

FOR VISUAL READERS  
**TOON BOOKS®**

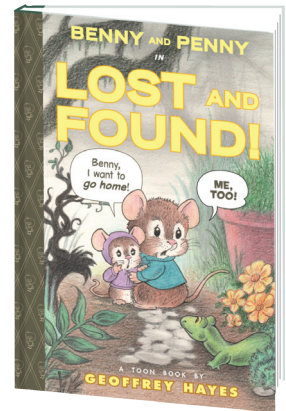
**Benny and Penny  
 in Lost and Found**

by Geoffrey Hayes

ISBN: 978-1-935179-64-1

Guided Reading Level = H

Lexile Level = BR



by Genevieve Bormes,  
 Educational Outreach,  
 TOON Books

**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><b>RL.1.1</b>  <b>RL.2.1</b></p>
<p>What is the relationship between B&amp;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><b>RL.1.2</b>  <b>RL.2.2</b></p>
<p>What unexpected things (or animals) do B&amp;P          find while they are searching for the pirate hat?          How do they react in each case?</p>	<p><b>RL.1.3</b>  <b>RL.2.3</b></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><b>RL.1.3</b>  <b>RL.2.3</b></p>

**INTEGRATION OF KNOWLEDGE  
 AND IDEAS**

<p>At times, it seems like B&amp;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><b>RL.1.7</b>  <b>RL.2.7</b></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&amp;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><b>RL.1.9</b>  <b>RL.2.9</b></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</i>, <i>Finding Nemo</i>). How are the          characters in these stories different than B&amp;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><b>RL.1.4</b>  <b>RL.2.4</b></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><b>RL.1.5</b>  <b>RL.2.5</b></p>
<p>Ask students to look at pages 32-33. Who is          saying the word “breakfast?” How can you          tell? How do B&amp;P feel about breakfast? Have          students identify the various visual clues (lines,          gestures, expressions) that help them figure it          out.</p>	<p><b>RL.1.6</b>  <b>RL.2.6</b></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&amp;P’s Mommy (page 11 and page          31). Is this good advice?</p>	<p><b>SL.1.2, SL.1.3</b>  <b>SL.1.4, SL.1.6</b>  <b>SL.2.1, SL.2.3</b>  <b>SL.2.4, SL.2.6</b></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><b>W.1.2, W.2.2</b>  <b>W.1.5, W.2.5</b></p>