

Lost and Found Cat

Help Kunkush Return Home

Overview: This activity is meant to complement the picture book, [Lost and Found Cat: The True Story of Kunkush's Incredible Journey by Doug Kuntz and Amy Shrodes with illustrations by Sue Cornelison](#). Several important animal issues are introduced in this book: need for permanent pet identification, planning for pets in emergency situations, and pets facing homelessness. In this activity, students will make a character map and create a lost or found poster to help reunite Kunkush with his family.

Materials: Poster paper and drawing materials (pencil crayons, felt pens or paint), sample page with real posters. [YouTube video of book](#)

Key Questions:

- What is the best form of permanent identification for pets?
- How do we plan for losing a pet?
- What steps should we take if we lose our pet?

Big Idea:

- Pets are members of our family and should be included in an emergency plan.
- Permanent pet identification helps to reunite pets with families.
- Stories and other texts help us learn about ourselves and our families.

**curriculum links listed at the end of this packet*

Activity:

Tell students that they will be hearing a story about a family and their pet. Ask them if they know what an author and illustrator do. Explain to students that this is a true story and one of the authors, Doug, is a character in the book. Ask them to follow along with the words on the page as Doug reads. If needed, pause the video to discuss parts of the story or to allow students to ask questions.

Ask them:

Where and when does the story take place?

Who are the main characters?

Why did they have to leave their home?

What happened to the cat and how was the problem solved?

 **Additional Resources**

Activity cont.:

Once they have finished the story, ask students to tell you about Kunkush. Make a character map of the cat to assist them with completing the poster activity.

Possible Answers for Character Map:

<p>Traits:</p> <ul style="list-style-type: none">• Calm• Adventurous• Playful• Loyal	<p>Actions:</p> <ul style="list-style-type: none">• Likes to meow• Looked for family• Stayed quiet on trip• Likes to play
<p>Feelings:</p> <ul style="list-style-type: none">• Nervous• Scared and alone• Tired• Happy with people	<p>Looks:</p> <ul style="list-style-type: none">• thick, long white fur• big pink nose, whiskers• yellow brown eyes• male, cat

Once students have character details, they can design a lost or found poster. Ask them to create a unique design incorporating all the important details. Discuss what colours and shapes will make the posters stand out. If needed, students can use the poster template provided.

When posters are complete, lead a discussion about where the posters should be placed in order to get noticed and help build awareness. Ask students if there is a better way to help Kunkush find his family? Discuss the benefits of permanent identification for pets.

Modifications:

- Provide students with sample poster outline and allow them to copy info from examples.
- To promote understanding of pet identification use the additional resources.

Extension Activities:

- Create an emergency pet kit. List all the items you would need for you pet if you had to leave home. What would you keep? What would you have to leave behind?
- Investigate different types of pet identification, such as microchips, tattoos or name tags. What is most effective and why? Reinforce this concept with the optional colouring sheet attached.
- Reading response journal: Most cities require dogs to be registered, but not cats. Should ID be mandatory for all pets? Why or why not? Explain your thinking.

Name:

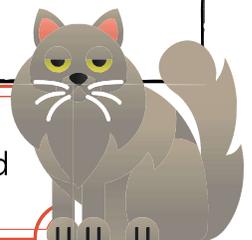
Character Map

Directions: After you listen to the story, complete the character map for Kunkush. Include details about his personality (traits), feelings, looks and actions.

Traits	Feelings
Kunkush	
Looks	Actions



What are the names of other characters in this story?
What would we write about their traits, feelings, looks, and actions?



Name:

Found or Lost Cat Poster

Directions:

Help Kunkush find his family! Pretend you found a cat and design a poster or hand-out to get peoples' attention. There's a handy template on the next page!

Keep in mind:

- What does the cat look like?
- Where was he found?
- Anything special about the cat, like marks or personality?
- Include a made-up contact number so people can call
- Make it colourful and eye-catching!

You can pretend to be my family, and make a LOST poster instead!



