

# Home Learning Branches

*Lost and Found* by Oliver Jeffers

## Phonics Investigations

Tell children that the long 'e' sound can be written as 'ee' or 'ea'. As you read, ask the children to tap their heads each time they hear the long e - /ee/ sound:

When the boy and the penguin first **meet**, they just stand and look at **each** other. For almost a **week**, the boy tries to find out where the penguin might belong. He asks the birds in the **trees** but they don't know. So they take off for the **sea**...

## Wider Curriculum Links

**Geography** Using a world map, can you:

- Name and locate the world's seven continents and five oceans?
- Locate the hot and cold areas of the world? For example, The Equator and North and South Poles.

**Science** Can you draw and name a variety of common animals including fish, amphibians, reptiles, birds and mammals? Which ones are carnivores, herbivores and omnivores?

## Discussion Questions

What is like to be lost? And found?

What do we do if we get lost?

Where is home? What is it like there?

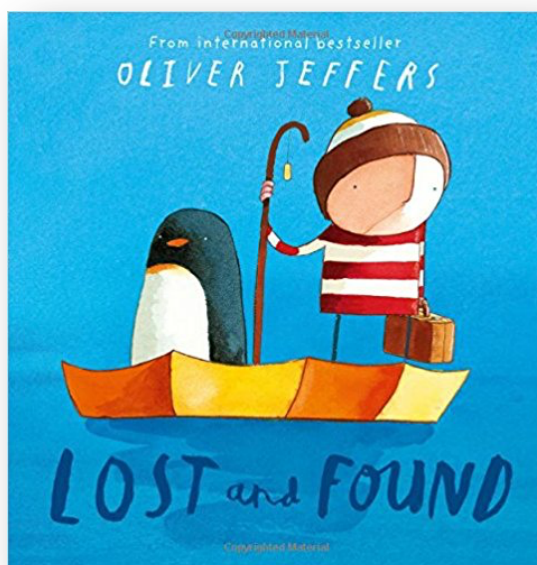
Where is home for different animals? What do animals need to survive?

Why is friendship so important?

What makes a good friend?

How can we help each other?

How did the boy and the penguin feel at the end?



## Key Vocabulary

How many of these words do you know? Can you find the meanings of new words?

penguin  
Antarctica  
sad  
lonely  
journey  
travel  
friends  
friendship  
home  
umbrella  
telescope  
suitcase

## Writing Opportunities

1. What if one of your toys got lost? You would need to create a lost poster to help find it! How could you describe your toy to help people find it? Remember to include a picture!
2. The boy needs your help! He has found a penguin, but what should he do to help it find its way home? We need to write a set of instructions to help him out.
3. The boy and the penguin have arrived at the South Pole. There are so many other animals there! Find out all you can about one of the animals and write a report about it.
4. The boy and the penguin's journey has been very dramatic! Can you create some similes to describe all the things they've seen? Maybe you could make a poem out of them.
5. Can you re-tell the whole story from beginning to end? Maybe you could ask someone in your family to help you act it out!
6. Now it's time to write your own version of the story. Who will your main character be? Which animals will they find? Where will they go on their journey? And how will they get there?

## Further reading

*How to Catch a Star* by Oliver Jeffers

*Up and Down* by Oliver Jeffers

*The Way Back Home* by Oliver Jeffers

*The Storm Whale* by Benji Davies

*A Book of Bears* by Katie Viggers

Stay at Home Story Time:  
<https://www.oliverjeffers.com/books/#abookaday/>

Want to find out more? Why not download the full Planning Sequence on our website?



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1

Choose one of your toys. How could you describe it? Try making a list of adjectives. For example:

large

fluffy

stripy

soft

Can you make noun phrases? For example:

fluffy, white polar bear

LOST!

Have you seen a fluffy, white polar bear? It has a shiny, black nose and large, padded feet.

It was last seen at the foot of my bed, but has vanished!

If found, please contact Oliver.

2

Try to pick out some of the verbs from this part of the story and put them in to the past tense:

Simple past  
tense

ignored  
looked  
helped  
asked

Present tense

ignore  
look  
help  
ask

What instructions can we give the boy to help the penguin find his way home?

Here's a couple to get you started:

1. Ask your toy duck what to do.
2. Check in the Lost and Found office

**Challenge:** Can you use 'If' to start any of your sentences? If no-one will help you, ask a teacher.

3

Which animals live in the South Pole?

Where do they live?

What do they look like?

What do they eat?

How do they survive?

What else can you find out?

Try using the internet or non-fiction books to help you.

Try recording your report in a grid like this, with a section per animal:

Don't forget to draw a picture!

Antarctic Animals

4

Look at the page with the big wave. Oliver Jeffers has helped us out with a simile:

The waves were as big as mountains.

Remember similes compare one thing to another using 'like' or 'as' in the middle.

The boat was as strong as....

The waves were as big as....

The lightning was as bright as....

The South Pole was as cold as...

Maybe you could put your similes in a list to create a poem - just give it a title!

5

Now here's a BIG challenge!

Can you re-tell the whole story from beginning to end?

Maybe you could find somebody at home to act it out with you. Who will be the boy? Who will be the penguin? What will be your boat?

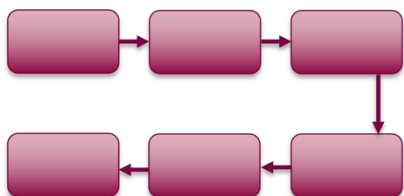
Try using some of your similes to make the story really dramatic!

Those waves are as tall as a block of flats!

Don't worry, this boat is as strong as steel.

6

Before you write your story, try planning it out on a map, like this one:



Oliver Jeffers won't mind if we borrow some of his sentence openers to get us started!

Once there was a...

One day he found a...

He/She didn't know where it had come from, but...

