

A Common Core State  
Standards Aligned Discussion  
& Project Guide for

# BIKE ON, BEAR!

Grades K-2

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*Bear can do almost anything. His one-paw pawstand is perfection. He can solve the trickiest of equations. He can even out-build a brigade of beavers. But the one thing Bear can't do? Ride a bike.*

*Bear tries everything to help him learn: library books, training wheels, and super-cheers from his fellow animal friends. But all of those fail to get poor Bear on two wheels. The situation is looking unbearable—but an unexpected mishap might be just the thing that propels Bear to bike on!*

GUIDE CREATED BY  
DEBBIE GONZALES



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## DISCUSSION QUESTIONS & STORYTELLING PROMPTS

### Consider the illustration on the front cover:

- Describe the action in the illustration.
- Discuss how the bear is feeling. Tell why he feels this way.
- Predict where the story will take place. List the setting clues included in the illustration.
- Read the title of the book. Based on the title, guess what the story is going to be about.
- *Bike On, Bear!* was written by Cynthea Liu. Cynthea is the author of this and several other books. Authors use words and ideas to create stories. Imagine what it would be like to write a book like *Bike On, Bear!* Describe the ideas you would explore as an author.
- Kristyna Litten illustrated *Bike On, Bear!* Illustrators tell stories with pictures. Consider the illustration on the front cover. Explain the story Kristyna hopes to tell in this illustration.



Use the Story Telling Paper found on page 5 to write and illustrate a story about you. Feature yourself as being either an author or an illustrator creating your own story. Use your imagination. Believe in yourself. Pretend to be author Cynthea Liu or illustrator Kristyna Litten and tell your tale like no one else can.

### Discuss the following statements after reading *Bike On, Bear!* in its entirety:

*BEAR WAS NO ORDINARY CUB.*

- The word *ordinary* means common, average, and dull. If Bear was not an ordinary cub, explain what kind of cub he was.
- Being *brainy* means to be very smart and intelligent. Discuss the types of things that brainy individuals do.
- To be *flexible* means to be graceful and limber. Notice Bear doing a backbend on the balance beam. Tell why being flexible helps Bear do well in gymnastics.
- *Helpful* individuals are supportive, kind, and caring. If Bear was known to be a helpful cub, list the types of things he would be willing to do for others.
- Being brainy, flexible, and helpful are Bear's strengths. These are things that he is known for and can do very well. By sharing his strengths, Bear is able to benefit himself and others. Explain how sharing strengths helps Bear to be more confident, to believe in himself.



Use the Story Telling Paper found on page 5 to write and illustrate a story about your strengths. Feature yourself in the illustration and the story. Tell about the things that you do well. Explain how using your strengths benefits yourself and others.



*BUT BEAR HAD ONE VERY HAIRY PROBLEM.  
HE COULDN'T RIDE A BIKE.*

- The word *problem* means bad situation, difficulty, and trouble. Explain why not being able to ride a bike is a problem for Bear.
- Tell why Bear's strengths—being brainy, flexible, and helpful—are not beneficial in learning to ride a bike.
- Discuss why learning to ride a bike is important to Bear. Why does he want to do this?
- Explain why learning to ride a bike can be a difficult thing to do.
- Pretend you're giving Bear advice. Tell him what he needs to do to solve his problem. How would you help him? Explain your answer.



Use the Story Telling Paper found on page 5 to write and illustrate a story about something that is hard for you to do. Show how you practice to learn this skill. Tell why you want to learn how to do this very hard thing.

*LEARN TO RIDE A BIKE IN 4 DAYS*

- Consider the book Bear checked out from the library. Examine the daily advice given. Tell which tip you feel is the most helpful.
- Explain what *Don't think about it too much* means. Discuss how this tip is helpful.
- To *believe* means to trust, rely on, and have confidence in. Tell how believing in yourself is helpful when learning a new skill or facing a very hairy problem.



