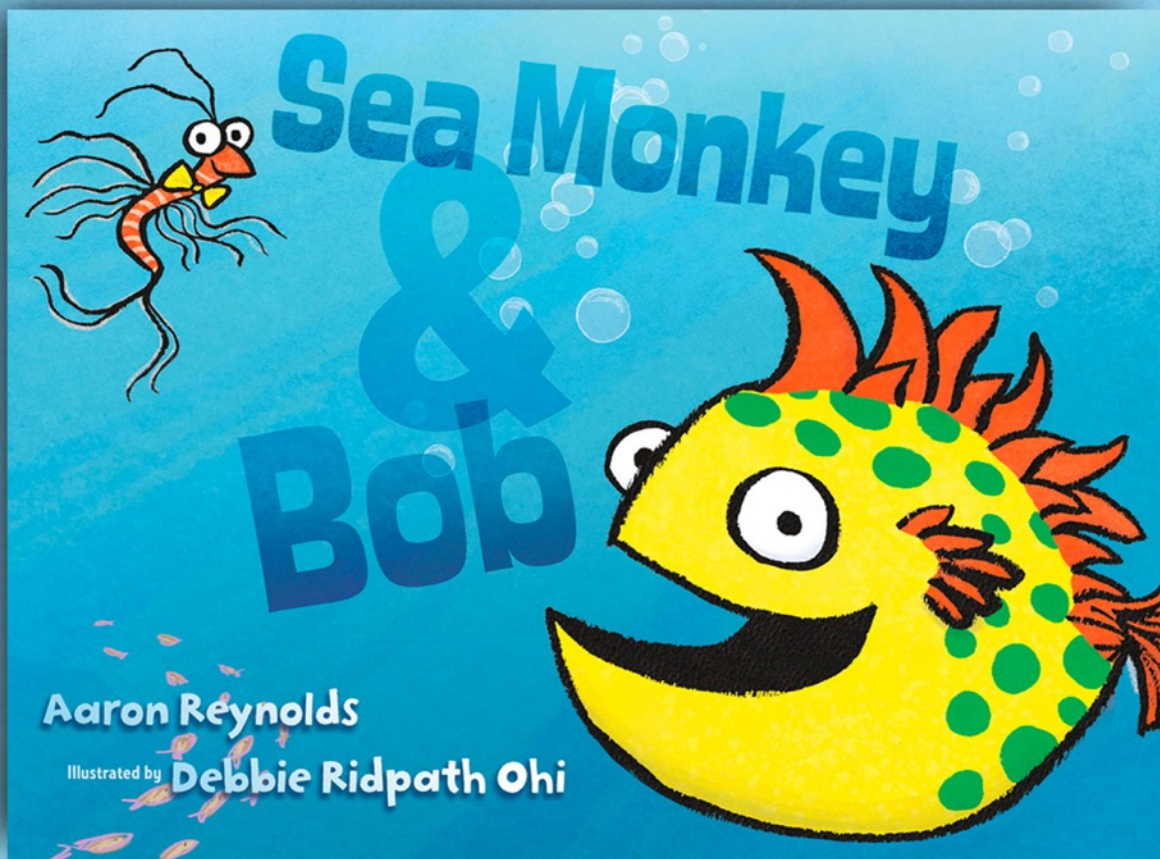
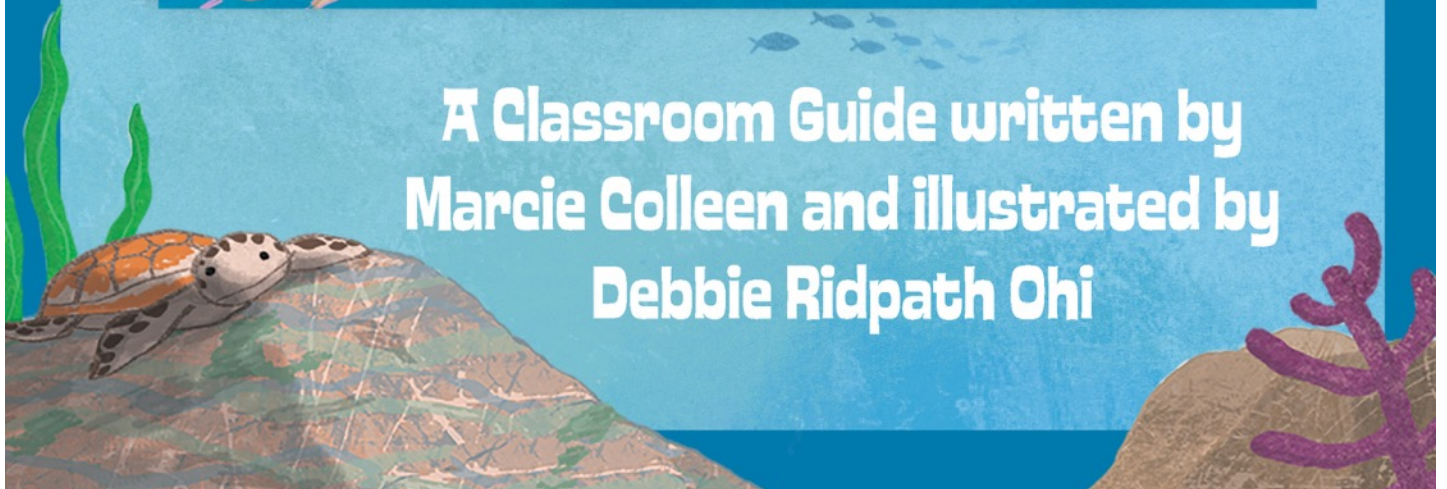


