



LOST AND FOUND

AUTHOR: OLIVER JEFFERS

ILLUSTRATOR: OLIVER JEFFERS

See a video of the book read aloud here: [Lost and Found](#)

**** REMEMBER: HAVE FUN AND THE KIDS WILL TOO! ****

OVERVIEW

ABOUT THE BOOK

What is a boy to do when a lost penguin shows up at his door? Find out where it comes from, of course, and return it. But the journey to the South Pole is long and difficult in the boy's rowboat. There are storms to brave and deep, dark nights. To pass the time, the boy tells the penguin stories. Finally, they arrive. Yet instead of being happy, both are sad. That's when the boy realizes: The penguin hadn't been lost, it had merely been lonely. A poignant, funny, and child-friendly story about friendship lost . . . and then found again. ([amazon.com](#))

ABOUT THE AUTHOR/ILLUSTRATOR

Oliver Jeffers is an artist, designer, illustrator and writer from Northern Ireland. His distinctive paintings have been exhibited in multiple cities. Oliver won an Emmy in 2010 for his collaborative work with artist and filmmaker Mac Premo. He has made art for *Newsweek*, *The New York Times*, United Airlines, TED, and Nintendo, and has illustrated a number of novels. *Lost and Found* became Oliver's first book to be made into animation and shown on Nickelodeon. Oliver grew up in Belfast Northern Ireland and now lives and works in Brooklyn, New York. ([amazon.com](#))

THE READ ALOUD

BEFORE READING

Use these before reading the story to help students activate background knowledge and make predictions:

- Are the author and illustrator two individual people, or just one person? How can you tell?
- Who is in the illustration on the cover?
- What are the boy and the penguin floating in? How can you tell?
- What does the illustration do to tell us where the boy and penguin are in the world? (iceberg)

DURING THE STORY

Use these prompts while reading the story to help students interpret the action and content:

- (before title page) What is this and why is it here? What do you think it's telling us about the story we're about to read?
- (title page) If you couldn't read, how could you tell which is the title and which is the author/illustrator? (size of lettering)

LOST AND FOUND

TOPICS & THEMES:

- Friendship
- Voyages
- Resourcefulness

Tips for every book!

POWER PHRASES:

I WONDER...

I NOTICE...

TELL ME MORE...

DIGGING DEEPER:

"Tell me more, why do you think that?"

"How do you know that?"

"Why do you think they feel like that?"

"Interesting, did you notice anything else?"

- (p. 3) What's the dark blue area near the feet of the boy and the penguin? (shadow) What does it tell us? (the sun is coming from a certain direction)
- (p. 5) What do you think a Lost and Found Office might be?
- (p. 8) What does "disappointment" mean?
- (p. 9) Where is the South Pole?
- (pp. 13-14) What kind of weather are they having? How can you tell? (*Reader: explain that the author doesn't really say in the text – we guess with the clues given us*)
- (p. 19) What does this illustration tell us?
- (p. 22) What is that in the water ahead of the boy?
- (p. 23) What is the penguin using to get around in the water? How can you tell? (*Reader: again – not something the author uses words to tell us*)
- (p. 25) What animal is accompanying the boy and the penguin?

AFTER READING

Use these prompts after reading the story to help students understand what they just read:

- What do you think happens next (after this story ends)?
- Was this fiction (made up) or non-fiction (facts)? Why do you think that?

BRINGING THE BOOK TO LIFE!

- (p. 7) Those of you who have a rubber ducky for your bath say "quack".
- If you've ever been in a boat, sway back and forth.

COOPERATIVE LEARNING

- (p. 8) Turn to your neighbor and talk about what you think the word "disappointment" means. Put your hand on your head if you would like to share your definition of disappointment.

SMALL-GROUP IDEAS

1. DISCUSSION ACTIVITY

- Go back through the book and tell me what's happening in the story by looking at the illustrations.
- What was your favorite part of the story? Why?
- (p. 4) Why else might the penguin be sad, other than being lost?
- Can you remember how many different people (or animals) the boy asked about knowing where the penguin came from? Let's go through the book to find them.
- What did the boy do to help Penguin find his home?
- (p. 11) What are they packing for the trip to the South Pole? What would you take along?
- (p. 19) What does it mean to just think?
- (p. 25) Is the boat floating on top of the whale? How can you tell the whales are under the water?

Suggested Optional Activity:

- What other ways, besides rowing in a rowboat, could the boy and the penguin have gotten to the South Pole? Draw a picture of how you would get there.

2. WRITING ACTIVITY

- When something is lost, we need to know how to describe it to the people we're asking to help us find it. Think of three words that describe a penguin and write them on your paper. Then draw a penguin, making sure to include those three things.

3. EXTENSION ACTIVITY

- Give each student a piece of white paper and a piece of black paper. Have them cut out the shapes necessary to make a penguin similar to the one illustrated in this book, then glue them on a third sheet of paper, so that they look like a penguin.

COMMON CORE LINKS

CCSS.ELA-LITERACY.RL.K.1, K.2, K.3, K.4, K.5, K.6, K.7, K.10