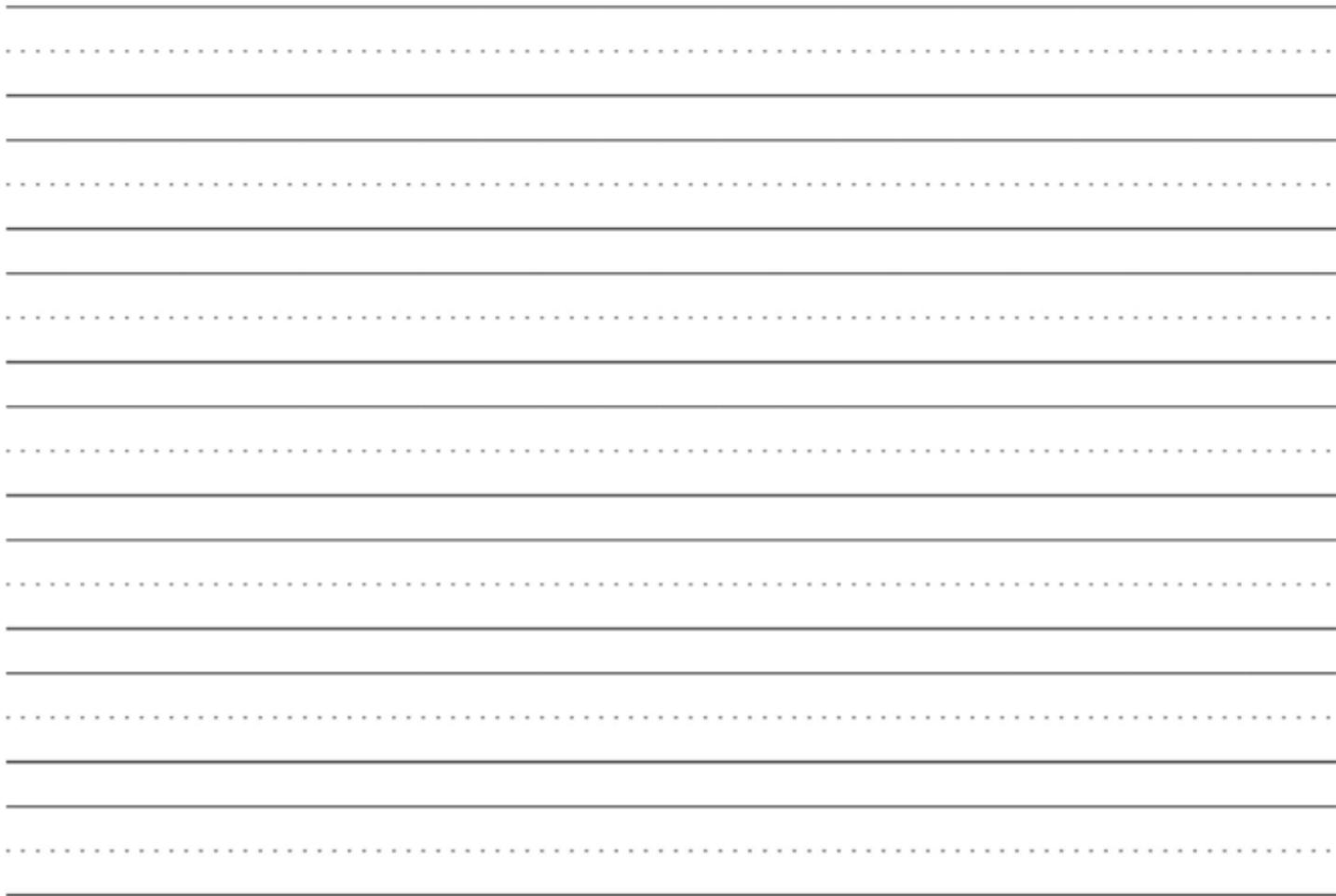
Use the Story Telling Paper found on page 5 to write and illustrate a story about you believing in yourself enough to overcome the hard thing you are learning to do. Explain how you are trusting that you will succeed. Show how you are becoming more confident each and every time you try.