Teacher's Guide

based on the picture book



A Classroom Guide written by
Marcie Colleen and illustrated by
Debbie Ridpath Ohi





Aaron Reynolds
Author, *Sea Monkey & Bob*

Aaron Reynolds is a New York Times bestselling author and has written many highly-acclaimed books for kids, including *Sea Monkey & Bob*, *Nerdy Birdy*, *Caveboy Dave*, and the Caldecott Honor-winning book *Creepy Carrots!* He regularly makes time to visit schools where his hilarious hands-on presentations keep kids spellbound. Aaron lives in Chicago with his wife, two kids, five cats, and anywhere between zero and ten goldfish, depending on the day. For more on Aaron, visit Aaron-Reynolds.com or @areynoldsbooks on Twitter.



Debbie Ridpath Ohi
Illustrator, *Sea Monkey & Bob*

Debbie Ridpath Ohi used to have a Sea Monkey named Spock. She is the author and illustrator of *Where Are My Books?* and *Sam & Eva* (Simon & Schuster). Her illustrations also appear in children's books such as New York Times Notable *I'm Bored* by Michael Ian Black and Atheneum's reissued Judy Blume titles. Find bonus activities and this teacher's guide at DebbieOhi.com/seamonkey. Chat with Debbie on Twitter at @inkyelbows.

Marcie Colleen
Curriculum Writer

This guide was created by Marcie Colleen, a former teacher with a BA in English Education from Oswego State and an MA in Educational Theater from NYU. In addition to creating curriculum guides for children's books, Marcie can often be found writing books of her own at home in San Diego, California. Visit her at www.thisismarciecolleen.com.

Guide content copyright © 2017 by Marcie Colleen. Available free of charge for educational use only; may not be published or sold without express written permission.

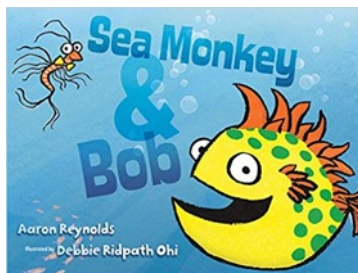
How to Use This Guide

This classroom guide for *Sea Monkey & Bob* is designed for students in kindergarten through third grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Sea Monkey & Bob* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

Book Information



SEA MONKEY & BOB

Reading level: Ages 4 — 8

Publisher: Simon & Schuster Books For Young Readers

Publication Date: April 25, 2017

ISBN: 9781481406765

Two delightfully anxious friends learn that they can overcome anything—even gravity—in this humorous and heartwarming picture book from bestselling author Aaron Reynolds and illustrator Debbie Ridpath Ohi.

Bob the puffer fish and his best buddy, Sea Monkey, may be little, but they've got one ocean-sized problem. Sea Monkey's terrified he'll sink straight to the bottom of the ocean. After all, he's heavy, and all heavy things sink, right? Bob, on the other hand, is worried that his puffed-up frame will float up above the surface. He's light, and all light things float! How will they stay together when the forces of gravity are literally trying to pull them apart? By holding hands, of course! Sea Monkey and Bob learn that sometimes the only way to overcome your fears is to just keep holding on.

