

A Common Core State Standards Aligned
Discussion/Activity Guide for Grades PK-3

Norman: One Amazing Goldfish

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Written by Kelly Bennett
Illustrated by Noah Z. Jones
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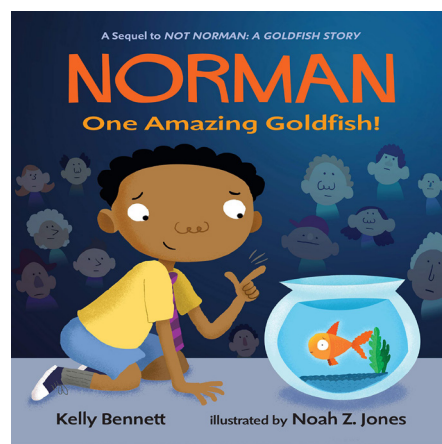
Norman is one amazing goldfish! His owner knows Norman is sure to dazzle the crowd at Pet-O-Rama with his circles, bubbles, and flips—even though some kids don't think a goldfish is a good pet. But when Norman is finally on stage, he freezes up and hides behind his plant. Poor Norman! Luckily, his owner plays a familiar song on the tuba, helping Norman to relax and show the crowd how amazing he really is. The popular stars of Not Norman return in a warm and wryly funny new story about being there for your fishy friend when he needs you most.

Guide created by
Debbie Gonzales, MFA

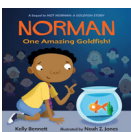


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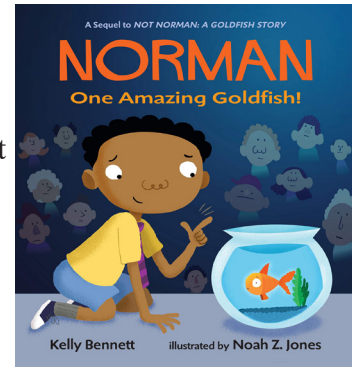
NORMAN: ONE AMAZING GOLDFISH!. Text copyright © 2020 by Kelly Bennett.
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Pre-Reading Discussion

Consider the illustration on the cover:

- Describe the action taking place in this illustration.
- Where are the boy and the fish?
- Notice the faces in the background. Who are those people? What are they doing?
- How is the boy feeling? How do you know?
- How is the fish feeling? How do you know?
- The title of the book is *Norman: One Amazing Goldfish!* Does the fish featured on the cover look to be “amazing” to you? Why or why not?
- What is the story this illustration is telling?
- Predict what you think this picture book is going to be about.



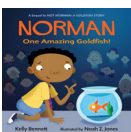
Meet the author - Kelly Bennett:

- On her website, Kelly says that, when she was young, she began expressing her feelings through writing rather than speaking them aloud. Do you think that expressing herself in this way when she was young might have helped her to become the award-winning author that she is today? Explain your answer.
- Kelly has written a number of picture books. She says, “I start with a big, messy jumble of words, pages of words, blocks of words, and just start chipping away. When I’m finished, I hope what’s left is as pure and simply stated as I can write it.” What about you? Do your writing projects feel like a “big, messy jumble of words,” like Kelly’s? Describe your writing process.
- *Norman: One Amazing Goldfish!* is the second story about this boy and his pet goldfish. Do you think Kelly experienced the same “jumble of words” process with this story, even though she had already published one like it? How so?
- Learn more about Kelly by accessing her website at kellybennett.com.



Meet the illustrator - Noah Z. Jones:

- Noah began writing children’s books when he was in college. He’s been doing so for most of his adult life. How about you? Do you think you might like to illustrate picture books for a living? Why or why not.
- As a writer and illustrator, Noah has created lots of books and animated television shows. Where do you think he gets his ideas for such lively and creative illustrations?
- Do you think that Noah’s creative process is somewhat like Kelly’s? That, perhaps, instead of a working through a “big, messy jumble of words,” he might have a bunch of characters dancing around in his mind? Do you think he has a “chipping away” process like Kelly has? Explain your answer.