*BEAR TIPTOED ONTO THE SEAT, LAUNCHED INTO A TRIPLE BACK PAW-SPRING,  
AND NABBED THE KID.*

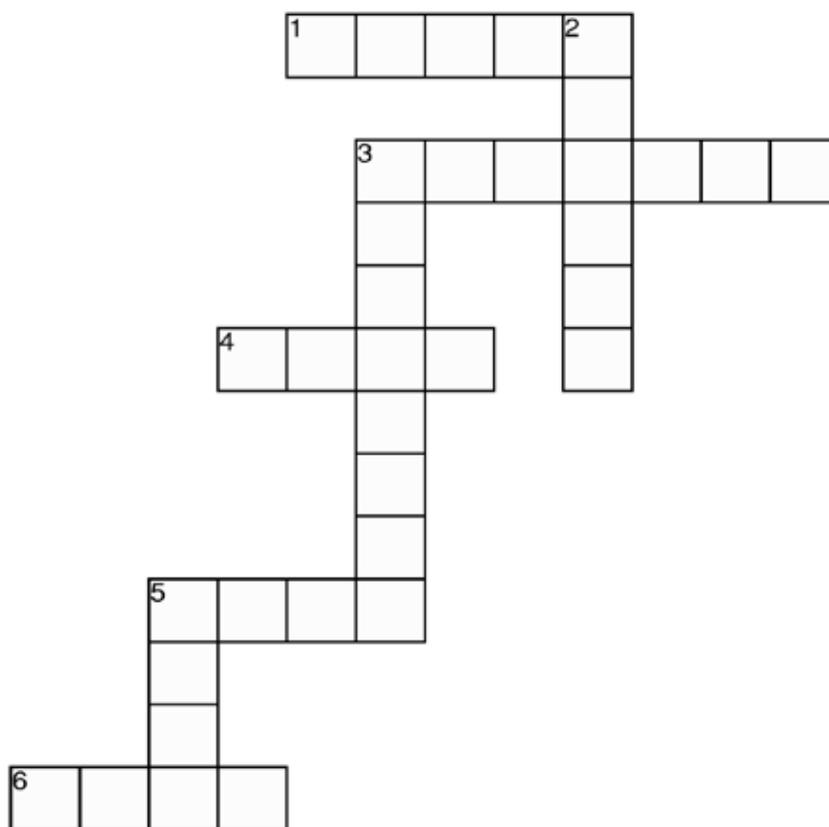
- Tell how Bear's strengths - being brainy, flexible, and helpful - helped him to save the kid sailing away on the string of a kite.
- Note how Bear followed the library book advice. Point out how he 1) got to know his bike, 2) practiced his balance, 3) believed in himself, and 4) didn't think too much about what he was about to do.
- Explain why Bear did not hesitate to rescue the kid.
- A *hero* is brave, courageous, and fearless. Describe how saving the kid was a heroic act.



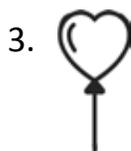
Use the Story Telling Paper found on page 5 to write and illustrate a story about a time that you did a heroic act, like Bear did. Tell of a time when you were brave, courageous, and fearless. Show how believing in yourself helped to save the day. Your story may be true (a real event) or fictional (pretend).



## CROSS PICTURE PUZZLE



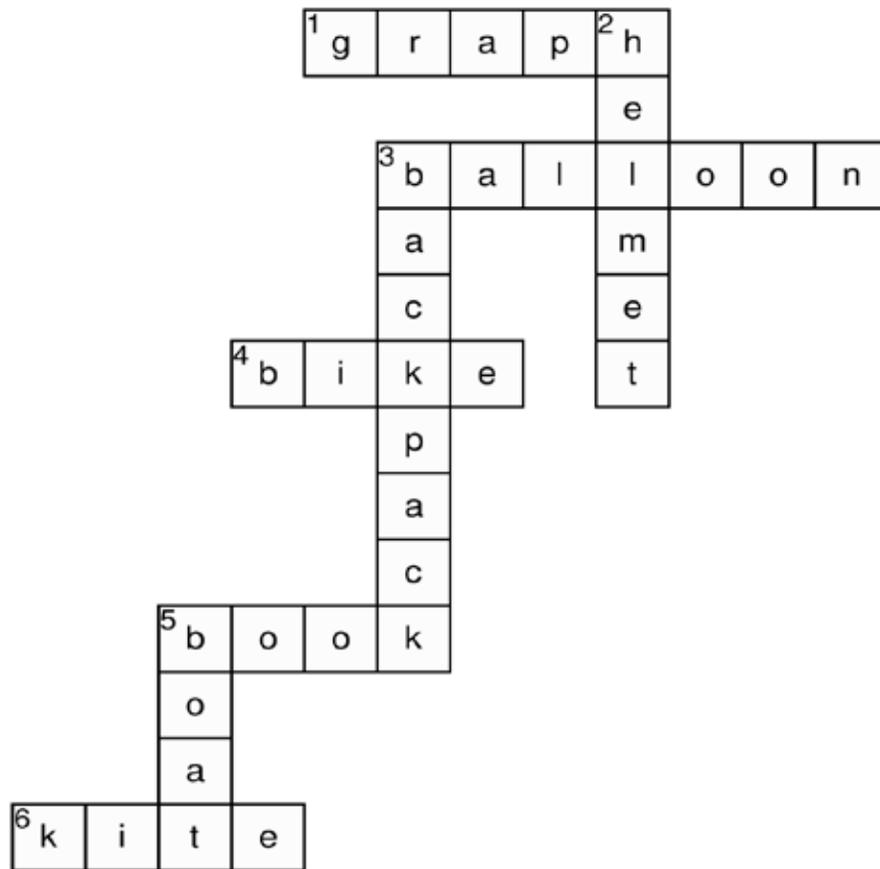
ACROSS:



