

# All the Lost Things

by Kelly Canby

## Common Core Teaching Guide



### About the book



Olive is not your ordinary girl.

And one day when this spunky, colorful girl goes out for a walk, she discovers some extraordinary things. But it's not just the "things" that are extraordinary. It's what Olive does with them that makes this story one that will inspire and delight readers—filling their hearts with warmth and joy.

### Introduction

Dear Teacher,

Invite your students to dial up their imaginations and accompany Olive on a magical journey into the long-term storage facility of lost things deep under the streets of a busy, modern, and disaffected city. This charming picture book highlights the importance of curiosity and generosity while teaching kids the value of nonmaterial "things" such as memory and sense of humor, and most of all, the transformative power of hope. It is a perfect addition to your Language Arts as well as your Social Studies curriculum. As you discuss Olive's adventure, you'll have many opportunities to meet Common Core Reading Literature, Writing, and Speaking and Listening standards.

In addition, you can use it as a springboard for a visual art activity. Plan time for many learning opportunities based on this new book!



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### Reading Literature Standards

#### Reading Literature Standard 1

**RL K.1** With prompting and support, ask and answer questions about key details in a text.

**RL 1.1** Ask and answer questions about key details in a text.

**RL 2.1** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

### Questions: 5 W's and an H

**Kindergarten, Grade One, Grade Two:** After reading *All The Lost Things*, challenge students to answer the following questions about key details in the text:

- **Who** is the main character in this story?
- **How** do you know it is Olive?
- **What** happens when she takes her walk?
- **Where** does the story primarily take place? (Note: Discuss the frame story that unfolds in the real world and the imaginative story of the underground place of lost things.) Are there any other places/settings in the story? What are they?
- **Why** does Olive choose the things she does for each jar?
- **When** do things in the city change?
- **How** does the story end? **What** makes the ending satisfying?



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### Reading Literature Standard 3

**RL K.3** With prompting and support, identify characters, settings, and major events in a story.

**RL 1.3** Describe characters, settings, and major events in a story, using key details.

**RL 2.3** Describe how characters in a story respond to major events and challenges.

## Just that Sort of Girl

**Kindergarten, Grade One, Grade Two:** After reading *All the Lost Things* aloud, ask students:

- Who is the main character in the story? How do you know?
- Who is the other (secondary) character in the story? Are there still other secondary characters in the story? Make a list of them. Do they matter as much as Olive and the little old lady? Why or why not?
- Where does the story take place/What is the setting? (See also: **In My Community** activity below)
- What are the most important events of the story?

Additionally, for **Grade Two** students, ask them to think about how Olive responds to the negativity in the city around her. Note that while the atmosphere in the city is not an event, it is the underlying cause of Olive's actions. Ask: *Does Olive act consistently from beginning to end or does she grow and change?*



## In My Community

**Kindergarten, Grade One, Grade Two:** The events of *All the Lost Things* take place in a large, bustling, noisy city. Begin by asking students: *How do you know that the story takes place in a big city rather than in a smaller town or in the countryside?* Then invite students to imagine that this story takes place in their own rural, town, or city neighborhood. Ask:

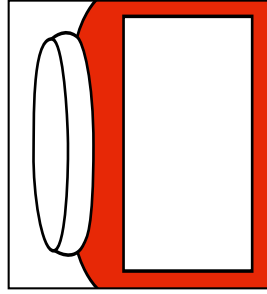
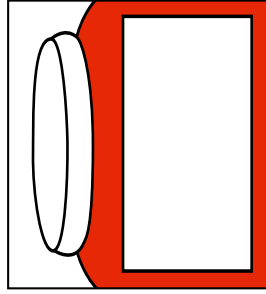
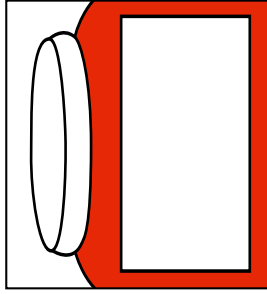
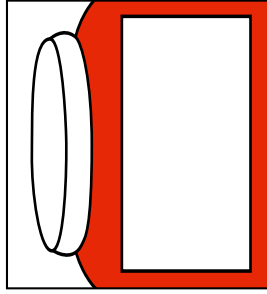
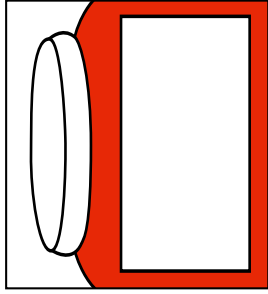
- What places in your community could be made more peaceful, safe, happy, or beautiful with a jar from the lost things collection?
- What would be in that jar?