Post-Reading Discussion

*Norman is one amazing goldfish.
And, I want everyone to know it.*

- Observe the spread featuring the boy on his bed looking at his fish, Norman, swimming in its tank. Identify the details in the room. Explain why there is a banner with the fish's name stretched over the tank.
- How does the boy feel about Norman, his fish. How do you know?
- Tell why the boy wants "everyone to know" that Norman is amazing.
- The word *enthusiastic* means interested, excited, and eager. Explain why the boy is enthusiastic about entering Norman in the Pet-O-Rama competition.

*"Pet-O-Rama is for good pets," says Ben.
"Not fish."*

- Observe the spread set at the Pet-O-Rama featuring the boy with Norman in wagon. Notice the types of pets owned by the other participants. Describe how Norman is different than the others. Tell how he is the same.
- One the participants tease the boy by suggesting that Norman is not a "good" pet. What does this character mean by this statement.
- To *tease* means to ridicule, make fun of, and to torment. How do you think the boy is feeling while being teased by the other participants?
- How does the teasing make the boy feel about Norman? Does he believe that Norman is a good pet? How do you know?

*The gym looks really big...and crowded. That
nervous feeling is back again, big time.*

- Turn to the spread featuring the boy and Norman on stage. Describe the action taking place in the scene.
- The boy mentions feeling *nervous*, which means anxious, afraid, and uneasy. Explain how being on stage would make someone feel nervous.
- The boy felt nervous earlier in the story, when he was about to leave for the Pet-O-Rama. Why do you think he felt uneasy before arriving at the competition?
- Notice Norman's expression while on stage. How is he feeling? How do you know?
- The nervous feeling both Norman and the boy felt on stage together is called *stage fright*. The boy was able to take a breath and push through his fear. Why wasn't Norman able to do the same?



*“Don’t be scared,”
I whisper. “Ignore them and watch me.
We can do this together.”*

- Turn to the spread featuring the boy playing a tuba on stage bedside Norman. Explain why playing the tuba soothed Norman’s stage fright.
- The word *empathy* means to have sympathy and compassion for someone having trouble. Discuss how by being patient, rather than frustrated or embarrassed, the boy demonstrated empathy for Norman.
- Do you think the boy understood how Norman felt? If so, how was able to do so?
- Explain what the boy meant by saying that they could “...do this together.”
- Have you ever experienced stage fright? If so, describe what happened.

*Then Norman performs every trick
perfectly – just as we practiced.*

- Do you think that Norman would have been able to perform without being encouraged by the boy? Explain your answer.
- Both Norman and the boy had to work through feeling fearful in their own way. Discuss the similarities and differences between their experiences.
- To feel *proud* means to feel appreciative, pleased, and greatly satisfied. Identify ways that the boy expressed his feelings of satisfaction and pride in Norman’s performance.
- Do you think helping Norman overcome his fear made winning the Pet-O-Rama even more special to the boy? Explain your answer.

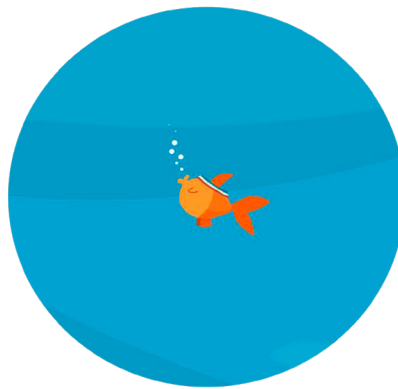
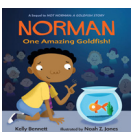


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Vocabulary Charades

Objective: to know and apply grade-level phonics and word analysis skills in decoding words.

Materials:

- *Norman: One Amazing Goldfish*, the book
- Goldfish Headband template (Guide, pg. 7)
- Markers or crayons
- Tape
- Scissors
- Vocabulary Charades Slips (Guide, pg. 8)
- Small basket or container

Procedure:

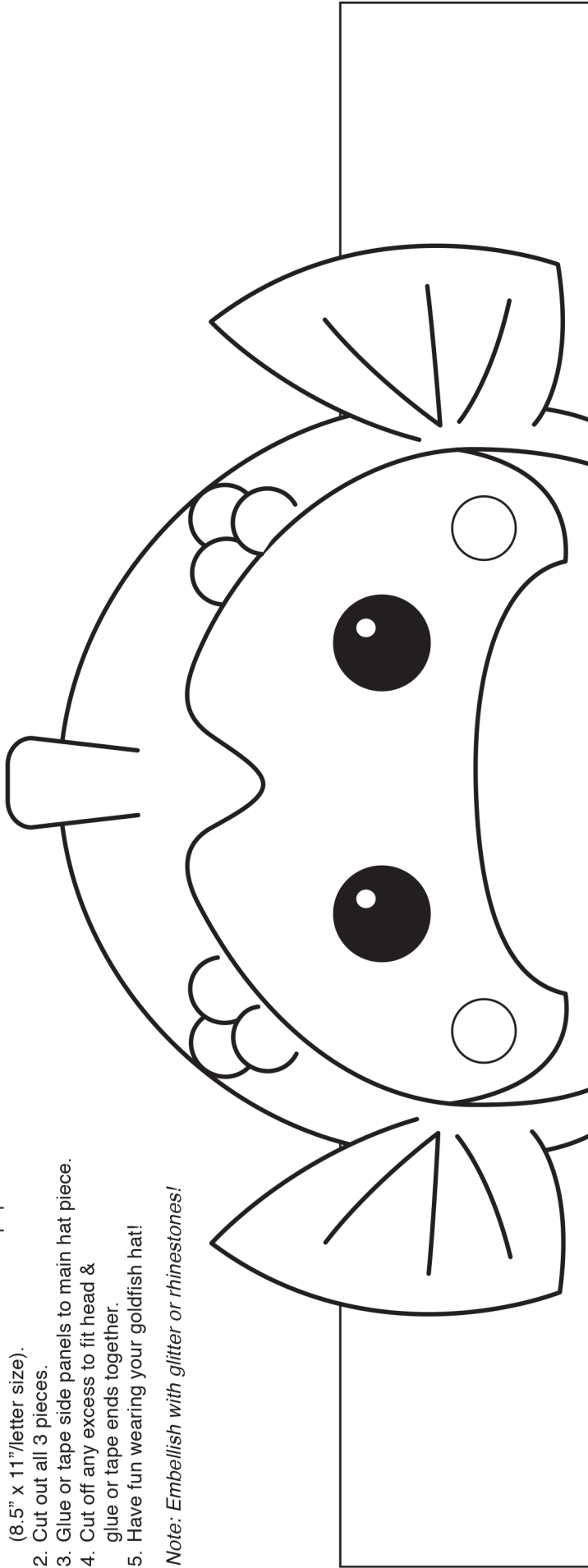
- Print a copy of the Goldfish Headband template for each child in the group. Use scissors, tape, markers, to create headband by following the instructions printed on the template.
- Print a copy of the Vocabulary Charades Slips. Use scissors to trim around the border of each slip. Fold each slip and place in basket.
- Gather the class together to re-read *Norman: One Amazing Goldfish*. Emphasize the action words featured in the book.
- Explain to the students that they're about to play a game called Vocabulary Charades. To play, the students are invited to:
 - ~ Wear their Goldfish Headband.
 - ~ Sit in a circle on the floor.
 - ~ Designate one child to be the actor.
 - Have them choose a Vocabulary Charades Slip.
 - Keeping it secret, either read the action word themselves or ask the teacher to whisper the word in their ear.
 - ~ Step into the center of the circle. Have child act out the word or phrase on their slip. Encourage classmates to guess the action they're acting out.
 - ~ Instruct students to find how the word is used in the book.
 - ~ Return the slip back into the basket.
 - ~ Encourage students to take turns acting out the words printed on the slips.



INSTRUCTIONS:

1. Print hat on cardstock or standard paper (8.5" x 11"/letter size).
2. Cut out all 3 pieces.
3. Glue or tape side panels to main hat piece.
4. Cut off any excess to fit head & glue or tape ends together.
5. Have fun wearing your goldfish hat!