Table of Contents

English Language Arts (ELA)

Reading Comprehension	4
Writing Activities	7
Writing Narrative and Dialogue	
Write the Scene	8
The Amazing Sea Monkey!	
Speaking and Listening Activities	
Choral Reading	9
Mime	
Drama	

Math

Under Where? Spatial Sense	
Counting and Comparison	10
Heavy vs. Light: Weighing Activity	12

Science

Sink or Float?	
Ball versus Bowl	
Sea Monkey and Puffer Fish: Research Project	13

Social Studies

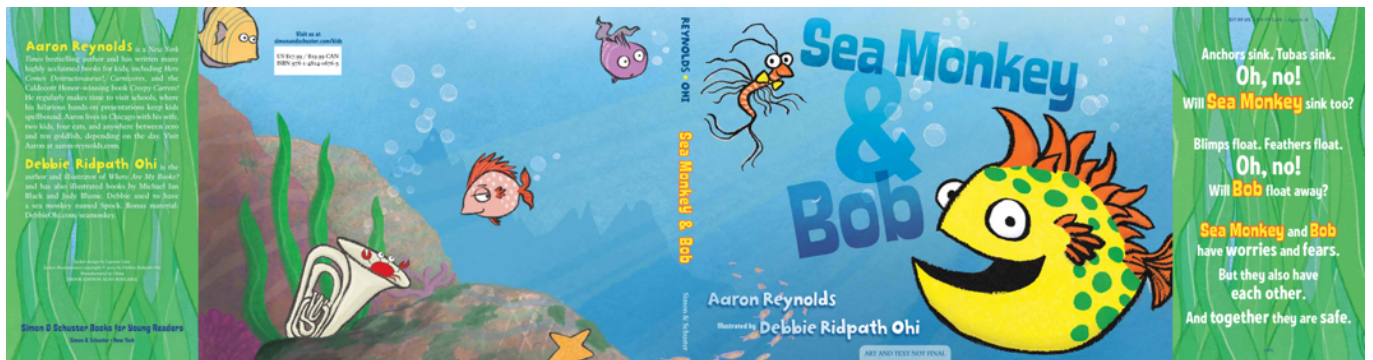
I'm Sinking!: Overcoming Fears	15
Teaming Up Together	16

English Language Arts

Reading Comprehension

Before reading *Sea Monkey & Bob*,

Help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.



The Jacket Flap

- Read the inside front jacket flap.
- Does this information tell you anything about what you see in the illustrations?
- Can you predict what might happen in the story?

The Cover

- Describe the front and back cover illustrations.
 - What do you see?
 - How many characters do you see? Who do you think they are?
- Mimic what the characters are doing on the front cover. Pay close attention to body language and facial expression.
 - How does it make you feel?
- Now read the copy on the inside jacket flap.
- Can you guess what might happen in the story?
- What are some clues you can find in the cover illustration?
- Let's look at who made this book.
 - Who is the author of *Sea Monkey & Bob*?
 - What does an author do?
 - Who is the illustrator of *Sea Monkey & Bob*?
 - What does an illustrator do?

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- What is Sea Monkey worried about in the beginning of the story? Why?
- What does Bob say to get Sea Monkey to feel better?

Fill in the chart

below with Bob's list of items that sink. You may use the print-ready worksheet below, which can also be downloaded at <http://debbieohi.com/seamonkey-printready>.

Name: _____

Sink Or Float?

What is Sea Monkey worried about in the beginning of the story? Why?



What does Bob say to get Sea Monkey to feel better?

Fill in the chart below with Sea Monkey's list of items that sink.

	Items that SINK	Are they heavy or light? Big or small?
1		
2		
3		
4		

What is Bob suddenly worried about? Why?



Fill in the chart below with Bob's list of things that float.

	Items that FLOAT	Are they heavy or light? Big or small?
1		
2		
3		
4		

Characters are from SEA MONKEY & BOB (Simon & Schuster) written by Aaron Reynolds, illustrated by Debbie Ridpath Ohi.
Activity created by Marcie Colleen for the Teacher's Guide. For more info: DebbieOhi.com/seamonkey

- How do Sea Monkey and Bob help each other?

Look closely at the following spreads:

The “What is wrong, Sea Monkey?” spread:



- Can you find
 - One purple coral?
 - Two blue striped fish?
 - Three schools of fish?
 - Four green sea-plant leaves?

The “Anchors sink” spread:



- Can you find
 - One anchor?
 - Two starfish?
 - Three tubas?

The "Dinosaurs sink" spread:



- Can you find
 - One dinosaur?
 - Three sharks?
 - Four sea plants?

Writing Activities

Writing Narrative and Dialogue

Sea Monkey & Bob is written completely in dialogue. The things that Sea Monkey and Bob say make up the whole text. This provides a great springboard to discuss narrative and dialogue in a story.

Narrative ~ An account of the connected events, often through a narrator who gives information on the feelings and actions of the story.

Speech/Dialogue ~ The written conversational exchange between two or more characters.

Rewrite *Sea Monkey & Bob* using the following:

- Write a version of the story using only narrative. For example, "One day, Bob found Sea Monkey looking quite worried. He wondered what was wrong." Continue through the entire story like this, describing the action on each page without the use of speech.
- Combine the original dialogue-only version of the story and your narrative-only version into a new version of *Sea Monkey & Bob*, in which Sea Monkey and Bob speak and a narrator carries the action of the story.

