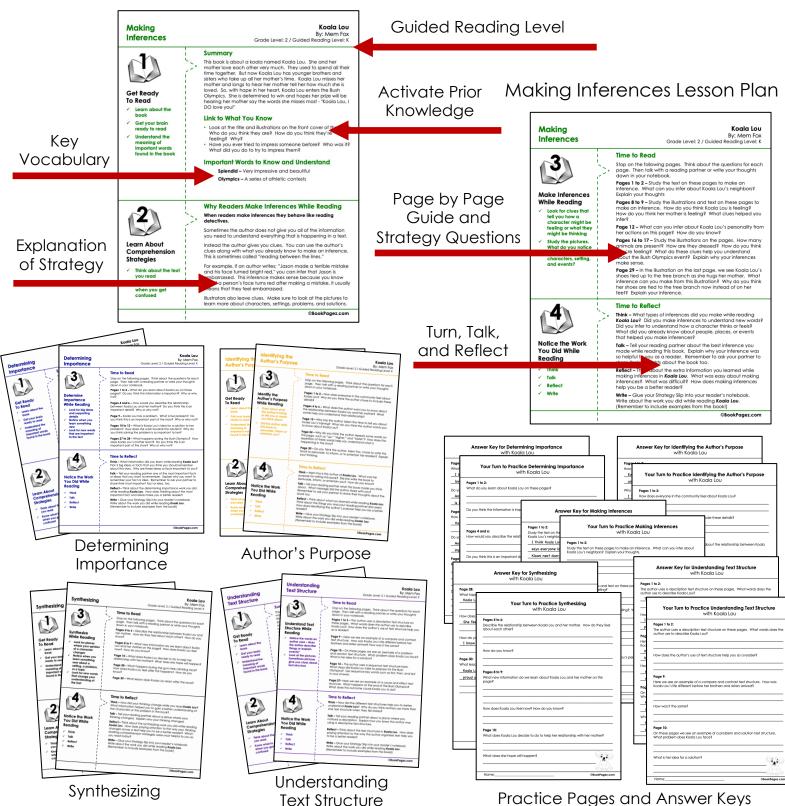
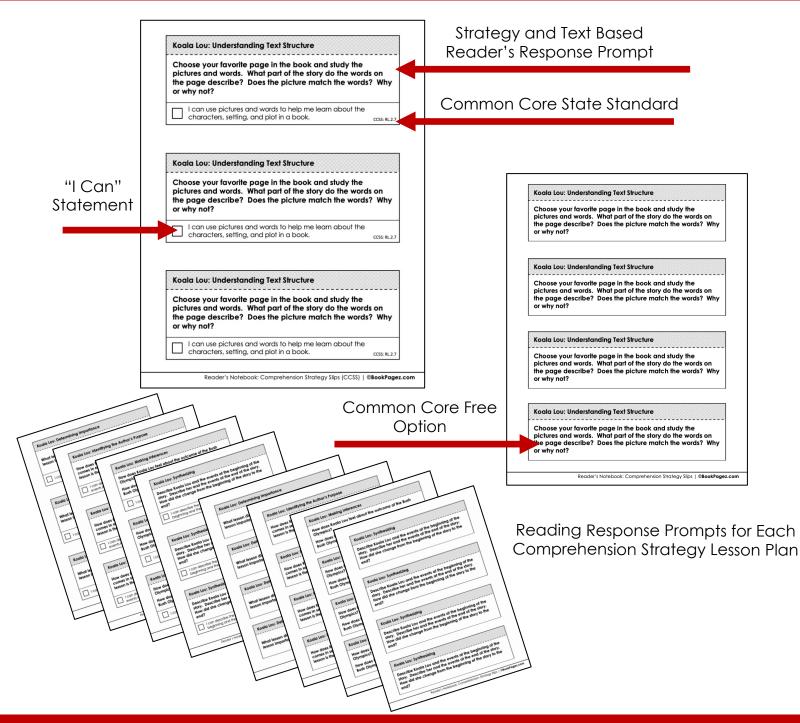
# Lesson Plans and Teaching Resources for Koala Lou