Here are some real-life samples that were made by the volunteers:

CAT FOUND

Help! I lost my family on Lesbos Island in Greece when they brought me on their rubber boat from Turkey in November. When we got to shore, I got really scared and ran away but I really want to be with them again. Volunteers believe I came from Iraq. Can you help me look for my family? I am sure my family is in Europe and with your help I can be reunited with them again! My family sacrificed a lot for me to escape with them so I know they love me a lot! We need to stick together, we have been through enough and I really miss them.

المساعدة! فقدت عائلتي في جزيرة لسبوس اليونان عندما تم نقلي على متن قاربهم المطاطي من تركيا في شهر نوفمبر. عند وصولنا الشاطئ خفت جدا وهربت ولاكن اريد الرجوع الى اهلتي مجددا. المتطوعين يعتقدون انيت من العراق. هل بإمكانك مساعدتي في البحث عن عائلتي؟ انا متأكد ان عائلتي في اوروبا وبمساعدتك يمكن لي ان اجتمع معي عائلتي!

کمک! من خانواده ام را در جزیره لسبوس یونان هنگامیکه توسط یک قایق راغری من را آوردن گم کردم. رضایکتران معتقد هستند که من از عراق آورده شده ام. من مطمئن هستم که فامیلم در اروپا هستند و با کمک شما من میتوانم با فامیلم یکجا شوم. هاریکاری... ل گریوتا لسبوس با یونستانل من خزانانا خود ژ دست نا دسا فمگوهاسلتن ژ ترکیبا یز یونستانلن ل مععا نوقنیرین برن با گسبهکا محانت... دسا نام گهصین بامشن نهر گلهک ترسیم و من باز نا ل نهعا دخولزم جارمک دن فمگوهیرم... کامسنن خوجهچین وسا هزر دنکن ژ ابرالین هاتمه گلهو کو دنکاری هاریکاریا من بکی ل گهریانا خزانانا من؟ نهر ییلوهرم کو خزانانا من ل نهوریا په و ب هاریکاریا نه دبه کو نهر جارمک دن خزانانا خویره بگهم

Facebook.com/reunitediasthecat contact us @DiastheCat reunitedias@gmail.com

Cat Found

elp! I lost my family on Lesbos and, Greece when they brought me on their rubber boat from Turkey in November. When we got to shore, I got really scared and ran away but I really want to be with them again. Volunteers believe I came from Iraq. Can you help me look for my family? I am sure my family is in Europe and with your help I can be reunited with them again!

My family sacrificed a lot for me to escape with them and so I know they love me a lot. We need to stick together, we have been through enough and I really miss them.

Help us spread his story!

@DiastheCat Facebook.com/reunitediasthecat



Why does this poster use two types of writing - Arabic and English?