How do the new versions compare with the original version of *Sea Monkey & Bob*? Which do you prefer? Why?

Write the Scene

Bob lists many items that somehow are in the ocean, like tubas and tennis balls. Choose one of the items and create a scene explaining how that item came to be in the ocean.

For example, how would a tuba end up in the ocean? Was there a cruise ship with a band on it? Was the ship too heavy because people ate too much, and they had to throw items overboard to keep from sinking? Did they throw the tubas over? Be sure to include a beginning, middle, and end.

The Amazing Sea Monkey!

Although sea monkeys are a brand name for brine shrimp, they were highly marketed in comic books throughout the 1960s and 1970s, with illustrations that made them seem almost human-like.

Conduct an Internet image search for old sea-monkey advertisements.

How do these advertisements describe sea monkeys?

Now conduct an image search for brine shrimp.

How would you describe brine shrimp?

Create an advertisement for sea monkeys based on what you find on brine shrimp. Include a description and draw a picture of a brine shrimp.

Then, imagine that you ordered some sea monkeys from a comic book ad and received brine shrimp. Write a letter to the company that sold you the sea monkeys letting them know what you think of their advertisement.

Finished ads and letters can be hung in the classroom or hallway.

Extension Activity: Using the character of Sea Monkey, create an advertisement. How would you describe him?

Speaking and Listening Activities

Picture books are written to be read aloud. Here are some other ways to bring *Sea Monkey & Bob* to life in your classroom and also have fun with speaking and listening skills!



Choral Reading

- Turn *Sea Monkey & Bob* into a script. (*See Writing Narrative and Dialogue in ELA section for ideas). Read the script out loud together. Emphasize memorization of the students' parts as well as good vocal expression.

Mime

- While the teacher reads the book aloud, students can act out the events in the book. Emphasize body motion and facial expressions, as well as listening skills.

Drama

- Brainstorm a list of items that sink and items that float. Without making noise, students act out something from the list in front of the class. Ask the rest of the class to guess which action they are acting out.
- Create a TV commercial to encourage people to read *Sea Monkey & Bob*.

Math

Under Where? Spatial Sense

Look at the "What is wrong, Sea Monkey?" spread in *Sea Monkey & Bob*.



Describe where the turtle is.

[examples: on the rock, below the fish, near the green plant]

Describe where Bob is.

[example: above the purple coral, next to Sea Monkey, in the water]

Describe where the striped fish are.

[examples: between the rocks, above the turtle, behind the sea plants]

Have students pick another spread in *Sea Monkey & Bob* and discuss where things are spatially within that illustration.

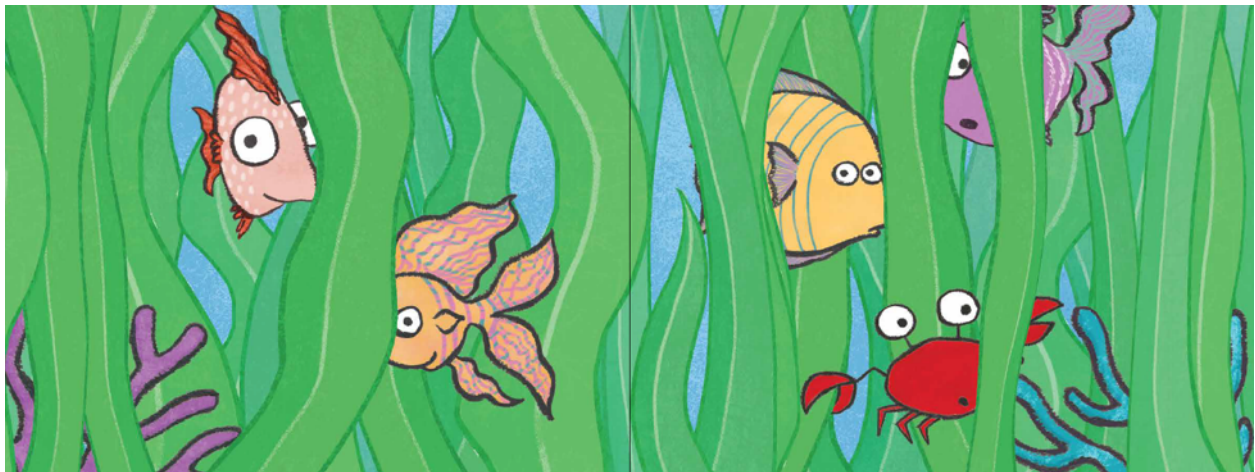
Now look around your classroom.

- Describe where your desk sits.
- Describe where your teacher is sitting or standing.
- Describe where the chalkboard/whiteboard is.
- Describe where the clock is.
- Describe where the door is.
- Can you describe where anything else is?

