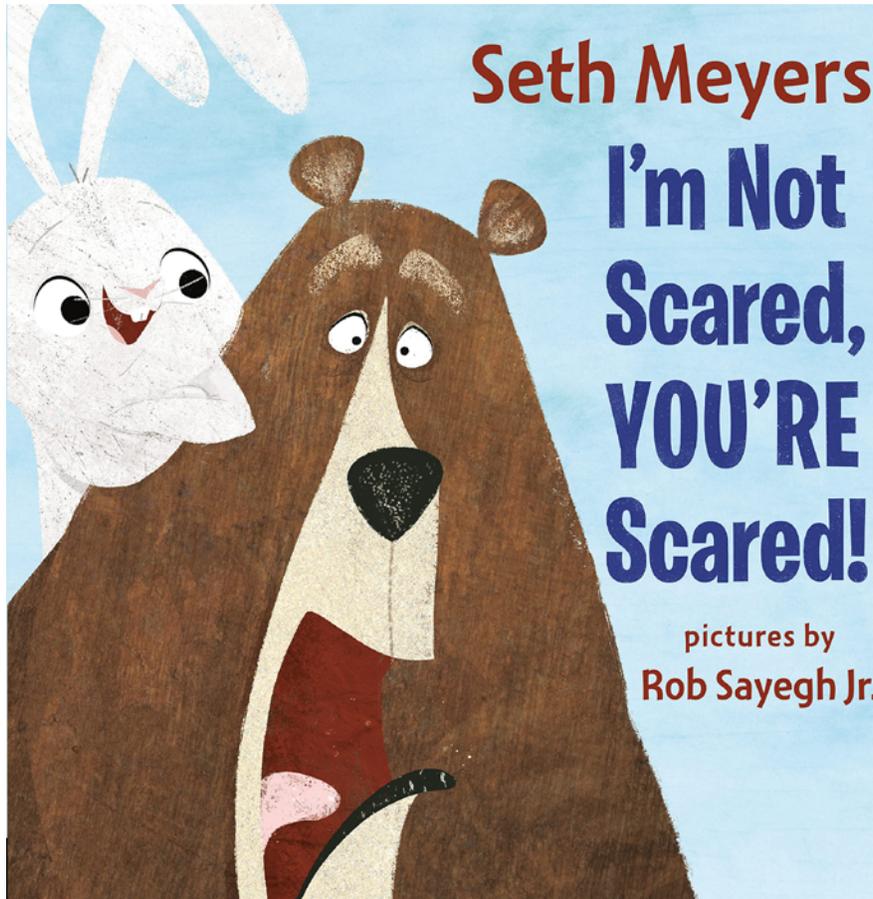


SAG-AFTRA FOUNDATION PRESENTS

Storyline Online®

A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: 1ST - 3RD



I'M NOT SCARED, YOU'RE SCARED!

WRITTEN BY SETH MEYERS
ILLUSTRATED BY ROB SAYEGH JR.

Watch
Seth Meyers
read this story at
storylineonline.net



ABOUT THIS STORY

SYNOPSIS

When you're a bear who is easily scared, it's hard to have friends. Fortunately, Bear has one: Rabbit, who is very brave. One day, Rabbit urges Bear to face his fears and embark on an adventure together. However, things don't entirely go as planned, and the two friends learn the true meaning of bravery.

Equal parts hilarious and touching, this funny tale of adventure, bravery, and daring rescue will both inspire the adventurous spirit in all of us and make us laugh along the way. With the unfailingly witty voice of one of America's favorite comedians, Seth Meyers's debut picture book is bound for hilarity history.

THEMES IN THE STORY

Adventure, Bravery, Facing obstacles and fears, Humor

READING AND WRITING

SUGGESTED GRADE LEVEL: 1ST - 3RD

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. *(Standards listed below are for 2nd grade but can be adapted to 1st or 3rd grade standards.)*

BEFORE VIEWING

Standards: CCSS.SL.2.1, CCSS.SL.2.3, CCSS.SL.2.4

Objective: Tap knowledge and build background to prepare for reading the story.

Procedure:

Step 1: Build background for students by sharing a time when you were afraid to do something. Have students share their stories and ask:

Why were you scared? How did you feel after you accomplished the task?

Step 2: Introduce the story, *I'm Not Scared, YOU'RE Scared!* Have children predict what the story might be about.

DURING VIEWING

Standards: CCSS.SL.2.2, CCSS.SL.2.3, CCSS.RL.2.7

Reading Focus: Use illustrations to make predictions.

Procedure:

Step 1: Tell students that as they listen to the story, they should pay close attention to the illustrations. Illustrations can often tell us more about the story and give us a clue about what might happen next.

Step 2: Stop story at appropriate parts to ask questions about the story and have students make predictions. Ask students to explain what clues in the illustration helped them to make a prediction.

Step 3: After listening to the story, revisit and discuss students' predictions.

AFTER VIEWING

Standards: CCSS.RL.2.2, CCSS.SL.2.1

Objective: Determine the central message, or lesson, by using key events from the story.