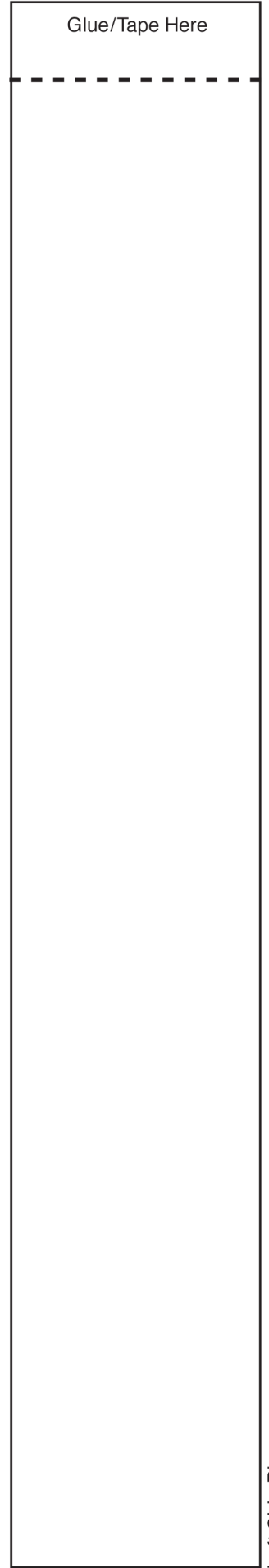
Note: Embellish with glitter or rhinestones!



Main Crown Piece



Right Side Piece



Left Side Piece

Vocabulary Charades Slips

flip-flop

dance

wiggle

sing

spin in circles

blow bubbles

play the tuba

gobble

act nervous

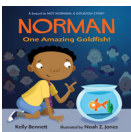
act like a dog

act like a bird

act like a rabbit

act like a fish

feel proud



When Characters Change

Objective: To analyze the plot by identifying how and why a character changes throughout the course of a story.

Materials:

- *Norman: One Amazing Goldfish*, the book
- The Character Change Template (Guide, pg. 8)
- Pencil
- Markers or colored pencils

Procedure:

- Tell the students that, in stories, events take place in which characters learn about themselves and what is important to them. Explain that these places in stories are called *turning points*. Instruct students to identify turning points as you reread the story to the group.
- Reread *Norman: One Amazing Goldfish*.
- Ask students if they noticed any change in the characters. How did overcoming stage fright change the boy, Norman, or the other contestants?
- Choose a character. Using the Character Change Template as a reference:
 - Describe specific character traits they demonstrate in the beginning of the story.
 - Consider the moment in the story that brings about a change in the character. What happened to make the change? This moment in the story is called the *turning point*.
 - Explain the way the event changed the character at the end of the story. What is the character doing or saying that demonstrates the change?
- Instruct students to write and illustrate their observations on their copy of the Character Change Template. Share their work with the class.

**As a follow-up activity,
encourage students describe
a situation in which they
experienced a turning point in
their lives.
Ask them to follow the same
three-step process to tell a
story of their character change.**

Beginning:	_____ _____ _____ _____ _____ _____ _____
Turning point:	_____ _____ _____ _____ _____ _____ _____
End:	_____ _____ _____ _____ _____ _____ _____



Beginning:

Turning point:

End:

Feelings Puzzles

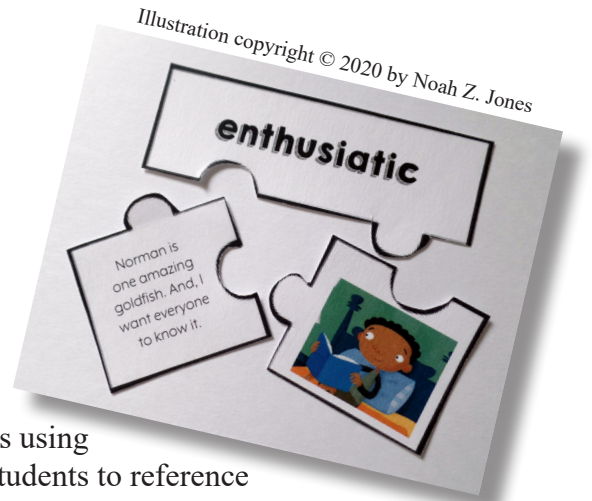
Objective: To retell aspects of the story, including key details, and demonstrate understanding of their central message or lesson.