Counting and Comparison

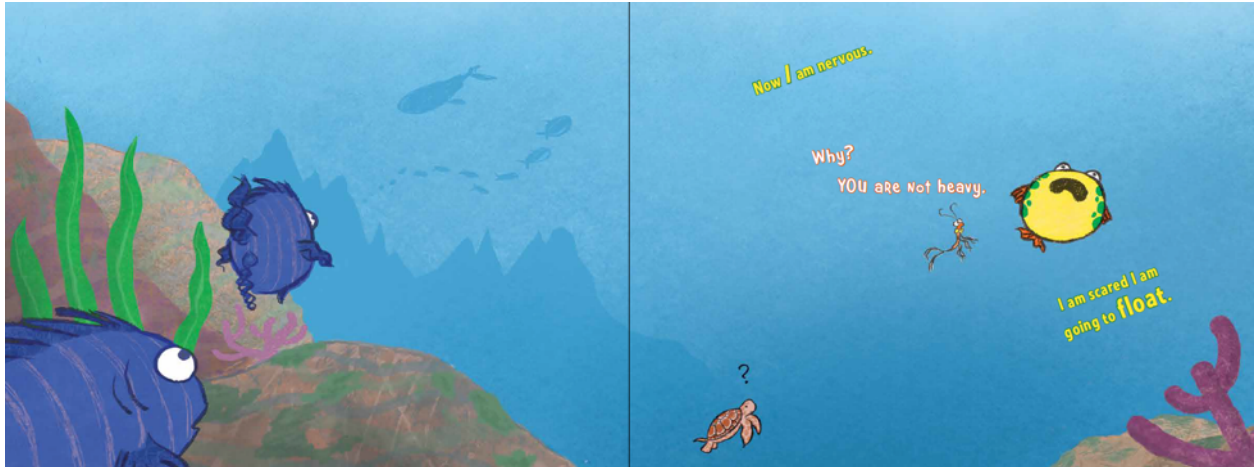
Debbie Ohi's illustrations are bold and lend themselves nicely to practicing counting and comparison throughout *Sea Monkey & Bob*. Use the following questions to guide students through a mathematical exploration of the book.

Front End Paper:



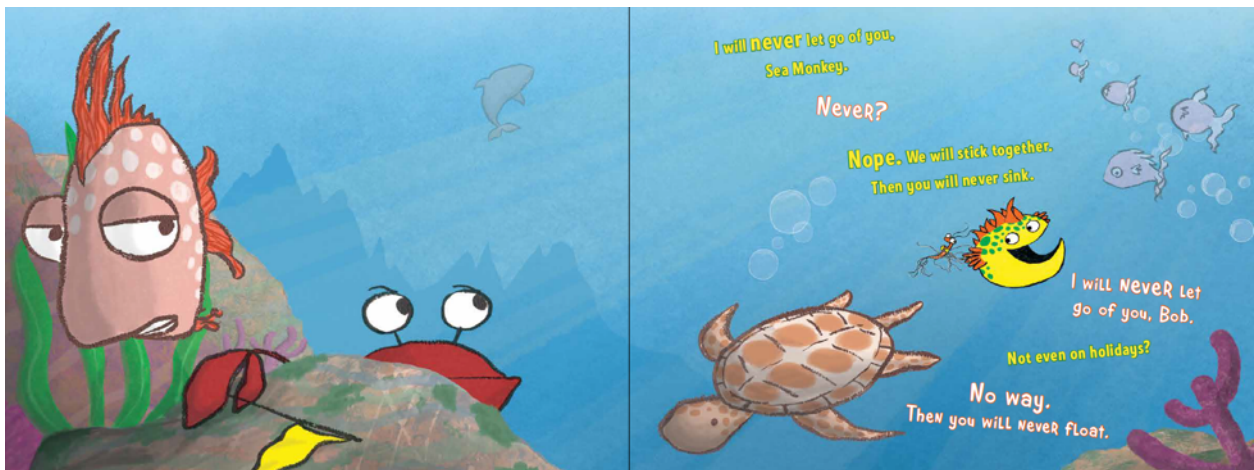
- How many fish do you see?
- How many crabs do you see?
- How many coral reefs do you see?

“Now I’m nervous” spread:



- How many fish do you see?
- How many turtles?

“I will never let go of you” spread:



- How many fish do you see?
- How many crabs?
- How many turtles?
- How many sea plants?

Additional Challenge: Now compare the numbers of different items on each spread, using these symbols:

> (is greater than)

= (is equal to)

< (is less than)

Example: On the front end papers, the number of fish is > coral reefs.

