

EASY TO READ COMICS
TOON BOOKS™

*Benny and Penny
 in Lost and Found*

by Geoffrey Hayes

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Guided Reading Level = H

Lexile Level = BR



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ELA COMMON CORE STANDARDS, GRADES 1 & 2

KEY IDEAS AND DETAILS

<p>What kind of animals are Benny and Penny? How are they related to each other? On page 9, why is Benny outside and why is Penny surprised to find him there? Where does Benny want to go and why does Penny decide to go with him?</p>	<p>RL.1.1 RL.2.1</p>
<p>What is the relationship between B&P like? Who is the leader and who is the follower? Are there moments where this switches? Ask students to give examples from the story.</p>	<p>RL.1.2 RL.2.2</p>
<p>What unexpected things (or animals) do B&P find while they are searching for the pirate hat? How do they react in each case?</p>	<p>RL.1.3 RL.2.3</p>
<p>What does Benny decide to do after Penny starts to cry (page 29-30)? Why does he make this decision, and what happens as a result?</p>	<p>RL.1.3 RL.2.3</p>

**INTEGRATION OF KNOWLEDGE
 AND IDEAS**

<p>At times, it seems like B&P are lost in a big, scary forest. Can you find visual details throughout the story that remind us that they never leave their backyard? If they are actually close to home, why does the setting seem so spooky?</p>	<p>RL.1.7 RL.2.7</p>
<p>Have students look at page 11, where Benny has angry marks above his head. These are called “emanata,” and are a common way of communicating emotion in comics. Ask students to find other examples of emanata, and describe what emotions the characters are feeling.</p>	
<p>On page 16, how are B&P’s experiences of being “lost” different from each other? Why is Penny excited and why is Benny frustrated? At what points in the story do they feel the same way and why?</p>	<p>RL.1.9 RL.2.9</p>
<p>See if students can think of other stories from books, television, or movies where the characters get lost or lose something important (e.g. <i>Hansel and Gretel, Finding Nemo</i>). How are the characters in these stories different than B&P?</p>	

CRAFT AND STRUCTURE

<p>Have students look at both panels on the bottom of page 23. When Benny says “slow,” how do you think he would sound, and why? List a few words that describe the way he might feel in that moment. In contrast, would he say the word “run” any differently? How can you tell?</p>	<p>RL.1.4 RL.2.4</p>
<p>On page 25, how do the words “wuh...wuh... wuh” help you figure out what is going on? Why do you think the author repeated “wuh” three times?</p>	
<p>Look at page 35. Talk about the events that put Benny in a bad mood. What events caused his mood to change from bad to good? Finally, why is he in a “really good” mood in the last panel?</p>	<p>RL.1.5 RL.2.5</p>
<p>Ask students to look at pages 32-33. Who is saying the word “breakfast?” How can you tell? How do B&P feel about breakfast? Have students identify the various visual clues (lines, gestures, expressions) that help them figure it out.</p>	<p>RL.1.6 RL.2.6</p>

**SPEAKING AND LISTENING
 / WRITING**

<p>Ask students if they can remember a time where they were either lost themselves or lost something important to them. After sharing stories about personal experiences, talk about the advice given by B&P’s Mommy (page 11 and page 31). Is this good advice?</p>	<p>SL.1.2, SL.1.3 SL.1.4, SL.1.6 SL.2.1, SL.2.3 SL.2.4, SL.2.6</p>
<p>Re-read pages 28-29, where Benny describes why the pirate hat is his favorite thing. Ask students to write about their “favorite thing,” being sure to give specific details about why it is special. They may want to draw and illustrate a short story involving their favorite thing.</p>	<p>W.1.2, W.2.2 W.1.5, W.2.5</p>