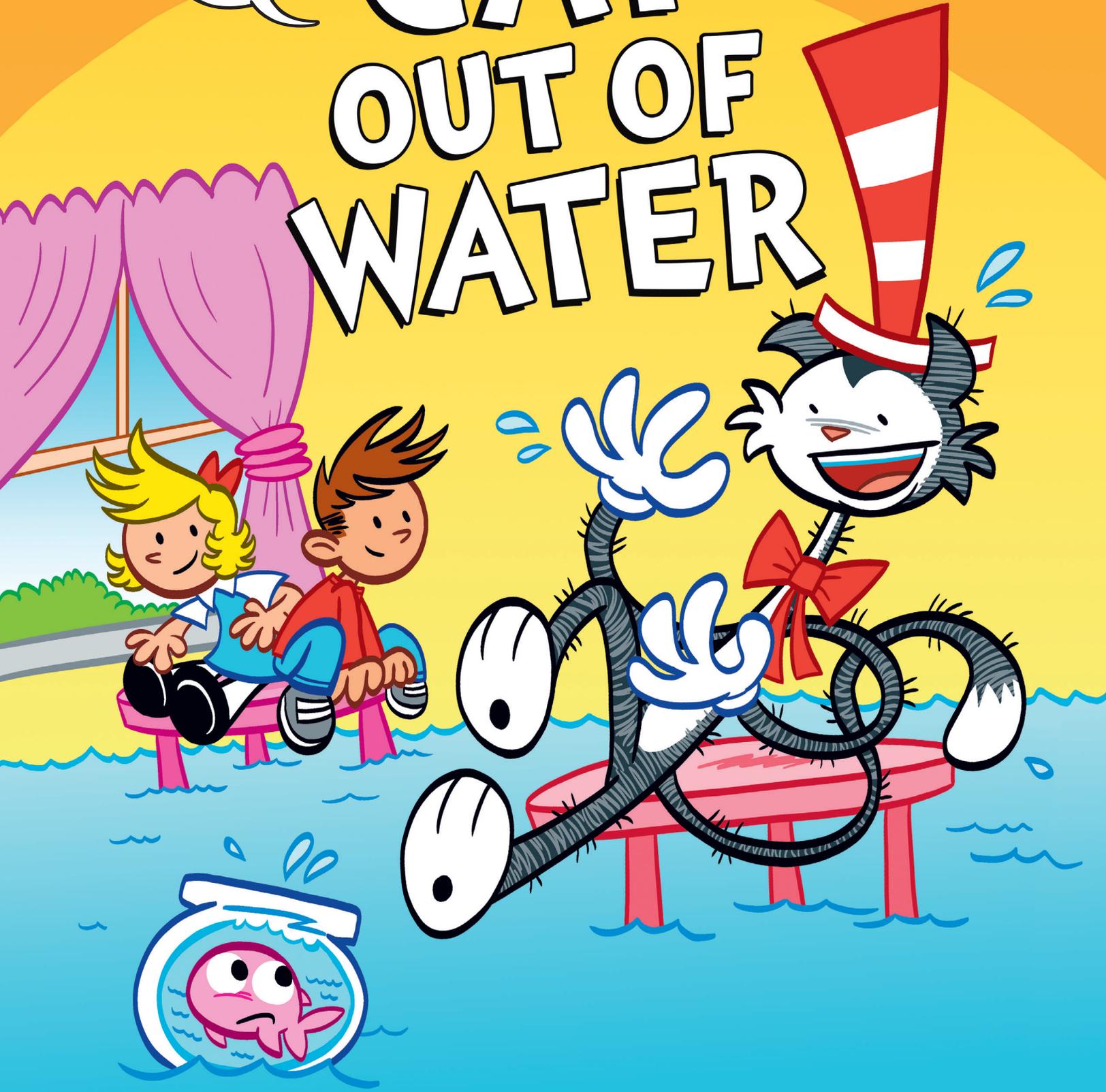


Dr. Seuss  
GRAPHIC  
NOVEL

# CAT OUT OF WATER



EDUCATORS' GUIDE

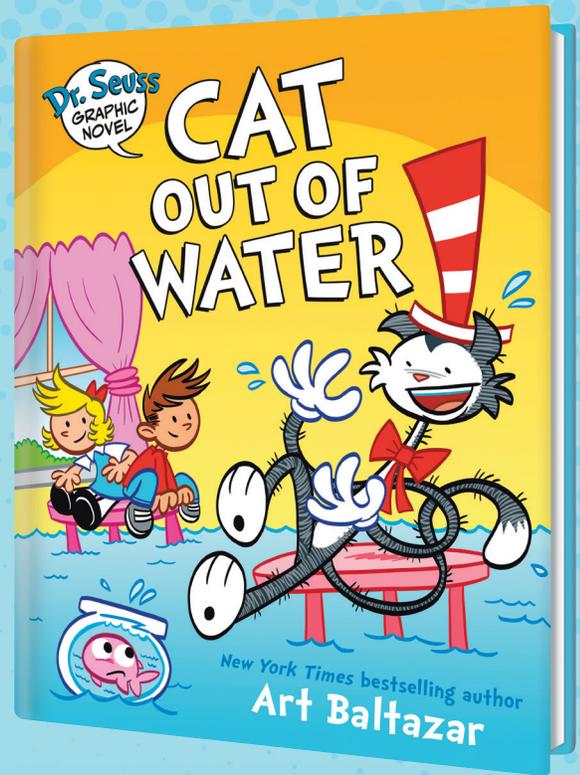
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# ABOUT THE BOOK

Discover Dr. Seuss's whimsical world like never before in this colorful graphic novel companion to **THE CAT IN THE HAT!** With all-new illustrations and easy-to-read paneled storytelling, **CAT OUT OF WATER** is the perfect next step for beginner readers transitioning to chapter books!

It's a normal day with normal chores for Sally and her brother . . . until everything turns topsy-turvy when the Cat in the Hat arrives! With a whirlwind of fun, and the hilarious but chaotic antics of Thing 1 and Thing 2, the day promises to be anything but boring. Yet Sally's wise pet, the Fish, warns them about letting the Cat stay. The question looms: Can they wrap up their tasks before their parents return or will the Cat's zany escapades throw them off course?



# ABOUT THE AUTHOR



**ART BALTAZAR** is a super-cartoonist machine from the heart of Chicago! He's all about peace, love, and joy. He defines cartoons and comics not only as an art style but as a way of life. Art is a creative force behind the Eisner Award-winning Itty Bitty Hellboy and the *New York Times* bestselling and Eisner and Harvey Award-winning DC Comics' *Tiny Titans*. He is also the artist of the DC Super-Pets children's book series.

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This guide was created by **TIM SMYTH**, a high school social studies educator and the author of *Teaching with Comics and Graphic Novels: Fun and Engaging Strategies to Improve Close Reading and Critical Thinking in Every Classroom*. Find more resources and information at [TeachingWithComics.com](http://TeachingWithComics.com).

# BEFORE READING

## Prior Knowledge

1. *The Cat in the Hat*
  - a. Read *The Cat in the Hat* aloud to your students.