Heavy vs. Light: Weighing Activity

Collect several items from around the classroom. Ask students to name or point to two objects. Move those objects so they are next to each other and separate from the other objects. *Do not let the students touch the items, yet. As handling the items can lead to easier weight predictions.*

Make predictions/Hypothesize. Ask students to look at both objects selected. Look at their height, length, shape, and any other distinctive features. Just from looking at them, which object do they think is heavier?

Observe/Evaluate. Once students have guessed, allow them to pick up the objects. Ideally one in each hand works the best, but if an object is too heavy, it may be picked up individually. Allow for changes in prediction, at this point, if someone changes their mind based on this new information.

Test. Using a kitchen or bathroom scale weigh the two objects. Were they right? If not, can they figure out why their guess was wrong? Talk about how the scale measures the mass (weight) of an object, but some things may have lots of volume (size) with very little mass. Create a math equation to determine the difference between the weights of both objects.

Record. On a piece of paper, document the object and its weight of each object.

Repeat. Place those objects aside and ask students to pick two more to compare.

Science

Sink or Float?

Have students sharpen their skills of prediction and observation by testing objects to see if they sink or float. Provide a variety of objects and ask students to *predict* what will sink and what will float. Drop the objects in water and observe what happens.

Once the students *conclude* that the item sinks or floats, categorize it in a chart.

Try pieces of cork, metal and plastic bottle caps, toy boats, seashells, small sponges, feathers, paper, pebbles, and empty and full containers.

Ball versus Bowl

Give each student a ball of clay or Play-Doh the size of a large marble.

Ask them to drop the clay into a tank or bowl of water. The clay will sink because it is very dense.

Fish the clay out of the water and show how to make a bowl shape from the clay.

Once the students have made their bowls, ask them to place them back in the water. This time they will float because the matter has been redistributed to be less dense.

Further Challenge: ask the students to make a boat shape from the clay that will float. Let the students experiment with different shapes and whether they float or sink.

Float the clay boats in a tank or bowl of water.

Have the students place a marble in their clay boat — the boat should remain floating.

Ask them to find out how many marbles it takes to sink their boat.

Challenge the students to make a boat shape that will hold four or five marbles before sinking. Guide them into thinking about how to do this; experiment with making the boat bigger, thicker or thinner, or a different shape.

Sea Monkey and Puffer Fish Research Project

Create two teams: Team Sea Monkey and Team Puffer Fish. Both teams will be responsible for Internet research regarding their assigned sea creatures.

Information to be gathered must include:

- Type of sea creature
- What it eats
- Where it lives
- Draw a picture of the sea creature
- Write three words that describe your sea creature
- Interesting fact #1
- Interesting fact #2
- Interesting fact #3

Use the print-ready worksheet on page 14 for your work. This sheet can also be downloaded at <http://debbieohi.com/seamonkey-printready>.



Sample illustration from SEA MONKEY & BOB, written by Aaron Reynolds & illustrated by Debbie Ridpath Ohi. Publisher: Simon & Schuster Books For Young Readers. More bonus info at DebbieOhi.com/SeaMonkey.

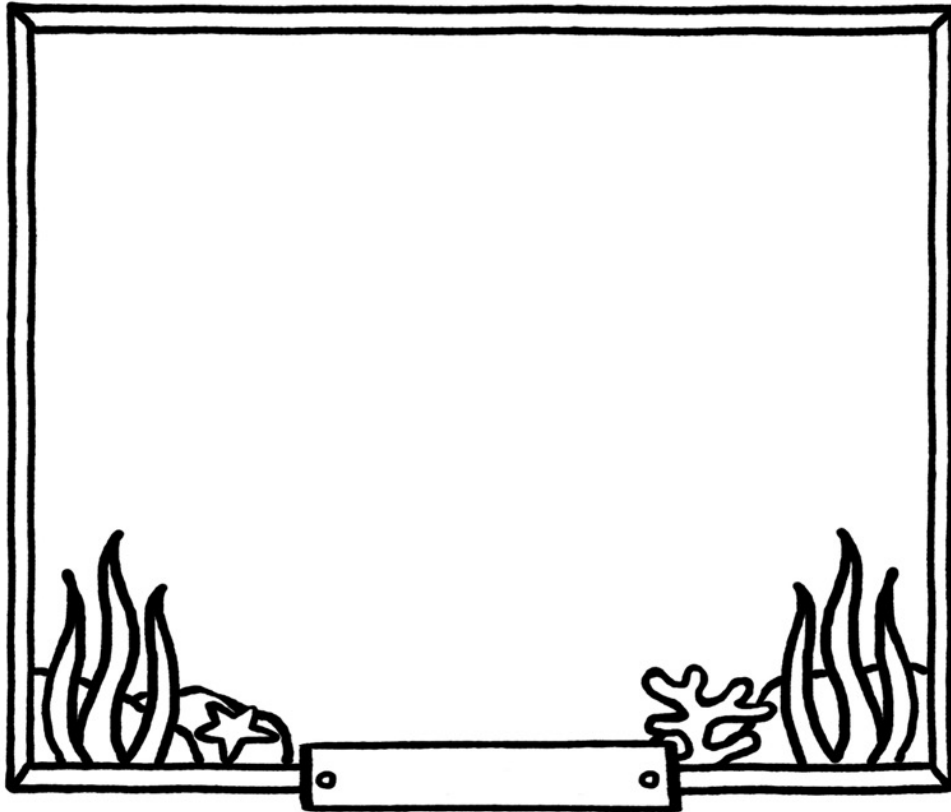
Once all the needed research is done, students must create a poster visual with all the necessary information and present their findings to the class.