Materials:

- *Norman: One Amazing Goldfish*, the book
- Feelings Puzzle Templates (Guide, pgs. 12 & 13)
- Cardstock
- Scissors
- Markers or colored pencils

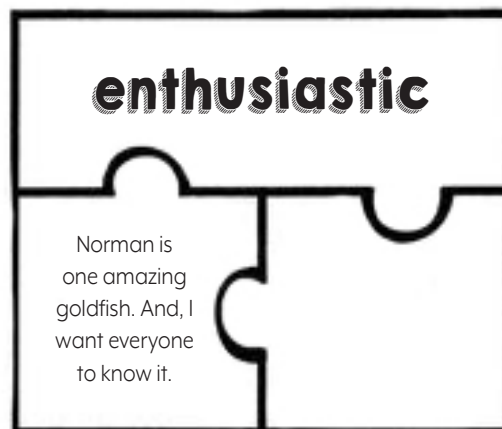
Procedure:

- Print Feelings Puzzle Templates on cardstock.
- Explain that the students will be making their own puzzles using scenes and events that occurred in the story. Encourage students to reference the illustrations in *Norman: One Amazing Goldfish* for clarification or inspiration.
- Instruct students to consider the Feelings Puzzle Templates. Point out that:
 - The upper portion defines an emotion felt by the boy.
 - One of the puzzle pieces in the lower section is a quote taken from the book.
 - One of the puzzle pieces in the lower section is blank. Instruct students to illustrate the particular scene corresponding to the quote in that space.
- Encourage students to illustrate all of the puzzle cards. Explain that, in many of scenes depicted on the puzzle cards, the boy acted in kindness toward Norman, even though he felt irritated or nervous. The boy demonstrated empathy, which encouraged Norman to perform.
- Once all templates have been illustrated, instruct students to use scissors to cut puzzle pieces apart.
- Have students mix up all of their puzzle pieces and then put them back together again.
- Encourage students to share their puzzles with their classmates.



emotion portion of puzzle card →

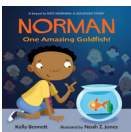
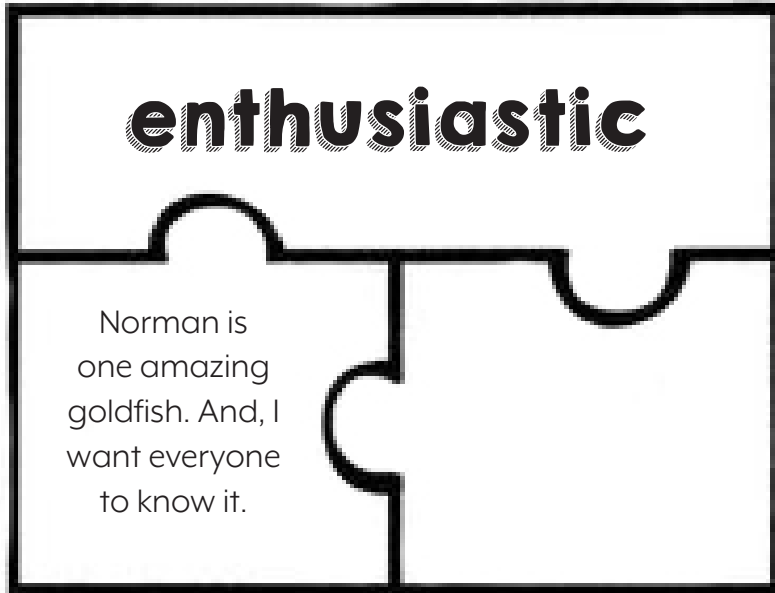
quote from book →



← illustration portion of card



Feelings Puzzle Templates



nervous

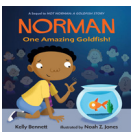
The gym looks
really big...and
crowded. That
nervous feeling
is back again,
big time.

empathy

“Don’t be scared,”
I whisper. “Ignore
them and watch
me. We can do
this together.”

proud

Then Norman
performs every
trick
perfectly – just
as we practiced.



Lights! Camera! Action!

Objectives: Write a narrative recounting two or more sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Materials:

- *Norman: One Amazing Goldfish!*, the book
- Publicity Poster Template (Guide, pg. 15)
- Story Template (Guide, pg. 16)
- Pencil
- Markers or crayons



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Procedure:

- Instruct students to imagine that they are center stage, performing at a talent show. Referencing the book, guide students to visualize their experience preparing for their performance.
 - Norman was skilled in doing tricks, dancing, and singing. How about you? What skills will you perform on stage?
 - Talk about the your practice sessions. How often do you practice? Where do you hold your practice sessions? Do you practice your talent alone or do you have a coach?
 - Imagine that you're just about to step on stage. Describe your surroundings. What do you hear? How are you feeling?
 - Describe your emotions as you perform your talent. How did it go?
 - List the things you learned about yourself throughout the performance process. Would you do it again? Why or why not.
- Instruct students to use markers or crayons to create a Publicity Poster promoting their show. Have them highlight their talent by drawing a picture of themselves in the space provided. Fill out the details requested on the form.
- Using the Story Template, encourage students to write and illustrate a story about their performance. Have them write about their experience from the beginning until the end.
- Encourage students share their work with the class.