Log answers on the **In My Community chart** on the following page. Then ask each student to draw one of the scenes from their community before and after the contents of the jar was sprinkled down upon it.

# In My Community

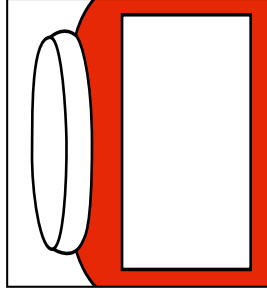
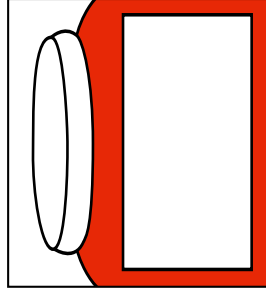
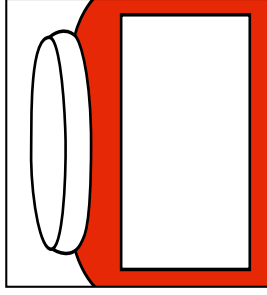
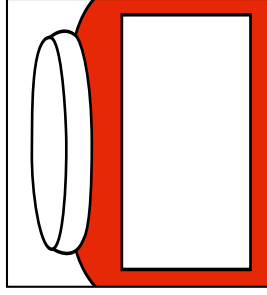
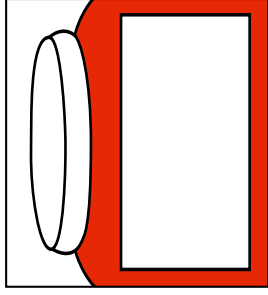
Place that Could Be Made More Peaceful,  
Safe, Happy, or Beautiful

Contents of the Jar



Place that Could Be Made More Peaceful,  
Safe, Happy, or Beautiful

Contents of the Jar



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### Reading Literature Standard 5

**RL 2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

### From Beginning to End

**Grade Two:** After reading *All the Lost Things*, ask students to think about the beginning and ending of the book. Discuss the work of the frame story (first double-page spread and the last four double-page spreads and the last single page, all of which take place in the everyday world). Ask:

- *In what ways are the art and text in the first double-page spread and the first of the four final double-page spreads similar?*
- *How are they different?*
- *How do the final illustrations evolve as they proceed?*

Then talk with students about what they think the author's message is in *All the Lost Things* based on the beginning and ending of the story. Finally, invite students to complete the **From Beginning to End** activity sheets on the following pages.



From Beginning to End  
Grade Two

The Beginning



On her walk,  
olive heard a



Coming from an open  
manhole in the street.

What work does the first double-page spread do? Is the focus more on setting or is the focus more on character?

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### Reading Literature Standard 7

**RL 1.7** Use illustrations and details in a story to describe its characters, setting, or events.

**RL 2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

### Painting Olive

**Grade One and Grade Two:** After reading *All the Lost Things* aloud, ask students to describe Olive. Make a list of her characteristics. Then revisit the illustrations with students and ask them to decide whether each item on the list is conveyed through illustrations or details in the text. Invite them to cite specific details in the illustrations or text that informed their understanding of Olive's character. Then, ask: *What further illustration suggestions do you have that might increase your understanding of Olive?*

### Writing Standards

#### Writing Standard 8

**W K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**W 1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**W 2.8** Recall information from experiences or gather information from provided sources to answer a question.

### Collection Found

**Kindergarten, Grade One, Grade Two:** After reading and discussing *All the Lost Things*, invite students to remember a time when they discovered or were given a box or collection of items. Ask:

- *Where was this collection?*
- *What was in the collection?*
- *Who do you think gathered the things there?*
- *How did you feel when you sorted through it?*
- *What was your favorite item and why?*

[Note: If you feel that students need help to jog a memory, send home a quick note to parents asking them to help their children to remember such an instance or to share one of their own.]