  - b. Ask students what they might like to see in a new story, one that takes place after *The Cat in the Hat*.

## Front Cover: Analysis, Prediction, and Discussion

1. What is your first reaction when looking at the cover?
2. What do you think you will be reading about? Where do you think the story will go?
3. If there were thought bubbles added to the cover, what words would you put in them? What do you think the Cat is thinking? What do you think the Fish is thinking? What do you think the kids are thinking?

## Back Cover: Analysis, Prediction, and Discussion

1. What do you do on an ordinary day at home? Draw your answer. After reading the story, change your drawing to reflect what might happen if the Cat in the Hat came to visit. . . .
2. Why do you think the Fish doesn't look very happy in this scene?
3. And the hardest question yet: Can there be such a thing as **TOO MUCH FUN?**



# DISCUSSION QUESTIONS & ACTIVITY IDEAS

## Page 1

- Do you have a pet or know someone who has a pet?
- What are some ways to care for pets?

## Page 2

- Panels 5 and 6: Describe how the kids and the Fish are feeling by using visual evidence. Why might they be feeling this way?

## Page 3

- Panel 3: Why do you think Art Baltazar drew the dialogue balloons in this way? How does this change the meaning of the words?
- What do you think is going to happen next?

## Page 7

- What would you do? Would you let the Cat in? Why or why not?

## Page 8

- How does the Fish feel?
- What do you think is going to happen next?

## Page 10

- How do you think the Cat will include the Fish in the activities? What might he do?
- How is the Fish feeling? How do you know?

## Page 11

- What do you think is going to happen next?

## Page 12

- How are the children feeling? Why? How do you know?

## Page 14

- Imagine a thought or speech bubble above the kids' heads—what would they be thinking or saying in this moment?

## Page 16 and 17

- Describe the emotions of the kids and how they changed. Why did this happen?