# 5 Comprehension Strategy Lesson Plans and Practice Pages

#### Making Inferences Lesson Plan



# Writing About Reading with Optional CCSS Alignment



# 5 Comprehension Strategy Graphic Organizers



| Determining |  |
|-------------|--|
| mportance   |  |

| Who is the    | author of yo   | ur book?       |                 |
|---------------|--|----------------|-----------------|
| book? H       | the author's<br>ow do you kn<br>suade 🔲                  | ow?            | -               |
| l know be     | cause  |                |                 |
|               | you the think<br>lie reading th                          |                | led you to th   |
|               | icture of the n<br>ade you think                         |                |                 |
|               |  |                |                 |
| L Carefully a | ch of the questi<br>at on the dotter<br>or staple into y | d line.        | notebook.       |
|               | Comprehen  | sion Shotegy G | raphic Organize |

Author's Purpose

| Making Inferences<br>Title:  |   |   |  |  |
|--|---|---|--|--|
| What the<br>Text Says<br>Look for clues in the<br>feet or pictures | What I<br>Know<br>What do you know<br>about the clue? | What I Can<br>Infer<br>Emotors, Thought<br>Couse, Setting |  |  |
|  |   |   |  |  |
|  |   |   |  |  |
|  |   |   |  |  |
|  |   |   |  |  |
| ctions:<br>rower each of the<br>carefully cut on the               | dotted line.  | notebook  |  |  |

Making Inferences

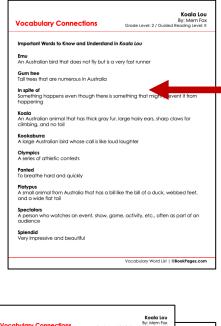
| At first I was<br>hinking | My new thinking     | I used to think      |
|---------------------------|---------------------|----------------------|
|                           |                     |                      |
| lecause                   | Because             | But now I think      |
|                           |                     | Because              |
| My new thinking<br>is     | Now I<br>understand | After thinking about |
| Because                   | Because             | I conclude           |
|                           |                     | Because              |
|                           |                     |                      |

Synthesizing

| Understandin<br>litle:   | g Text Structure  |                                       |
|--|---|---------------------------------------|
| Text<br>Structure  | Where the Text<br>Structure was<br>Used                     | How the Text<br>Structure Helpe<br>Me |
|  | Poge:   |                                       |
| Text Shuctures Yo  | a Might See While Readin                                    | •                                     |
| Description<br>Compare and<br>Contrast                               | Sequence<br>Problem and<br>Solution                         | Cause and Effect                      |
| ctions:<br>nswer each of t<br>arefully out on t<br>lue, tape, or sto | he questions,<br>he dotted line,<br>spie into your reader's | i notebook.                           |