OR

Make a book. Students will cut and paste or draw their creature, and include the facts they have researched.

Name: _____

Draw A Sea Creature



Type of sea creature: _____

What it eats: _____

Where it lives: _____

Three words that describe it: _____

Interesting fact #1: _____

Interesting fact #2: _____

Interesting fact #3: _____

Bonus activity for SEA MONKEY & BOB (Simon & Schuster) written by Aaron Reynolds, illustrated by Debbie Ridpath Ohi.
Activity created by Marcie Colleen for Teacher's Guide. More info: DebbieOhi.com/seamonkey

Social Studies

I'm Sinking!: Overcoming Fears

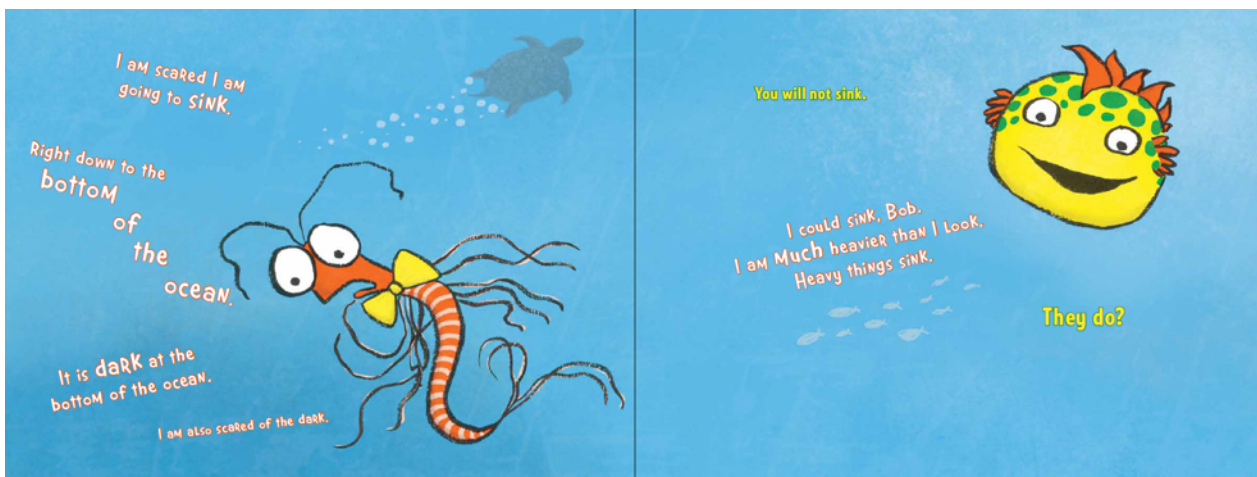
Sometimes we don't want to try something new because we are scared.

- What do you think it means to be brave?

Being brave means a lot of different things, such as:

- Doing something that is hard to do like trying to learn to ride a bike
 - Getting a shot at the doctor's office even though it might hurt
 - Saying "No" to someone who is trying to get you to do something that you know is wrong
 - Trying to help yourself and others be happy even though you feel sad
- Is it possible to be scared and brave at the same time?

It is okay to be scared sometimes, and brave people get scared too. Sometimes the bravest people are the ones who do what they are supposed to do even though they are scared. It's okay to be scared or have fears; being brave means that you try not to let those fears control how you live or act.



- What is Sea Monkey afraid of? Why?
- What is Bob afraid of? Why?
- Even though Sea Monkey and Bob are afraid, do they act brave? What do they do to conquer their fears?
- How can you act brave like Sea Monkey and Bob when you are afraid of something?

