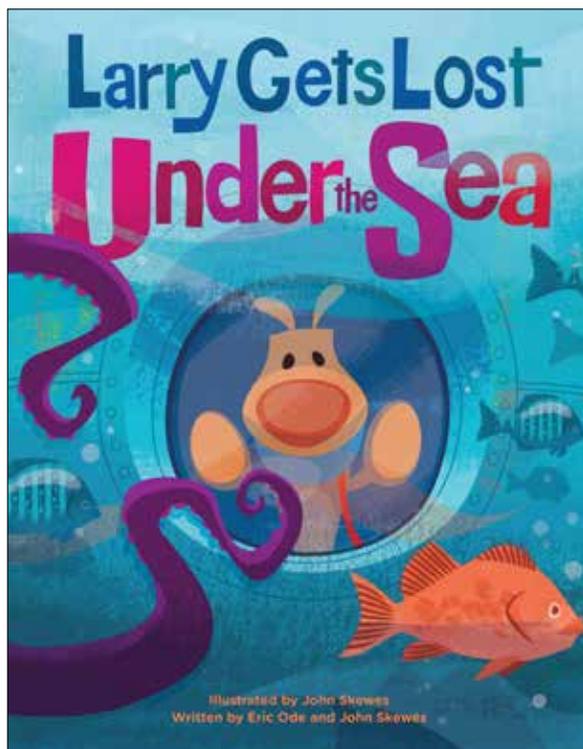


# TEACHER'S GUIDE

The discussions and activities in this guide align with Common Core State Standards for English Language Arts and Mathematics for K-5.



## LARRY GETS LOST UNDER THE SEA

Illustrated by John Skewes  
Written by Eric Ode and John Skewes

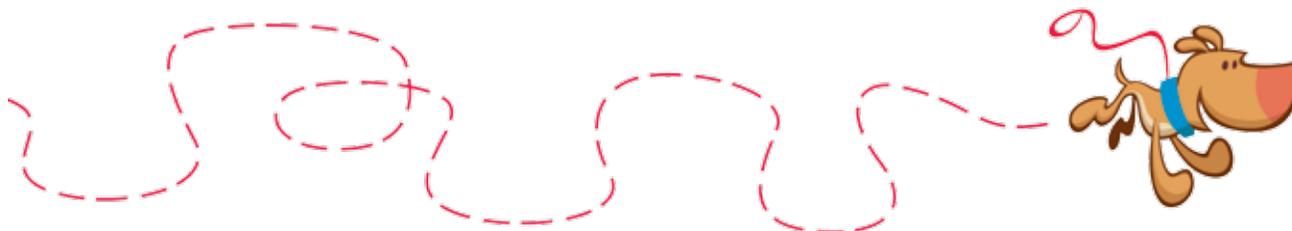


## BEFORE THE STORY . . .

1. Read the story **title** and ask students to think about and discuss a time when they may have been lost. What did it feel like? How did they find their family? Discuss with students about what to do if they were ever lost in a store. Instruct them to try to be calm and find a person who works in the store in order to tell them they can't find their family. Ask students what it means to them to be lost. **(SL.K.1, 1.1, 2.1)**
2. Study the **cover of the book** and use who, what, where, when, why, and how to ask questions about what they see. **(RL.2.1)**
3. Help young students identify the **author** and **illustrator** and define the role of each in telling a story. **(RL.K.6)**

## DURING THE STORY . . .

1. **After page 3**, and throughout the story, ask young students to identify the rhyming words. **(RF.K.2)** Ask students to use the illustrations and details in the story to describe its characters, setting, and events throughout the story. **(RL.1-2.7)**
2. **After pages 8-9**, ask students what they think a tide is. Read the captions about tides and tide pools and clarify the scientific concept of what just happened to Larry. **(RI.1-2.3, RI.1-2.5)** Ask students if they have ever been splashed by the tide. What was it like?
3. **While on page 10**, ask students what they think will happen to Larry now. Ask the question, "Did the splash seem to affect the crab? Why or why not?" **(RL.K-2.1)**
4. **After pages 12-13**, including the **caption on the kelp forest**, ask students to partner up and compare a kelp forest and a wooded forest with each other. Ask students, "How are a garden and a forest similar and/or different?" Discuss why fish and/or other animals need the kelp forests. After discussion, introduce the term *symbiotic* using the context of the story to explain. **(SL.K-2.1, L.K-2.4)**



5. **After pages 14-15**, compare fish and humans. Discuss, scribe, and sketch similarities and differences using a T-chart (*fig. 1*). Use complete sentences during a discussion while using details such as, “Humans have arms and legs whereas fish have fins and tails.” **(SL.K-2.5)**