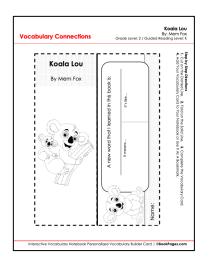
Understanding Text Structure

### Vocabulary Connections Resources

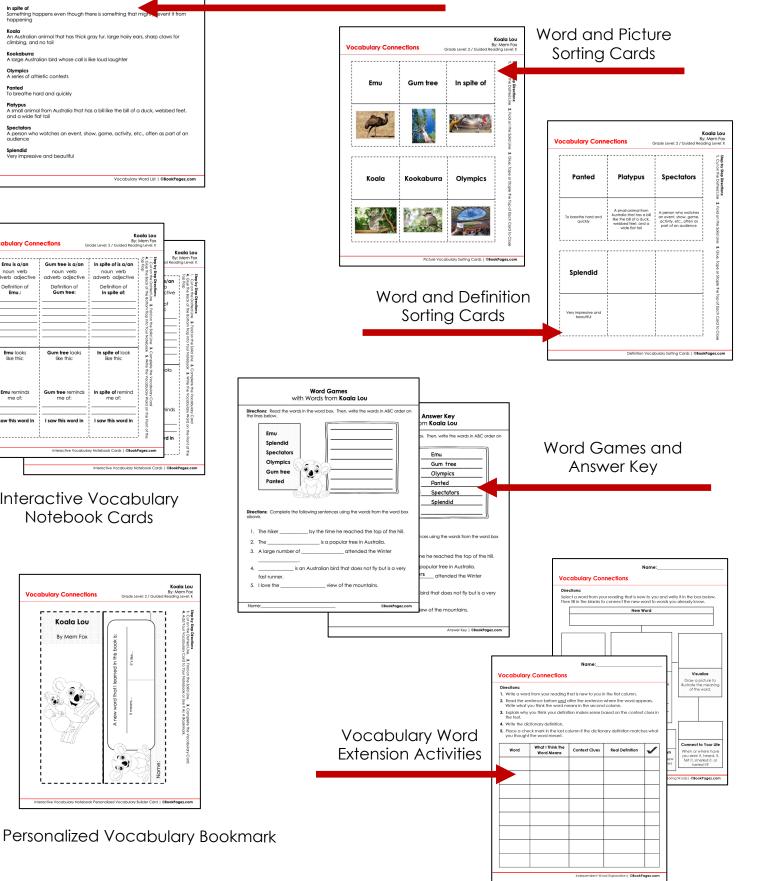


| Emu is a/an             | Gum tree is a/an             | In spite of is a/an            | Top G of ed Re   |
|-------------------------|------------------------------|--------------------------------|--|
| noun verb               | noun verb                    | noun verb                      | op Flap  |
| adverb adjective        | adverb adjective             | adverb adjective               | the Boo D 1/or   |
| Definition of<br>Emu.:  | Definition of<br>Gum tree:   | Definition of<br>In spite of:  | the production is a constrained of the source of the |
|                         |                              |                                | 2. Fold on the Solid Line<br>form Flap Into Your Noted   |
|                         |                              |                                | 9 Solid Line :   |
| Emu looks<br>like this: | Gum tree looks<br>like this: | In spite of look<br>like this: |  |
| Emu reminds             | Gum tree reminds             | In spite of remind             | Complete the Vocabulary Card     Such & Write the Vocabulary Ward on the Front of the     took & Write the Vocabulary Ward on the Front of the   |
| me of:                  | me of:                       | me of:                         | VCord<br>and hind  |
| I saw this word in      | I saw this word in           | I saw this word in             | the Front  |
|                         |                              |                                | rd in  |
|                         | Interactive Vocabula         | ry Notebook Cards   @Book      | kPagez.com   |
|                         |                              |                                |  |

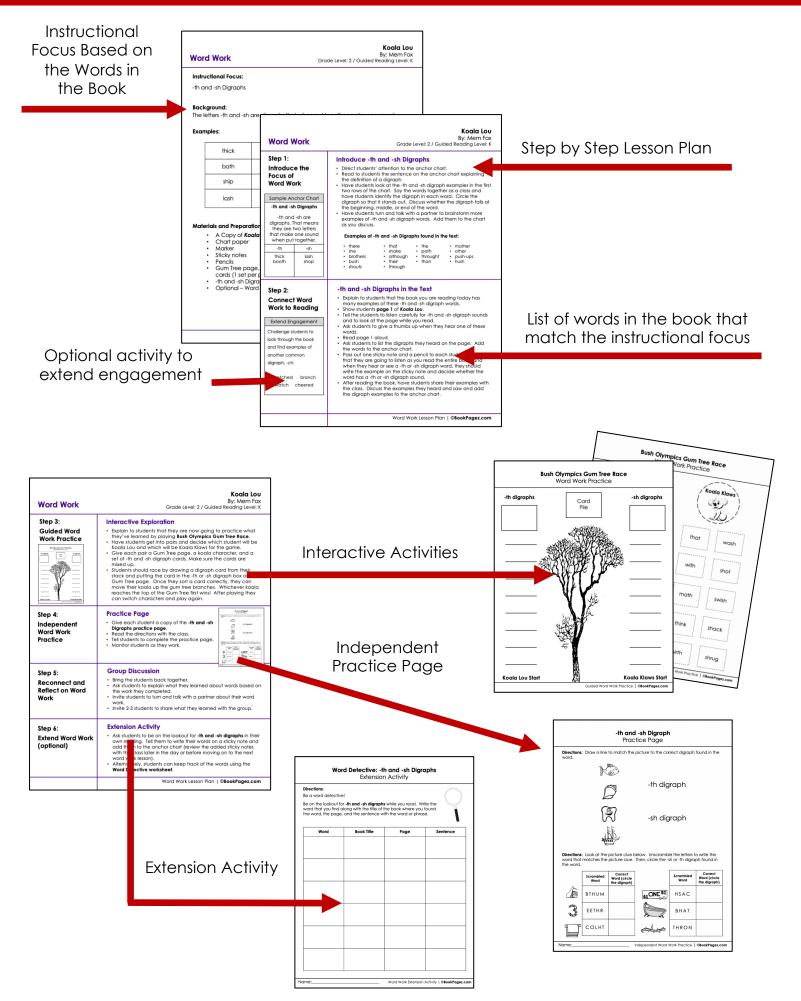
#### Interactive Vocabulary Notebook Cards