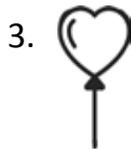
DOWN:



## CROSS PICTURE PUZZLE ANSWERS



### ACROSS:



### DOWN:



## THE PARTS OF A BICYCLE WORDSEARCH

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

SEAT

CROSSBAR

HANDLEBAR

PEDAL

WHEEL

CHAIN

GEAR

TIRE

SPOKES



## THE PARTS OF A BICYCLE WORDSEARCH ANSWERS

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

SEAT

CROSSBAR

HANDLEBAR

PEDAL

WHEEL

CHAIN

GEAR

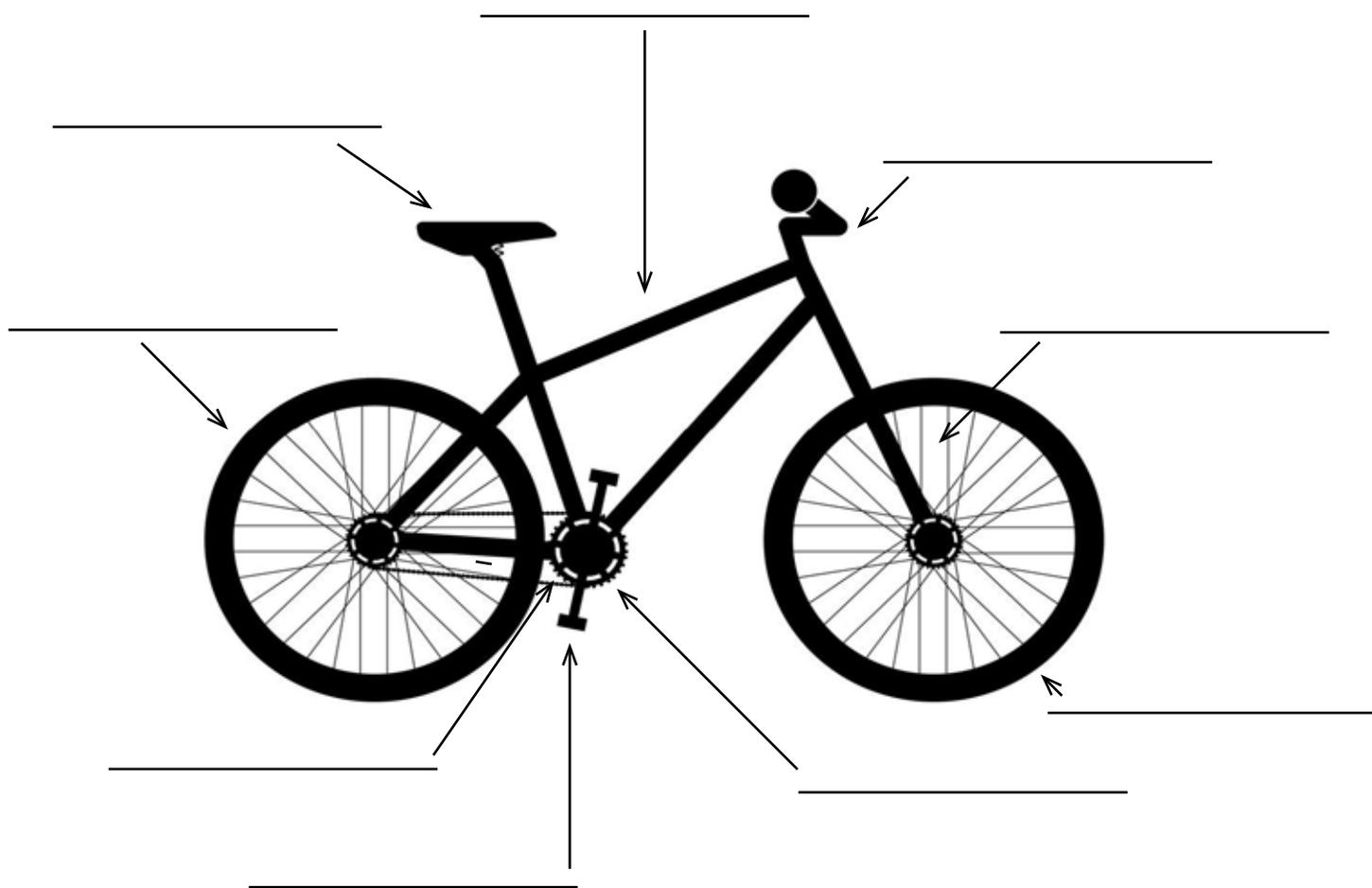
TIRE

SPOKES



## PARTS OF THE BICYCLE—LABELING

Label each bicycle part using the word list below as reference.



