?
- What might the compound word mean, based on context?
- Look up the compound word in the dictionary. (Depending on the level of your students, a student volunteer can do this or the teacher can.) Read the definition.

Create a list of compound words and hang it on the wall to revisit again and again.

A Compound Word Scavenger Hunt

This scavenger hunt will help students sharpen observational and counting skills.

- Create several copies of at least five different compound words on slips of paper. You can choose to use words that are included in Over, Bear! Under, Where? or others of your choosing.
- You should have several of each word.
- Create one Bear.
- Hide these words and the Bear around the room.
- Ask students to find a set of five different compound words. If a student sees a word they already have they must leave it for another student to find.
- The first student to find five different compound words before Bear is discovered wins.
- If a student finds the bear, they are to yell "Over, Bear!" and game is over. Students should return their words to be hidden again for another round of play.

- Additional activity: This same game can be played with a set pattern of colors or pictures to teach sequencing.

Math

Word Problems

For younger students, the use of pictures or props can be helpful in figuring out word problems. Note to teachers: Use the word problems below as inspiration to write your own, based on the illustrations in *Over, Bear! Under, Where?* or any other book of study.

The “Hey, a hot-dog dog!” illustration:

- 1) How many hot dogs do you see?

On a piece of paper, draw 3 hot dogs.

Draw 6 more hot dogs.

How many hot dogs are there now?

Write the equation: $\underline{\quad} + \underline{\quad} = \underline{\quad}$

What if Under, Over, and Dog ate 4 hot dogs? How many hot dogs would be left?

Write the equation: $\underline{\quad} - \underline{\quad} = \underline{\quad}$

- 2) How many bottles of ketchup and mustard do you see?

On a piece of paper, draw 2 bottles.

Draw 3 more bottles.

How many bottles do you have?

Write the equation: $\underline{\quad} + \underline{\quad} = \underline{\quad}$

What if 1 of the bottles of ketchup rolled away? How many bottles would be left?

Write the equation: $\underline{\quad} - \underline{\quad} = \underline{\quad}$

Under Where? Spatial Sense

Look at the "Bear, fruit?" illustration in Over, Bear! Under, Where?

Describe where Bear is.

[examples: on the seesaw, in front of Under, below Over]

Describe where Over is.

[examples: on top of Dog, over Under, above the basket]

Describe where Dog is.

[examples: under Over, behind Under, on the seesaw]

Describe where Under is.

[examples: between Dog and Bear, on top of the handle, above the grass]

Have students choose another illustration in Over, Bear! Under, Where? and discuss where things are spatially within that illustration.

Now look around your classroom.

- Describe where your desk sits.
- Describe where your teacher is sitting or standing.
- Describe where the chalkboard/whiteboard is.
- Describe where the clock is.
- Describe where the door is.
- Can you describe where anything else is?

Science

Bears Research Project

Bear is a Brown Bear. Over, Under, and Dog fear Bear at first. But let's do some more research all about Brown Bears to learn more. Maybe then they won't seem so scary.

Information to be gathered must include:

- Size of brown bears
- What they eat
- Where they live
- Do they hibernate?
- Draw a picture of a brown bear

- Write 3 words that describe brown bears
- Interesting fact #1
- Interesting fact #2
- Interesting fact #3
- What makes the Bear in Over, Bear! Under, Where? different from real brown bears?

Once all the needed research is done, students must create a poster visual with all of the necessary information and present their findings to the class.

OR

Make a book. Students will cut and paste or draw their bear and include the facts they have researched.

Social Studies

Inclusion, Exclusion, and Building Empathy

How do Over, Under, and Dog treat Bear at first?

Look at the situation from Bear's perspective. How do you think he feels?

What are the many ways that others make Bear feel different?

How do the others finally make Bear feel better? Can you think of other ways to make Bear feel good?

- Have you ever felt like you didn't fit in with others?
- What makes you feel better?
- What makes you different from your friends or classmates?
- What makes you the same as your friends or classmates?
- Do you ever treat people differently because they look or act different than you? Why?
- Have you been treated differently because you look different than other people? Was this treatment positive or negative?
- How do you want to be treated by your classmates, friends, and family?
- How should we act towards others who are different than us?
- In what situations is it necessary to treat others differently than the way you want to be treated? (others sometimes have different preferences than you)
- Are you only kind to your friends?
- Do you help others even when they are not your friends?
- Provide an example of when you helped someone you didn't know. Did this make

you feel good?

- How do you expect others to respond when you complete an act of kindness for them?
- What obligation do you have to help others?

What Makes a Good Friend?

Discuss what makes a good friend.

- What makes a good friend?
- What do you look for in a friend?
- What kinds of things do you do for your friends?
- How do your friends make you feel?

Draw upon examples from your own friendships and create a list describing what makes a good friend.

Example: Good friends...

- Are reliable.
- Do kind things for one another and use kind language.
- Help out when a friend is sad or has a problem.
- Like to spend time together.
- Have fun with each other.

As a class, create an action plan on how to be a good friend.

Finding Commonalities/Uniqueness

Bear is different from the others. He looks big and scary to them. But they all soon realize they have lots in common, too, and a friendship is formed.

Finding what you have in common with other people is a good way to start a meaningful relationship. Here is a way to learn what you have in common with your classmates, while also celebrating what makes each of you unique.

Materials: A pen and two pieces of paper.

- This activity can be done as a whole class or in pairs.
- On one sheet of paper, you will have ten minutes to come up with a list of things in common. Completely obvious answers such as “we both have hair” or “we are both in _____ class” are not allowed!

- After ten minutes, switch to the other paper. You now have ten minutes to come up with a list of things that are unique to only one person.
- Share both lists with the class when finished.

More Than My Outside

No one wants to be judged based on how they look on the outside. Just like Bear there are more things about us than just what we look like.

The Project:

- Have each student lay down on a large piece of paper while someone traces their body with a pencil.
- Once the student has the silhouette of their own body, they will write words that describe what they look like on the outside.
- On the inside of the outline, they can write what they are like on the inside; the things that make them special. Examples can be likes and dislikes, what they want to be when they grow up, what makes them feel happy, etc.
- Finished silhouettes can be displayed with the title "More Than My Outside."