*fig. 1*

Similarities	<p>They are animals with mouths and eyes.</p> <p>They have similar organs like the heart, brain, stomach, kidneys, and intestines.</p>	
	<b>Humans</b>	<b>Fish</b>
Differences	Have arms and legs	Have fins and a tail
	No swim bladder	Have a swim bladder
	Have lungs and breathe air	Have gills and breathe water
	Live on land in homes	Live in the water
	Have skin	Have scales

6. **After pages 16-17**, discuss how the setting and characters may be changing. **(RL.1-2.7)** Ask students, “Is there such a thing as a dogfish? How about a catfish? Mousefish?” How could we find out the answer to these questions? After using digital tools, write answers to these questions or continue to explore how scientists sometimes name things by their similarities in characteristics to other things. **(W.K-2.6)**

7. **After pages 20–27**, invite the students to think about how organisms may change when there is little to no light as the ocean gets deeper. Have them turn and talk to a partner about these key details in the text. **(RL.K-2.2)** Ask students to think of a question(s) they would ask the oceanographer, if they were Larry, as shown in the bathyscaphe on pages 20, 24, and 27. **(SL.K-2.3)**
8. After reading the **caption on page 27** about hydrothermal vents, clarify the meaning of the words: *hydrothermal vents*, *magma*, *superheats*, and *geyser*, using context and other language learning strategies. **(L.K-2.4)**
9. After the **last page** is read, ask students, “What is your opinion—do you think Larry was curious or mischievous?” “If Larry could talk, what would he say?” “What illustrations or text support your opinion?” Have students take a side and write about their opinion. **(W.K-2.1)**
10. After the **last page**, ask students, “What do you think Larry and Pete are dreaming about?” “Do you think they are dreaming about the same thing?” Have students draw and/or write their opinion about the characters’ dreams. **(SL.K-1.5, W.K-2.1)**

### AFTER THE STORY . . .

1. Ask students to describe the overall structure of the story, including how the beginning introduces the story, how details are developed in the middle, and how the ending concludes the action. **(RL.2.5)** Have students retell the story, recounting key details in complete sentences, answering the question, “What is the central message of the story?” **(RL.K-2.2)**
2. How did Larry survive underwater? Draw Larry in a scuba suit! Use the **caption on page 15** to include all the essentials. **(RI.1-2.5)**
3. Reread the **caption on page 17**. Write interview questions you might want to ask someone in this career. Using media or other sources, list kinds of problems oceanographers may try to solve. **(W.1-2.7)**
4. Reread the **caption on page 14** about fish anatomy. Think about how this knowledge could help move a sunken boat to the surface. Draw and write about your design. **(RI.1-2.5, W.1-2.7)**

5. Reread the **caption on page 22** about the bathyscaphe. Discuss how this piece of technology takes care of basic human needs in a place where humans cannot survive. Design one you would use to explore one of the zones mentioned in the book. Write a brochure that would persuade someone to buy it from you. **(RI.1-2.5, W.K-2.2)**
6. Scale out the oceans zones on the wall using a centimeter scale to get a realistic view of how deep the ocean is. **(2.MD.A.3)**
7. Discuss and/or write about how Pete and Larry’s adventures at the beach may have been the same or different. **(RL.1-2.9, W.K-2.2)**

*Note on referencing page numbers: To find the pages in the book referred to in this guide, use the Title Page as Page 1.*

**English Language Arts Standards this guide aligns with:**

Reading Standards for Literature K-5: RL.K.1, RL.K.2, RL.K.6, RL.1.1, RL.1.2, RL.1.7, RL.1.9, RL.2.1, RL.2.2, RL.2.5, RL.2.7, RL.2.9

Reading Standards: Foundation Skills K-5: RF.K.2

Readings Standards for Informational Text K-5: RI .1, RI .1.3, RI .1.5, RI.2.3, RI.2.5

Language Standards K-5: L.K.4, L.1.4, L.2.4

Writing Standards K-5: W.K.1, W.K.2, W.K.6, W.1.1, W.1.2, W.1.6, W.1.7, W.2.1, W.2.2, W.2.6, W.2.7

Speaking and Listening Standards K-5: SL.K.1, SL.K.3, SL.K.5, SL.1.1, SL.1.3, SL.1.5, SL.2.1, SL.2.3 SL.2.5

**Mathematical Standards this guide aligns with:** 2.MD.A.3

Visit the Common Core State Standards website to read about the individual standards. [www.corestandards.org/the-standards](http://www.corestandards.org/the-standards)