SEAT

CROSSBAR

HANDLEBAR

PEDAL

WHEEL

CHAIN

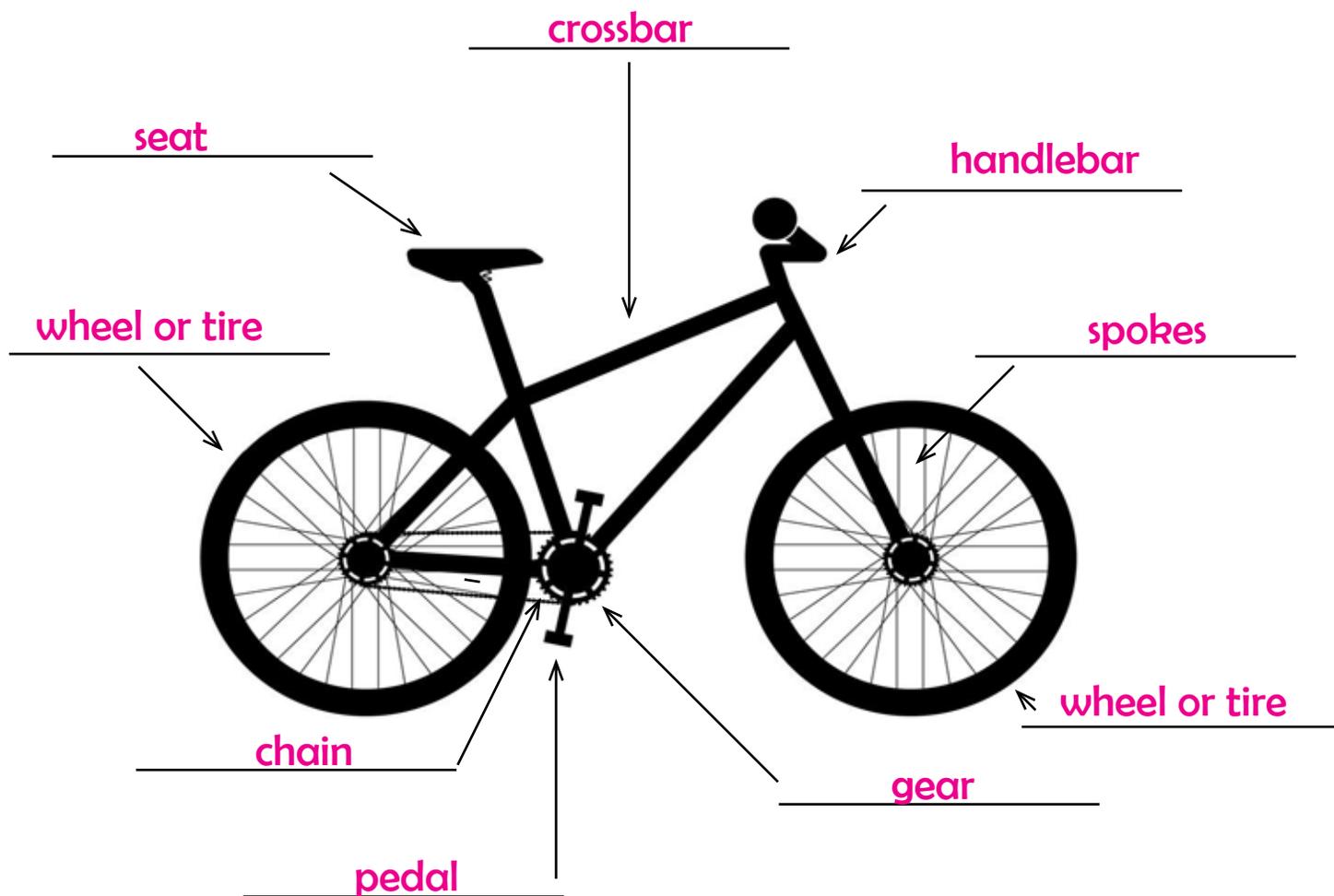
GEAR

TIRE

SPOKES



## PARTS OF THE BICYCLE—LABELING ANSWERS



SEAT

CROSSBAR

HANDLEBAR

PEDAL

WHEEL

CHAIN

GEAR

TIRE

SPOKES



## BIKE ON, BEAR! GRAPHING

**Objective:** To organize, represent, and interpret data in a line graph format.

**Materials:**

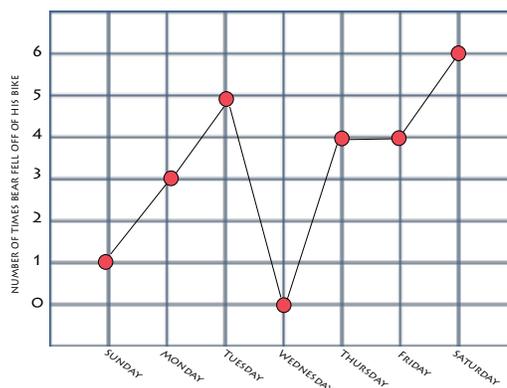
- The *Bike On, Bear!* Graph (Guide, pg. 13)
- The *Bike On, Bear!* Graph Answers (Guide, pg. 14)
- Pencil
- Ruler

**Procedure:**

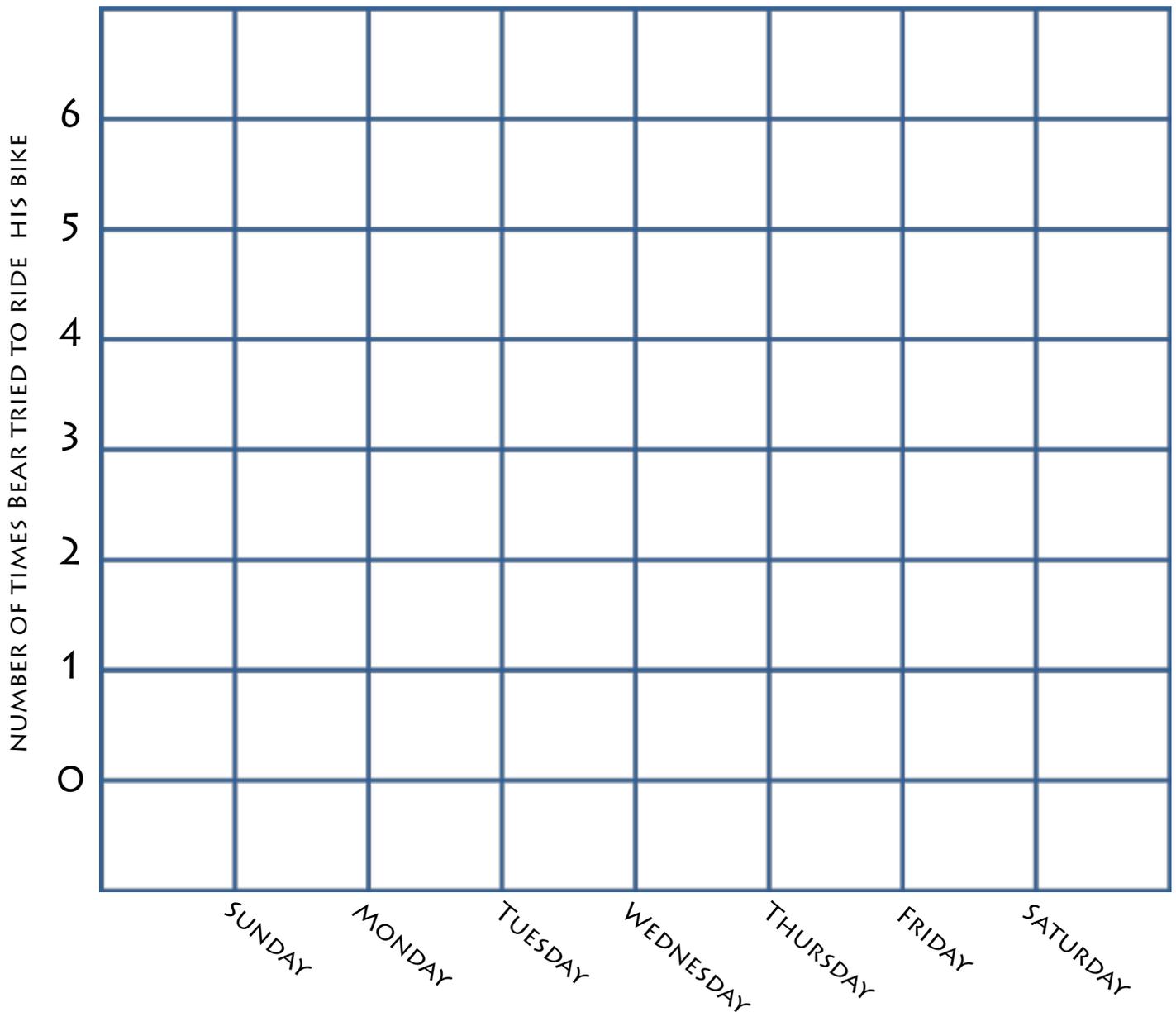
- Introduce the graph format.
  - ~ Note that the days of the week are listed across the horizontal line at the base of the graph. Point out that these correspond with the vertical grid lines of the graph.
  - ~ Discuss the numerals printed on the left of the graph. Explain that these numerals represent the number of times Bear fell off of his bike, yet he got back on the bike and tried to ride again. Show that the numerals correspond with the horizontal grid lines.
- The blue box, found below the graph, describes Bear’s progress in learning to ride his bike. Read the information with the students. Instruct them to record the information on the line graph.
- Using the data printed in the blue box as reference, locate the specific day of the week at the base of the graph. Moving upwards on the corresponding vertical line, find the number representing the times Bear fell on that day. Make a dot on the coordinate representing the day and number of times Bear fell.
- Use a ruler to create a jagged line connecting the coordinate dots.
- Use the answer guide found on page 14 to check final work.