Materials:

- Graphic organizer (*see page 7*)
 - Class size for whole class instruction (chart paper or whiteboard)
 - Student copy (per student/partner)

Procedure:

- Step 1:** Explain *central message* to students – the big idea in a story. Sometimes the central message can be a lesson, or something the author wants the reader to learn. We find the central message by looking at the key events and asking ourselves, “What did the character learn?”
- Step 2:** Display the graphic organizer (chart paper or whiteboard). Explain that this graphic organizer can help us determine the lesson in *I’m Not Scared, YOU’RE Scared!*
- Step 3:** Explain how the graphic organizer will be used:
- Students will first pick out the key details and complete the boxes. Key details are the important events in a story that keep the story interesting.
 - Look at key details to determine the central message. What did Bear learn?
 - The central message will be written in the center circle on the organizer.
- Step 4:** Partner students to orally retell the story, reminding them to only use key details (details that are important to the story).
- Step 5:** Gather students together and guide them in providing key details to complete the organizer.
- Step 6:** After the key details have been written, ask students to think about what the central message is. What did Bear learn? Allow time for partners or groups of students to discuss their ideas, then gather the class together to share their ideas. List all ideas.
- Step 7:** Guide students to a consensus of the central message and write it on the organizer.

Option: Provide a copy of the organizer to each student or group of students to complete independently. Gather groups to share and discuss their organizers.

READING RESPONSE

Standards: CCSS.RL.2.1

Objective: Students will answer the prompt using at least two details from text to support the response.

Reading Prompt: How are Bear and Rabbit different from each other? How are they the same? Use details from the story to support your response.

WRITING – POETRY

Standards: CCSS.W.2.3

Objective: Students will write a personal narrative using grade appropriate sentence structure and spelling.

Materials:

- Writing tools
- Paper

Procedure:

- Step 1:** Explain *personal narrative*: A piece of writing that tells about something that really happened to the writer. It can present a lesson learned.
- Step 2:** Remind students about Bear and the lesson he learned through his experience with Rabbit.
- Step 3:** Share a personal experience of a time when you learned a lesson.
- Step 4:** Model writing a personal narrative using your example.
- Step 5:** Allow time for students to discuss ideas before writing.
- Step 6:** Use the writing process according to the needs and abilities of your class.

ACROSS THE CURRICULUM ACTIVITIES

MATH—MEASUREMENT

OBJECTIVE —

Use a ruler to measure objects to the nearest inch.

MATERIALS —

- 12" ruler
- Large drawing paper
- Crayons
- *Teacher Prep* –

Write on chart paper:

My tree is _____ inches tall.

My river is _____ inches long.

My mountain is _____ inches high.

My bridge is _____ inches long.

PROCEDURE —

Step 1: Remind students that Bear was scared that the trees were too tall, the river was too deep, mountain too high, and bridge too long. Discuss ways we might measure these objects. Tell students that one way we can measure is by using a ruler.

Step 2: Instruct students on how to measure to the nearest inch.

Step 3: Complete activity:

- Show chart to students and have them copy on large paper.
- Explain that they are to draw a picture with a tree, a river, a mountain, and a bridge crossing the river.
- After picture is complete, students measure each drawing to the nearest inch and fill in the blanks to complete the sentences.
- Exchange with a partner to check measurements.

SCIENCE—MAMMALS AND BIRDS

OBJECTIVE —

Compare and contrast mammals and birds.

MATERIALS —

- Compare/Contrast graphic organizer ( [Google It!](#))
- Resources for students to learn about mammals and birds
- *Teacher Prep:* Create a class size copy of the organizer for whole class instruction.

PROCEDURE —

Step 1: Ask students to think about what they know about mammals and birds.

Step 2: Show them the graphic organizer. Ask students to share how these animals are alike and how they are different. Fill in the organizer with student responses.

Step 3: Provide students with books or internet access to read about birds and mammals. Give each student a graphic organizer. As they read, tell students to add to the organizer as directed.

Step 4: Gather students together and add student information to the graphic organizer.

SCIENCE AND TECHNOLOGY

OBJECTIVE —

Use the internet to research and write a report.

MATERIALS —

- Computer with internet access (choose grade appropriate sites for students to explore) or leveled books about bears and rabbits
- Animal Report graphic organizer ( Google It!)
- Paper and art supplies

PROCEDURE —

- Step 1: Have students choose the animal to research – bear or rabbit.
- Step 2: Explain how to complete the graphic organizer.
- Step 3: Instruct students to use the internet or books to find information and complete the organizer.
- Step 4: Instruct students on using the organizer to write their report.
- Step 5: Have students draw pictures or use pictures from the internet to illustrate their report.

CHARACTER EDUCATION

OBJECTIVE —

Students gain an understanding that making good choices takes courage.