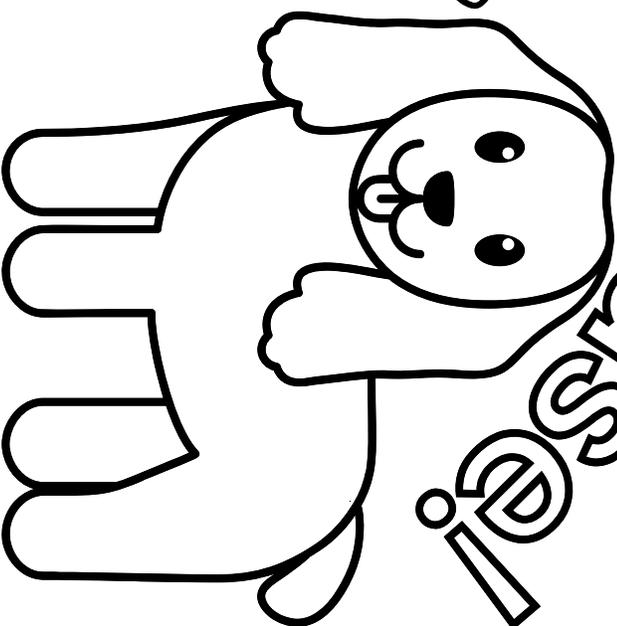
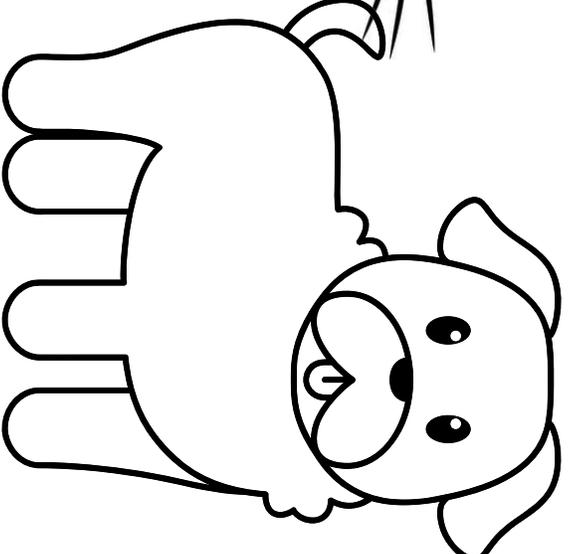
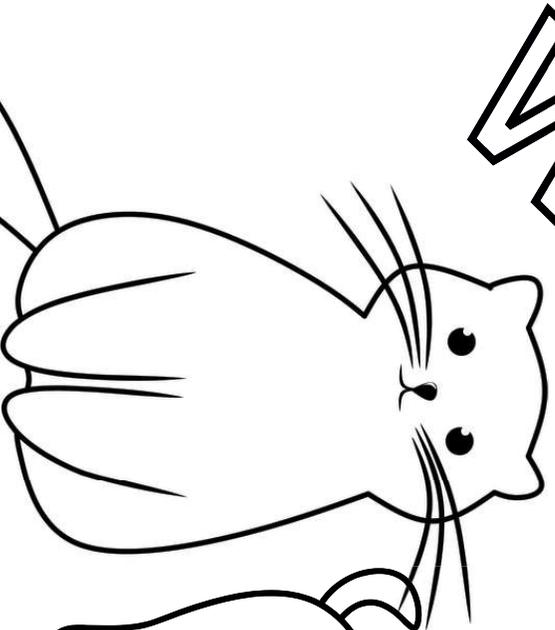
Name:

Empty rectangular box for name entry.

Large empty rectangular box for drawing or description.

Seven horizontal dashed lines for writing.

Our Need ID, please!



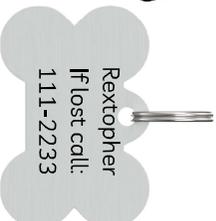
Draw a collar and ID tag on all of the pets!

Pets need 2 kinds of identification in case they get lost:



Tag

On the pet's collar with guardian's contact information.



Rextopher
If lost call:
111-2233



Tattoo or microchip

Done at the animal shelter or by a vet.

Lost and Found Cat Curriculum Links

Curricular Competencies and Content:

Social Studies

- Recognize causes and consequences of events, decisions or developments in their lives (cause and consequence)
- Identify fair and unfair aspects of events, decisions or actions in their lives and consider appropriate courses of action (ethical judgement)

English Language Arts:

- Recognize the importance of story in personal, family, and community identity
- Use personal experience and knowledge to connect to stories and other texts to make meaning
- Recognize the structure and elements of story
- Plan and create a variety of communication forms for different purposes and audiences
- Reading, listening, and viewing strategies: examples include making logical predictions using prior knowledge and story structure; visualizing; making connections to text and self; making inferences; asking questions; engaging in conversation with peers and adults; showing respect for the contribution of others

Arts Education:

- Express feelings, ideas, stories, observations, and experiences through the arts
- Develop processes and technical skills in a variety of art forms to refine artistic abilities
- Reflect on creative processes and make connections to other experiences

Core Competencies:

Critical Thinking and Reflective Thinking:

- Questioning and Investigating
- Reflecting and Assessing

Positive Personal and Cultural Identity:

- Recognizing personal values and choices