EXAMPLES FOR REFERENCE:

On Sunday, Bear tried 1 time.  
 On Monday, Bear tried 3 times.  
 On Tuesday, Bear tried 5 times.  
 On Wednesday, Bear took a break and did not try at all.  
 On Thursday, Bear tried 4 times.  
 On Friday, Bear tried 4 times and got close.  
 On Saturday, Bear tried 6 times and got it!



## BIKE ON, BEAR! GRAPH

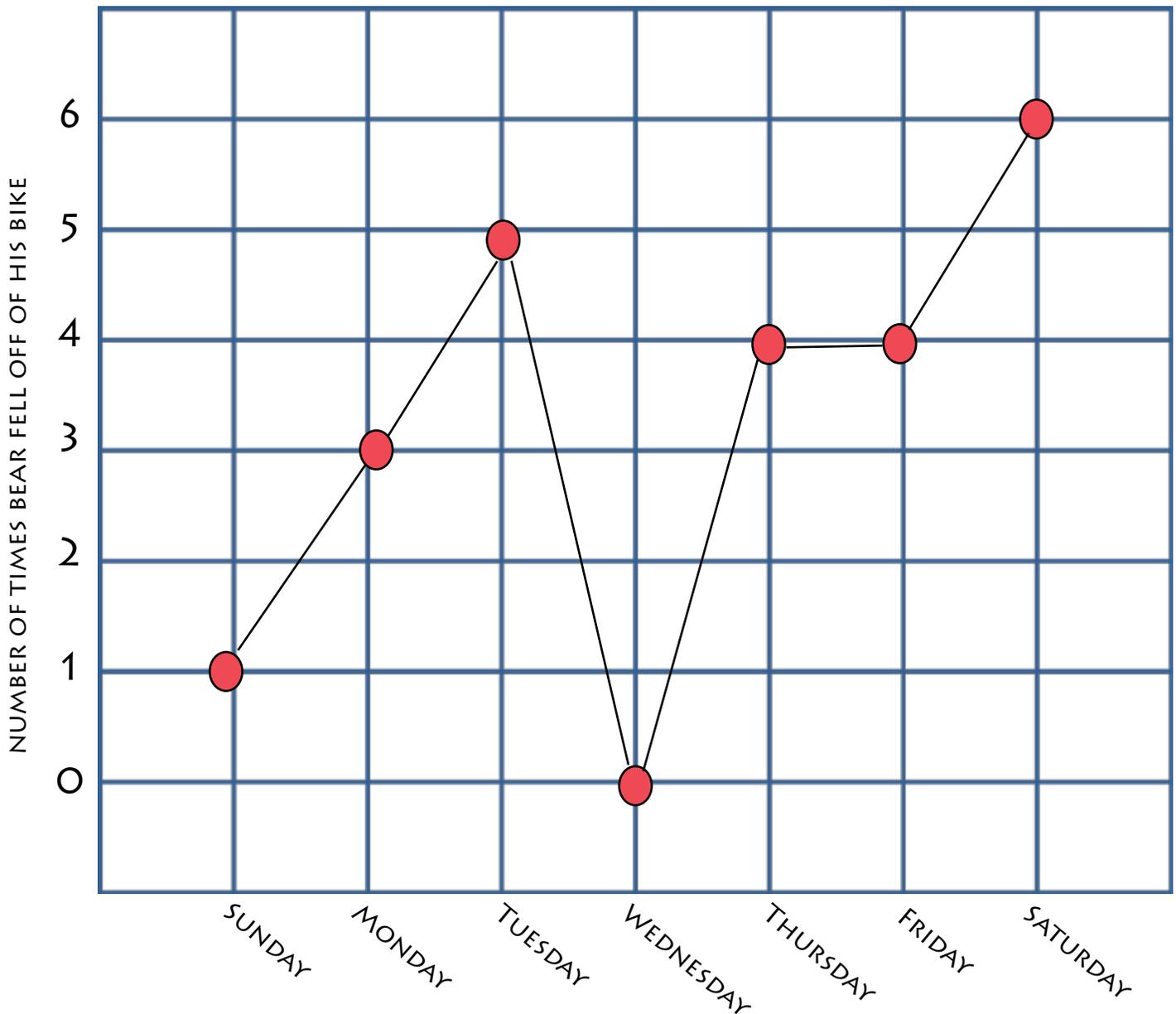


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### **Discussion Topic:**

Observe the pattern your dots and lines created. Explain how the graph reflects Bear's improved bike-riding skills.

## BIKE ON, BEAR! GRAPHING ANSWERS



On Sunday, Bear tried 1 time.  
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### **Discussion Topic**

Observe the pattern your dots and lines created. Explain how the graph reflects Bear's improved bike-riding skills.

# COMMON CORE STATE STANDARDS ALIGNMENT

English Language Arts Standards » Reading: Literature		Discussion Questions	Storytelling Prompts	Cross Picture Puzzle	Wordsearch	Labeling	Graphing
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.2	With prompting and support, retell familiar stories, including key details.	●	●				
CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	●					
CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.	●		●	●	●	
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.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.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	●	●				
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.1.10	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.2.10	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.	●	●	●	●	●	●



## English Language Arts Standards » Reading: Foundational Skills

		Discussion Questions	Storytelling Prompts	Cross Picture Puzzle	Wordsearch	Labeling	Graphing
CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.		●	●	●	●	
CCSS.ELA-Literacy.RF.K.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.		●	●	●	●	
CCSS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		●	●	●	●	
CCSS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	●	●	●	●	●	
CCSS.ELA-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.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		●	●	●	●	
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.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.		●	●	●	●	
CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	●	●	●	●	●	●

## English Language Arts Standards » Writing

CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		●				
