



TEACHER'S GUIDE

The activities in this guide align with **Common Core State Standards** for English Language Arts for grades K-1.

THE LARRY GETS LOST SERIES

Created by John Skewes



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BOOKS

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LARRY GETS LOST SERIES

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GRADE LEVEL

K-1

OBJECTIVE

Students will listen to the teacher read the book aloud, participate in a class discussion, and complete individual creative writing projects inspired by the book.

PRE-READING

Show the book to the class and describe the parts: front and back covers, flaps, endsheets, and interior pages. Point out the title, the author and the illustrator.

- * What does the author do?
- * What does the illustrator do?
- * What clues do the title and the covers give students about the plot and setting of the book?
- * Since a dog is the primary character on the cover, do students think the dog is Larry? Do they think he looks lost? Why or why not?
- * Do they recognize any of the other exterior illustrations?

Locate the book's city and/or state on a map.

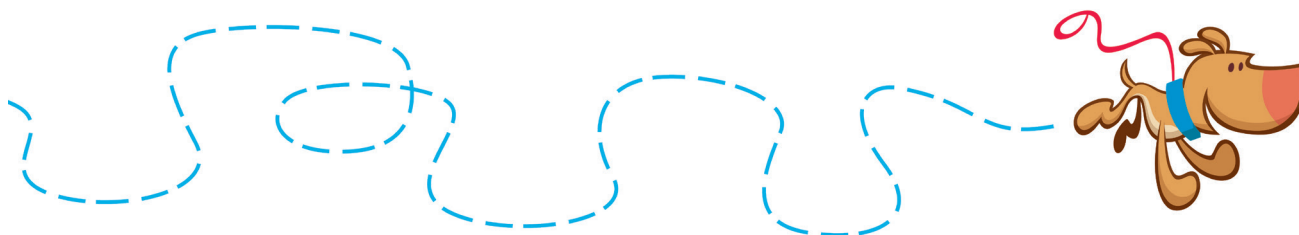
- * Have any students visited this place? Do they know anything about this place?

Explain that there may be words in the story that students may not know. During the reading, or after it, guide students in using context and illustrations to define unknown words.

- * Can students suggest words that could have been used instead of the unfamiliar words?

Explain that this book tells a story in rhyme. Ask students what "rhyme" means.

- * Have they enjoyed other rhyming books?



POST-READING CLASS DISCUSSION

Ask students if they think this is more of a story book or an information book.

- * Can they explain the difference between fiction and nonfiction?
- * What are some ways that the author and illustrator differentiate the two parts? (Examples: different typeface for the information; rhyming text for the story.)

Do students feel that both the author and the illustrator did a good job in telling the story?

- * Could this story have been told in just words, or just pictures? Is the story better because it uses both?
- * Did students learn more about the place or topic from reading the story, or from looking at the illustrations?
- * Can they suggest other places or themes the author and illustrator might use for a future Larry Gets Lost story?

Larry is the main character in the story, but do students feel that Larry acts like a real dog?

- * Can they suggest some “dog things” that Larry does, and also some “non-dog” things? (For example, most dogs are always looking for food, but most dogs can’t walk through a building or museum by themselves.)
- * Can students tell how Larry feels about being lost? How?



Besides Larry, who are the other characters in the story?

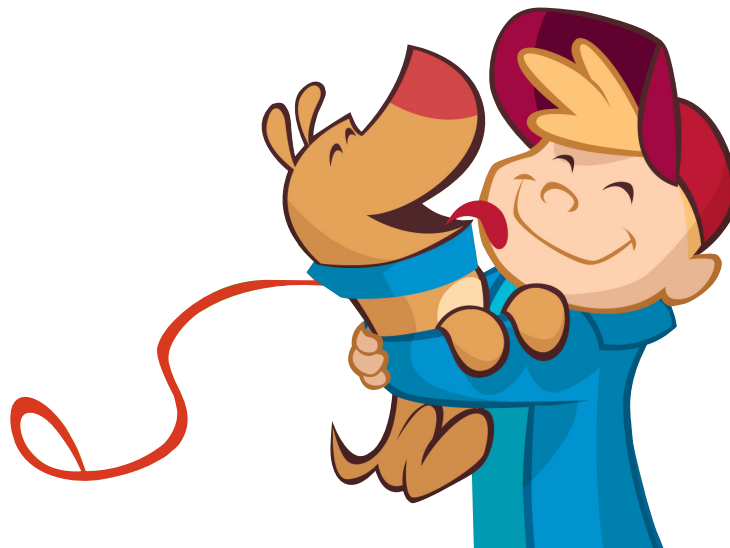
- * How do the other characters relate to Larry?
- * How do they help him reunite with Pete?
- * Can students suggest other ways that Larry and Pete might have found each other?

What is Pete like?

- * How does he feel when he loses Larry?
- * How does he behave when Larry is lost?
- * Is it the illustrations or the words that give clues to Pete's feelings?

What did students learn, just from the illustrations, about the city or state's location? For example, is it located on a river? In the desert? In a cold place? Ask them to name three things they learned about this city or state by reading this book.

- * Does this city or state remind you of where you live?
- * How is it similar or different?
- * Would you like to visit this place? Why or why not?
- * What are some unique things about the place Larry was lost in?
- * Why did the author and illustrator choose to include the landmarks that they did?
- * Can students suggest other things they'd like to know about this place?



CREATIVE WRITING

1. Have students choose one of these sentences and through dictation or writing, complete it:
 - * My favorite part of the book was . . .
 - * My favorite character in the book was . . .
 - * I would like to visit this place because . . .
2. Have students write or dictate a story about getting lost. If they have ever been lost, or have lost a pet, they can describe how it happened and how they felt about it. If they haven't had this experience, ask them to imagine what it would be like to lose a pet, and to write a story about their pet getting lost and what adventures they might have.
3. Ask students to imagine that Larry gets lost in their school, town, or state and to describe 3 to 5 places that he could explore while he was looking for Pete.

English Language Arts Standards this guide aligns with:

Kindergarten

Reading: Literature RL.K.1, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.10

Reading: Informational Text RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.10

Reading: Foundational Skills RF.K.2, RF.K.2a, RF.K.2

Writing: W.K.1, W.K.2, W.K.3, W.K.8

Speaking and Listening: SL.K.1, SL.K.1a, SL.K.1b, SL.K.2

Language: L.K.1, L.K.2, L.K.4

Grade 1

Reading: Literature RL.1.1, RL.1.2, RL.1.3, RL.1.5, RL.1.7, RL.1.10

Reading: Informational Text RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7

Reading: Foundational Skills RF.1.2, RF.1.3

Writing: W.1.1, W.1.2, W.1.3, W.1.8

Speaking and Listening: SL.1.1, SL.1.1a, SL.1.1b, SL.1.2

Language: L.1.1, L.1.2, L.1.4

Visit the Common Core State Standards website to read about the individual standards. www.corestandards.org/the-standards