MATERIALS —

- Chart paper
- Brown paper
- Leaf cut-outs

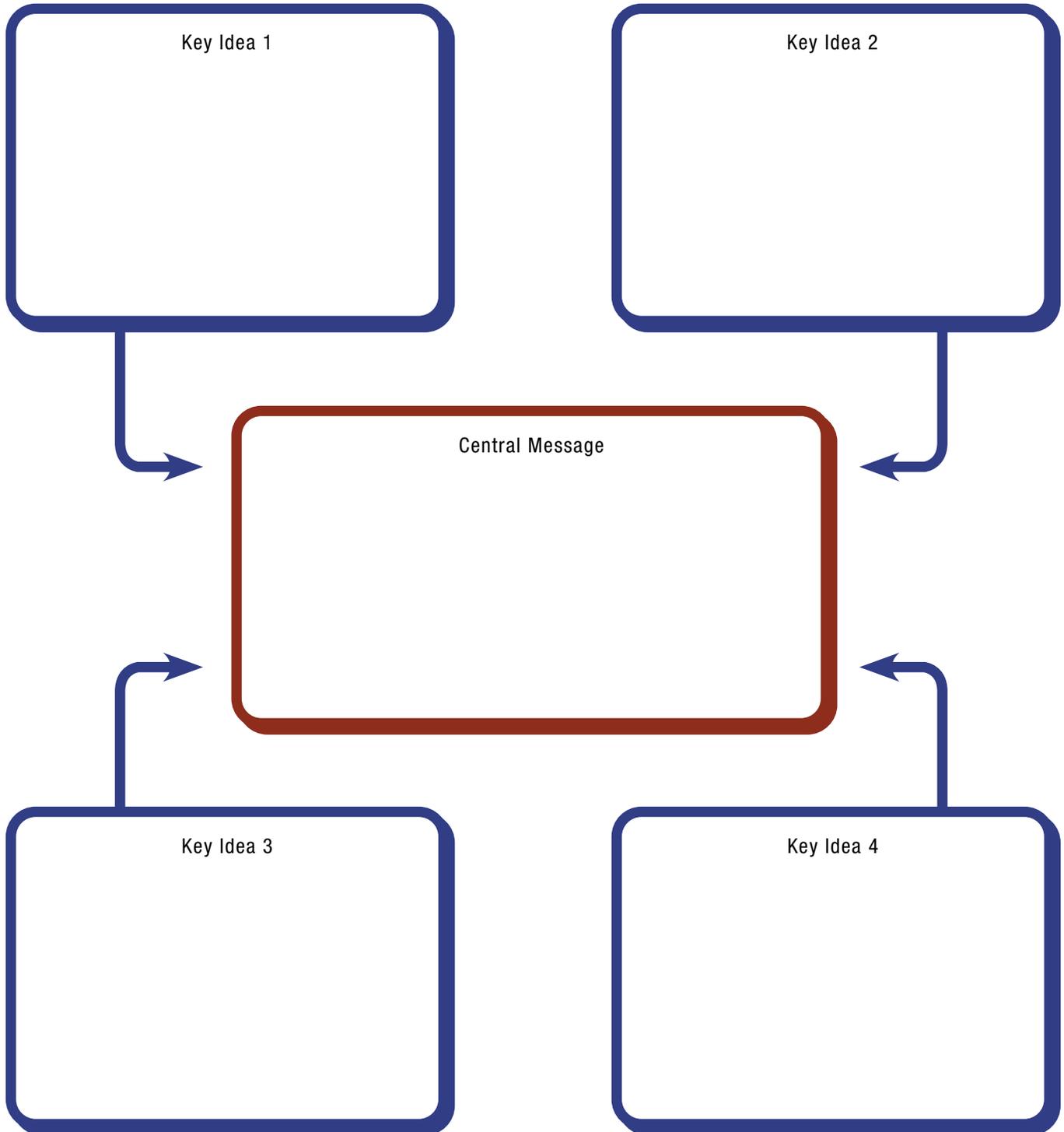
PROCEDURE —

- Step 1: Ask: What is courage? After students have given their definition, explain that courage involves making good choices in the face of fear or obstacles. Courage means that we don't let fear hold us back from trying new things or doing what is right.
- Step 2: Discuss how it takes courage to try something new or act differently from those around us. Courage doesn't need to be a big deal. It can be a small act like raising your hand to ask a question or admitting when you've made a mistake.
- Step 3: Make a class list of everyday situations that demonstrate courage (making new friends, trying something new, sticking up for yourself or a friend, doing the right thing, etc.).
- Step 4: Ask the students to share examples of these acts of courage by acting out the situation. Discuss how courage was shown.
- Step 5: Make a **Courage Tree**:
- Use brown paper to make a tree and tape it to a wall. Title: **IT TAKES COURAGE**
 - Cut out leaves and place near the tree.
 - Each time a student does something that takes courage, have them write the act on a leaf and tape it to the tree.

I'M NOT SCARED, YOU'RE SCARED!

GRAPHIC ORGANIZER

Use the key details to tell the central message from the story. **What did Bear learn?**



ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's Emmy®-nominated children's literacy program *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online® receives millions of views worldwide every month. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

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