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.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		●				
CCSS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		●				
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.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		●				
CCSS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		●				
CCSS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		●				

## English Language Arts Standards » Speaking & Listening

		Discussion Questions	Storytelling Prompts	Cross Picture Puzzle	Wordsearch	Labeling	Graphing
CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	●	●				●
CCSS.ELA-Literacy.SL.K.1.a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	●	●				●
CCSS.ELA-Literacy.SL.K.1.b	Continue a conversation through multiple exchanges.	●	●				●
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 <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	●	●	●	●	●	●
CCSS.ELA-Literacy.SL.1.1.a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	●	●				●
CCSS.ELA-Literacy.SL.1.1.b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	●	●				●
CCSS.ELA-Literacy.SL.1.1.c	Ask questions to clear up any confusion about the topics and texts under discussion.	●	●	●	●	●	●
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.	●	●	●	●	●	●
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	●	●	●	●	●	●
CCSS.ELA-Literacy.SL.2.1.a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	●	●				●
CCSS.ELA-Literacy.SL.2.1.b	Build on others' talk in conversations by linking their comments to the remarks of others.	●	●				●
CCSS.ELA-Literacy.SL.2.1.c	Ask for clarification and further explanation as needed about the topics and texts under discussion.	●	●	●	●	●	●
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.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	●	●	●	●	●	●



## Standards for Mathematical Practice

		Discussion Questions	Storytelling Prompts	Cross Picture Puzzle	Wordsearch	Labeling	Graphing
CCSS.Math.Content.K.CC.A.1	Count to 100 by ones and by tens.						•
CCSS.Math.Content.K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.						•
CCSS.Math.Content.K.CC.B.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.						•
CCSS.Math.Content.K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.						•
CCSS.Math.Content.1.MD.C.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.						•
CCSS.Math.Content.2.MD.D.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.						•



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