#### Important Words to Know and Understand in Koala Lou Word List



### Word Work Lesson Plan and Activities



### Assessments

Running Record Assessment: Use the first 100 words from the text to assess oral reading fluency

|      | Title: Koala Lou              | Guided Reading Text Level: K                                 | Wo        | rd Cou       | nt: 100      |              |
|------|-------------------------------|--|-----------|--------------|--------------|--------------|
|      |                               |  |           |              |              |              |
|      |                               | correct/100 words)<br>ords/100 words)                        |           |              |              |              |
|      | •                             | vords self-corrected/100 wor                                 |           |              |              |              |
| Tim  | e: (in seconds)               | Words Per Minute: (100/se                                    | econds re | ad x         | 60)          |              |
| 9    | Easy<br>25%-100% Accuracy     | Instructional<br>90%-94% Accuracy                            | 50%       | Ha<br>-89% / | rd<br>Accura | су           |
|      |                               | -Correction <b>M</b> = Meaning<br>b/Syntax <b>V</b> = Visual | c         | OUNT         |              | AATION<br>ED |
| Page |                               |  | E         | sc           | E<br>MSV     | SC<br>MSV    |
| 1    | There was once a baby koal    | a so soft and  |           |              |              |              |
|      | round that all who saw her lo | wed her. Her   |           |              |              |              |
|      | name was Koala Lou.           |  |           |              |              |              |
| 2    | The emu loved her. The platy  | rpus loved her.  |           |              |              |              |
|      | And even tough little Koala I | Klaws next door  |           |              |              |              |
|      | loved her.                    |  |           |              |              |              |
| 4    | But it was her mother who lo  | ved her most   |           |              |              |              |
|      | of all. A hundred times a day | she would laugh  |           |              |              |              |
|      | and shake her head and say    | r, "Koala Lou,   |           |              |              |              |
|      | I DO love you!"               |  |           |              |              |              |
|      |                               |  |           |              |              |              |
|      |                               |  |           |              |              |              |

Common Core Assessment: One question for each Reading Informational OR Reading Literature standard (1-9)

