

# 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 loose 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.

### 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 takes 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?

## 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:

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

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.

# Character Map

Read-out-loud  
with author  
Doug Kuntz on  
YouTube from KidLit TV  
- [Lost and Found Cat](#)

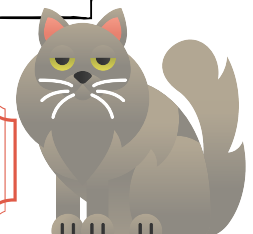
**Directions:**

After you listen to the story, complete the character map for Kunkush. Include details about his personality (traits), feelings, looks and actions. If needed, rewatch the story to fill in more details.

<b>Traits</b>	<b>Feelings</b>
<b>Kunkush</b>	
<b>Looks</b>	<b>Actions</b>



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



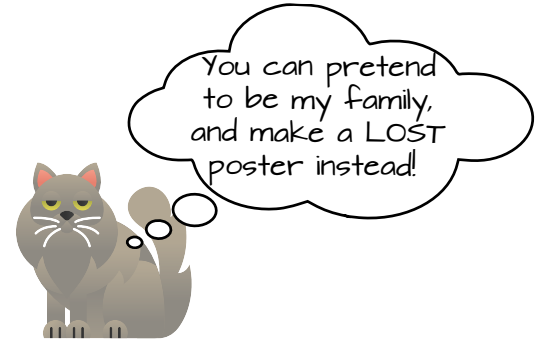
# Found or Lost Cat Poster

## Directions:

Help Kunkush find his family! Pretend you found a cat and design a poster or hand-out to get peoples' attention.

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!



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

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

Name:

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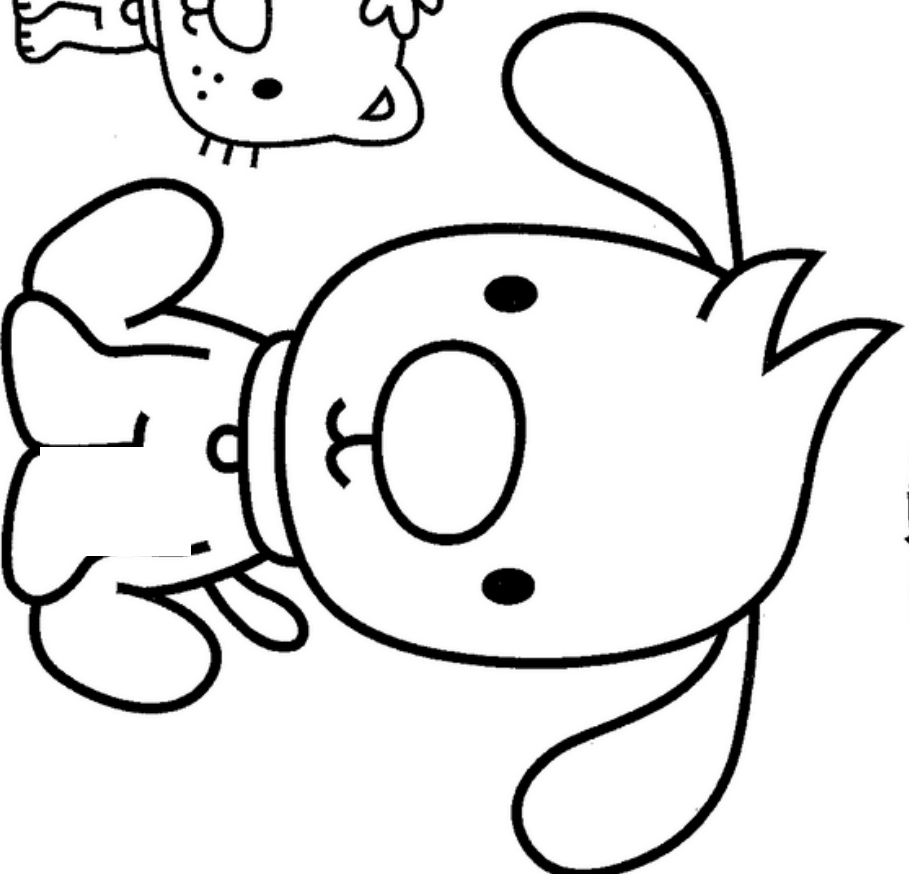
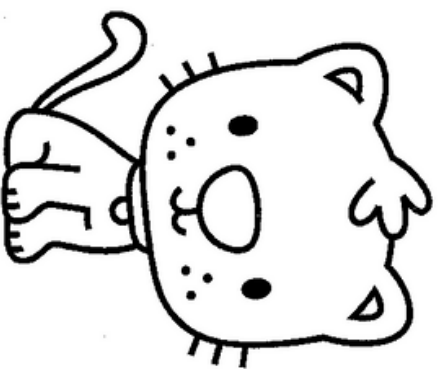
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# WE NEED ID PLEASE!

Pets need at least 2 types of identification:

1. a tag
2. a tattoo or a microchip





# 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