Follow this activity with the **It Happened to Me!** activity on the following page.





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### Writing Standard 3

**W K.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**W 1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**W 2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

### It Happened to Me!

**Kindergarten, Grade One, Grade Two:** Invite students to build a narrative about the collection they discovered or were given as discussed in the previous **Collection Found** activity.

Ask all students to relate the sequence of events, encouraging students in **Grade One** and **Grade Two** to use temporal words as they do so as well as to include details regarding what happened (**Grade 1**) and details describing actions, thoughts, and feelings (**Grade 2**). Encourage **Kindergartners** to describe their reaction to the collection or its discovery. Remind students in **Grade One** and **Grade Two** to provide a sense of closure in their piece.

## Speaking and Listening Standards

### Speaking and Listening Standard 2

**SL K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**SL 1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**SL 2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

### What's in Olive's Jars?

**Kindergarten, Grade One, Grade Two:** Engage students in a conversation about the lost things that Olive chose to put in her five jars. Ask:

- Who are each of the five jars for?
- Why did Olive choose the things she did to fill each person's jar?

- How will the things in each person's jar help him or her?
- Which jar is most important to the story?
- How does the contents of Olive's jar change her ordinary world?
- Why?

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### Speaking and Listening Standard 4

**SL K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**SL 1.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**SL 2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

### A Gift from Olive

**Kindergarten, Grade One, Grade Two:** After reading *All the Lost Things*, ask students to consider the effects that the contents of each of Olive's first four jars may have had on their recipients. Ask students to discuss the answers to these questions, using relevant, descriptive details while speaking clearly and audibly:

- *How did Grandad feel about his jar full of Memory and how do you think it helped him?*
- *How did Olive's sister feel about her jar full of Sense of Humor and do you think it changed her?*
- *How did Dad feel about his jar full of Eyesight and do you think he thought he'd need it?*
- *How did Mom feel about her jar full of The Way and how do you think it helped her?*

### Speaking and Listening Standard 5

**SL K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.

**SL 1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**SL 2.5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

### The Fifth Jar

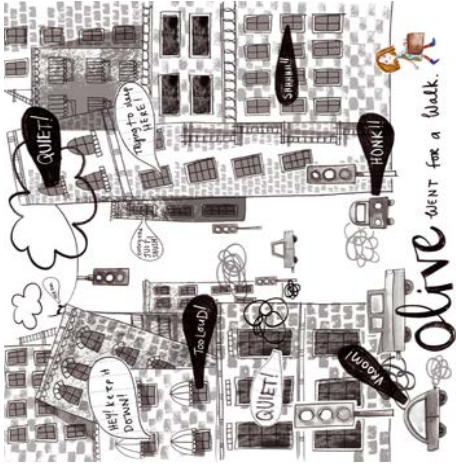
**Kindergarten, Grade One, Grade Two:** Ask students to imagine that they are Olive, living in the gray, noisy city. Read the speech bubbles on the first double-page spread and discuss what the city is like and what its residents are like as reflected in the text. Next, revisit the final double-page spread and discuss how Olive's jar of HOPE has changed the city and its residents. Now ask: *What else might Olive have filled her jar with that would have changed the city and its people in the same way or a similar way?* Invite students to complete **The Fifth Jar** activity sheet on the following page once they have had a chance to ponder.

### Art Extension Activity

#### The Treasures I Found

Invite each student to pretend that he/she is Olive with five empty jars. Ask them to think about what they would fill each of the five jars with and for whom. Now give them materials such as markers, colored pencils, or paint to render those ideas artistically on paper. If desired, provide **The Treasures I Found** framed sheet in the following pages for their art or trim and glue their creations into the frame.

# The Fifth Jar



If I filled my fifth jar with \_\_\_\_\_,  
the city would look like this after I opened it:

A large empty rectangular box with a black border, intended for drawing the city after the jar is opened.

# The Treasures I Found

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### About the Author



*Kelly Canby* was born in London, England but has lived in Australia since the grand old age of three, which is probably about the same age she started playing with pencils and crayons. And it was probably only a few years after that when she decided that playing with pencils and crayons was something that she wanted to do for the rest of her life! *All the Lost Things* is Kelly's debut picture book.