## Page 19

- Change the words in the Cat's speech bubble. If you were in his position, what would you have said instead?
- Look at the speech balloons for the Cat in the Hat and the Fish. How are they similar? Why are they drawn this way? Do the Cat and the Fish feel the same way?

## Page 20

- Draw or discuss what you think that the kids should do at this point.

## Page 22

- What do Thing 1 and Thing 2 keep doing? Why?

## DISCUSSION QUESTIONS & ACTIVITY IDEAS (CONTINUED)

### Page 25

- Last panel: How are the kids feeling? Why? How would you feel?

### Page 26

- Panel 3: How is the Fish feeling? What is he thinking? Why?

### Page 28

- Last panel: What is the Cat thinking about doing? What will make the day “even better”?

### Page 29

- Panels 2 and 3: How are the kids feeling? How do we know without words?

### Page 30

- Who threw the ball at the Fish? Why?



### Page 31

- The kids and the Fish begin to change their feelings about the day. Why?
- How would you feel if you were in this situation?

### Page 32

- Panel 5: Fish says that fish can't have fun. Do you agree? Do you think fish have fun in real-life? How?

### Pages 34 and 35

- How is the Fish feeling now? Why? What is he thinking? What does he realize? Is there still more water coming into the room? How do you know?

### Pages 36–38

- Draw an invention that you would create to clean up the mess.

### Page 38

- How much do you think the Super Soaky Clean Machine 3000 would cost in a store?

### Pages 41–50

- Do you think the machine will work? Why or why not?

### Page 54

- The Cat in the Hat states that the Fish is having a great time. Is he?
- What will the Cat bring in next to dry up the house?

### Page 67

- Do you think everything is now ok?
- Why might the Fish think that his bowl is smaller now? Is it?

### Page 68

- Draw the next page—what will happen next?

## ELA ACTIVITIES

### 1. Vocabulary

*Note: Educators can choose to teach these terms or have students figure them out in context:*

- accident
- exhausted
- impressed
- inflatables
- shenanigans
- refreshing
- rumble
- tolerate
- vacuum
- waterlogged

### 2. Figurative Language

*Note: these activities can be used with older students when teaching these terms to add some imagination and fun.*

- **ONOMATOPEIA:** Educators can have students find each occurrence or give them specific ones to find while reading, such as *knock, swoosh, click*, etc. Students could also be tasked with adding their own onomatopoeia to panels.
- **ALLITERATION:** Educators can have students find each occurrence or give them specific

ones to find while reading, such as *splish splash, pool party, fish family*, etc.

- **SIMILE:** Educators can have students find each occurrence or give them specific ones to find while reading, such as “this is just like a swimming pool” and “it’s like we’re floating on air.”
- **IDIOMS:** Educators can have students find and discuss the use of common sayings, such as: “it’s all fun and games,” and “sit tight,” etc.

## ELA ACTIVITIES (CONTINUED)

### 3. Types of sentences

- Educators can have students identify interrogative, imperative, and exclamatory sentences.

### 4. Text to Text Connections

- Review one of your favorite Cat in the Hat books and compare that format to this one. What do you notice? What are some positives and negatives of each format?

- Read the original *The Cat in the Hat* and *The Cat in the Hat Comes Back*. How did the new format change the story? In what ways were they similar? Different?
- If you read the original *The Cat in the Hat*, does it help you to better understand the reaction of the Fish in this story?
- Compare the prose, comic, animated, and movie versions of *The Cat in the Hat*. Which one is the best? Why?



## AFTER READING

### DRAW

- Draw your own version of the Cat in the Hat's hat.
- Choose one page or one panel and redraw the scene to tell the story your way.
- Draw a panel or a page that you think is missing from the story.
- Draw a different last page—when the parents come home, a neighbor's reaction, something that happened in the house, a different pet that wasn't included in the story . . .
- Instead of Thing 1 and Thing 2 coming back for this story, redraw the events in pages 13 and 14. Who or what would you have come out of the box? Why?

### WRITE

- Write an apology letter from the kids' point of view that they could give to their parents, or draw an apology card.
- Go back and reread the story. Write a summary of the day from the perspective of the Fish. How was he treated by the Cat in the Hat? How does he feel?
- Write a journal entry as if you were one of the kids in the story.

### CREATE

- Create and draw an invention—something that would have cleaned the house or something that would have added even more fun to the day. Give it a catchy name. Draw an advertisement for it. How much would it cost? Give it a catchy phrase like Cat does on page 39 when he says, "We are guaranteed to make any dirty job squeaky clean in moments!"