**ANNOUNCING THE BIGGEST EVENT
OF THE YEAR!**

**Featuring our
STAR**

performing

.....

Where: _____

When: date _____

time _____

e n j o y t h e s h o w !


Draw a picture of yourself performing →

Identify the location of the performance →

← Write your name here

← Describe your talent here

← List date & time of show




kellybennett.com

candlewick.com

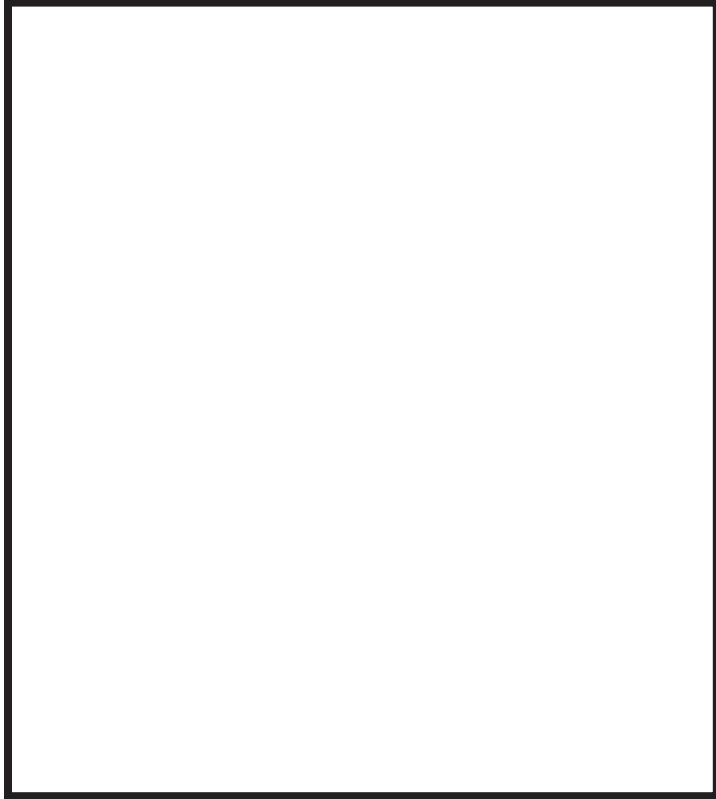
Norman: One Amazing Goldfish!

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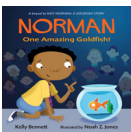
Where:

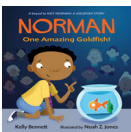
When:

date

time

e n j o y t h e s h o w !





Common Core State Standards Alignment

		Discussion	Vocabulary Charades	Character Analysis	Feelings Puzzles	Lights! Camera! Action
English Language Arts Standards » Reading: Literature						
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.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 (e.g., what moment in a story an illustration depicts).	●	●	●	●	
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.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.2.7	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.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	●		●	●	
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)	●		●	●	
English Language Arts Standards » Foundational Skills						
CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.	●	●	●	●	●
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.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.	●	●	●	●	●

English Language Arts Standards » Writing		Discussion	Vocabulary Charades	Character Analysis	Feelings Puzzles	Lights! Camera! Action
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.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.1.2	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.1.5	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.2.2	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.			●	●	●
CCSS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			●	●	●
CCSS.ELA-Literacy.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			●	●	●
English Language Arts Standards » Speaking & Listening						
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.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.1.2	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.	●	●	●	●	●

English Language Arts Standards » Speaking & Listening		Discussion	Vocabulary Charades	Character Analysis	Feelings Puzzles	Lights! Camera! Action
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.2.2	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.	●	●	●	●	●
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 <i>grade 3 topics and texts</i> , 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.	●	●	●	●	●