Optional discussion for younger students to help them recognize some imaginary fears:

- Why do you think Sea Monkey is scared to sink? How can you make him feel

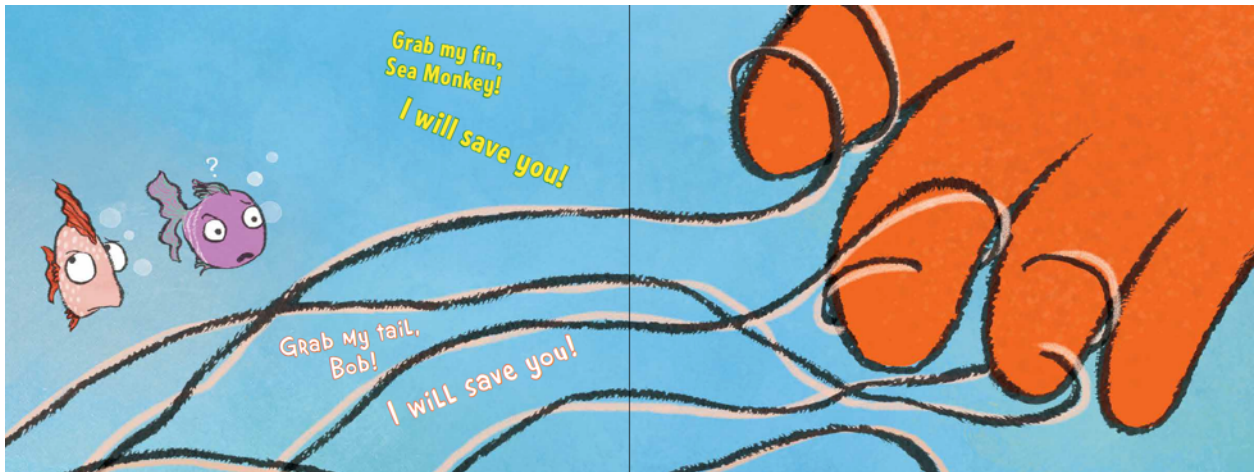
better about it?

- Why do you think Bob is scared to float? How can you make him feel better about it?

Explain that sometimes, like Sea Monkey and Bob, our imaginations play tricks on us, making us scared of things that might not really happen.

Have the students use lunch bags, crayons, yarn, and glue to make puppets of themselves being brave. These will be their brave puppets to help them be brave or act out being brave when they feel scared.

Teaming Up Together



Sea Monkey and Bob quickly learn that working as a team achieves much better results than going it alone.

The following games can help students develop motor skills, good reflexes, hand-eye coordination, problem solving, language skills *and* cooperation.

The following games help promote collaborative skills and teach sportsmanship as kids play by helping each other, while focusing on fun and teamwork rather than winning.

Cooperative Hoops

Cooperative hoops is a twist on the game musical chairs. Instead of having each player compete for themselves and exclude others to win as in musical chairs, this version makes winning about cooperation.

Scatter Hula Hoops around the play area.

Play music and have the kids move around the hoops but not step inside them.

While the music is playing, the kids must not stop moving, but when it stops, they must have at least one foot inside a hoop and not touch the ground outside the hoop.

On each rotation, remove a ring so that the kids have to share Hula Hoops. The goal is to encourage children to join together in the remaining hoops.

When the game is down to two hoops, the winners are the kids who got the most people inside one hoop. This game teaches kids to cooperate and help one another to win.

Continuum

This cooperative game also lets even the shyest kids break the ice and get to know one another.

Divide the kids into groups of six to ten people.

Pick a theme and have the kids arrange themselves in the correct order to create a continuum.

This could be favorite colors arranged in the order of the rainbow, birth month from first to last, or dark color shirts to lightest. No team loses in this game, but you can applaud the team that got into the right order the fastest.

Shark



The outdoor game of Shark is another fun game to teach kids the value of cooperation and teamwork.

Outline a large square on the ground with sidewalk chalk. This large square represents the ocean where the shark lives. It should be large enough for all the children to move freely.

Choose another landmark, such as a pole, tree, sidewalk, or wall, to be "the cave" that is safe from the shark.

Make teams of five kids each and have the kids link together by standing in a line with hands on the shoulders of the person in front of them. The kid in the front of the line is the team leader.

Like in musical chairs, the teacher will start to play music. While the music plays, the team leader must guide their team into the square and continue to move around inside of the square until the music stops.

When the music stops, the leader must get their team outside the square to the marked "cave" to escape the shark.

The leader of the team then goes to the end of the line and the person at the front becomes the new leader and must lead the team quickly back into the square when the music starts again and to safety when it stops.

This game makes each child responsible for the safety of others and promotes teamwork as the kids work to stay together during this fast game.

Keep It Up

Use a balloon or a large, light ball to play "Keep it Up."

In this game, divide the kids into two teams on either side of a net or line.

As in volleyball, they must pass the balloon or ball back and forth without letting it touch the ground. However, the rule is that a different team member must hit the ball or balloon to the opposite team each time. Other team members can help their team players by passing to them.