### DISCUSSION QUESTIONS

- What do you think about the actions of the Cat in the Hat? Is he someone you would want as a friend? Why or why not?
- What do you think is the main message in this story?
- If you were in a situation where a friend came over to your home and acted inappropriately, what would you do?
- Go back and look at the cover again after reading the story. Compare your answer to what you wrote before reading the book. What changed? Why?

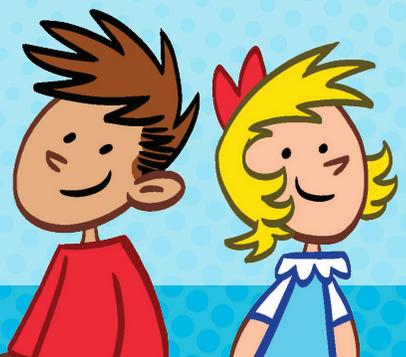


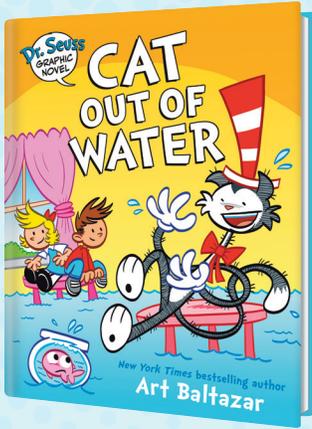
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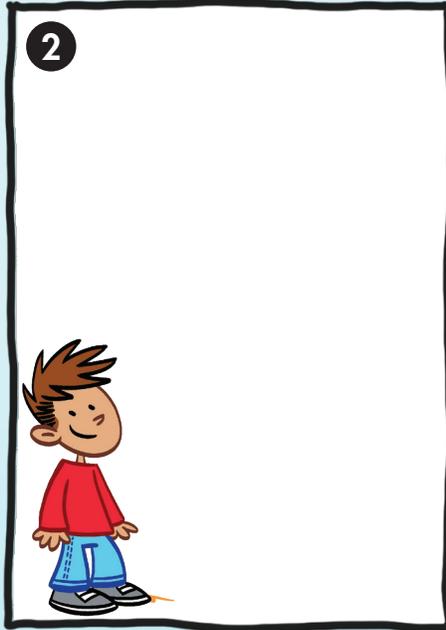
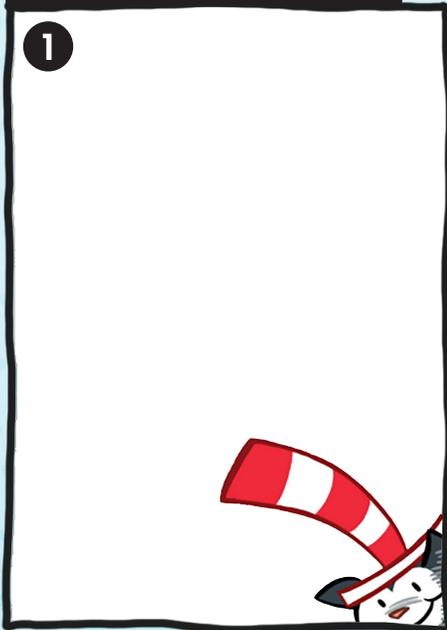




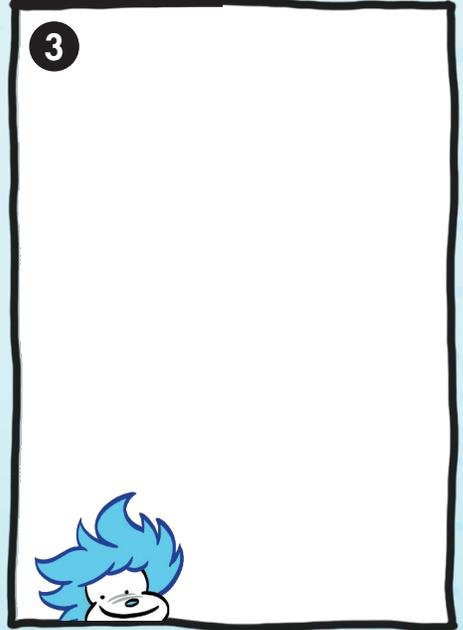
# CREATE YOUR OWN COMIC!

Now that you've read *Cat Out of Water*, it's your turn to write your own comic! Use the story starters and comic book panels below to create your very own comic story. You can use the characters from *Cat Out of Water*, or create your own, it's up to YOU!

It all started when . . .



Quick, run!



Later that day . . .