| Name:  |   | 3  |            |
|--|---|--|------------|
| Koala Lou<br>CCSS Assessment Score: /8   |   |  |            |
| Directions:<br>Use what you know about <b>Koala Lou</b> to answer each of the following ques   | ons.  |  |            |
| 1. Which of these details is important to the story?   |   |  |            |
| A The spectators of the Bush Olympics whistle and cheer.   |   |  |            |
| B The emu loves Koala Lou.   | •   |  |            |
| C Koala Lou wants her mother to say, "Koala Lou, I DO love you!"   | 5. Which of these describes an event that happ                          | ens at the END of the story? (RL.2.5)          |            |
| D Koala Lou is soft.   | A Koala Lou has brothers and sisters.                                   |  |            |
|  | Koala Lou is sad that she lost the race.                                | so her mother hugs her.                        |            |
| 2. What is the moral or lesson of this story?  | C Koala Lou competes against Koala Kl                                   | aws in the Bush Olympics.                      |            |
| A Family will always love you no matter what.  | We learn that Koala Lou is loved by ev                                  | eryone.  |            |
| B Never enter a race against a koala.  | -   |  |            |
| C Don't judge a book by its cover.   | 6. How are Koala Lou and Koala Klaws alike? (R                          | L.2.6)   |            |
| (D) Always keep your promises.   | A They both climb trees at the same spe                                 | ed.  |            |
| 3. How does Koala Lou respond to the challenge in the story?   | B They both have brothers and sisters.                                  |  |            |
| A She gets angry with her mother and runs away.  | They both compete in the Bush Olymp                                     | ics.   |            |
| B She tries to give away her brothers and sisters.   | D They both lose the Bush Olympic gum                                   | tree climbing race.                            |            |
| C She gets into a fight with Koala Klaws.  | 7. What do the illustrations in the book help you                       | understand about the retting of the story?     |            |
| She decides to enter the Bush Olympics so her mother will tell her<br>she loves her.   | (RL.2.7)  | sidesiana abosi me sening oi me siory?         |            |
| 4. Why did the author repeat the words "up," "higher," and "faster" in the   | The book is set outside in the wild.                                    |  |            |
| from the story? "Koala Lou leapt onto the tree. Up and up and up she on<br>higher and higher. Faster and faster and faster until- there she was, rig | B The book is set in the ocean.   |  | Answer Key |
| (A) The author repeated these words because this page is a poem.   | C The book is set in the winter.  |  |            |
| The author repeated these words to show how fast and high Ko climbing in the tree.   | D The book is set in the zoo.   |  |            |
| C The author repeated these words by accident.   | 8. Which country is most likely represented in th                       | is story? (RL.2.9)                             |            |
| D The author repeated these words to show that Koala Lou was un  | A The book probably represents Americ                                   | a since it has an American flag on the cover.  |            |
| CCSS Assessment 2 <sup>nd</sup> Grade Reading Standards for Litera   | B The book probably represents Spain si                                 | nce it includes Spanish words.                 |            |
| CC33 Assessment 2 <sup>22</sup> Globe redding Standards for breid  | C The book probably represents China s pandas and snub-nosed monkeys.   | ince it has Chinese animals such as red        |            |
|  | The book probably represents Australi<br>koalas, kookaburras, and emus. | a since it has Australian animals such as      |            |
|  |   |  |            |
|  | CCSS Assessment 2 <sup>nd</sup> Grade Re                                | ading Standards for Literature   BookPagez.com |            |

### Skills Worksheet

Compare and Contrast

## Complete Common Core and TEKS Alignment

| Common Core State Standards Correlation  |   | Common Core State Standards Correlation  |   | Common Core State Standards Correlation  |
|--|---|--|---|--|
| Common Core state standards Correlation  |   | Koala Lou Lesson Plans, Resources, and Activities  | •   | - Common Core state standards Correlation  |
| Koala Lou Lesson Plans, Resources, and Activities  |   | ans, resources, and activities for use with Koala Lou correlate with the following   | Common Core State Standards Correlation   | alia Lou Lesson Plans, Resources, and Activities   |
| The lesson plans, resources, and activities for use with Koala Lou correlate with the followin<br>Enalish Lanauage Arts Common Core State Standards for second grade,  | Common Core State Standards Correlation   | lage Arts Common Core State Standards for second grade.  | Koala Lou Lesson Plans, Resources, and Activities   | , and activities for use with Koala Lou correlate with the following<br>mmon Core State Standards for second grade.  |
| Determining Importance Lesson Plan and Resources   | Koala Lou Lesson Plans, Resources, and Activities<br>The lesson plans, resources, and activities for use with Koala Lou correlate with the  | rature<br>following ind answer such questions such as who, what, where, when, why, and how to  | The lesson plans, resources, and activities for use with Koala Lou correlate with the folio<br>English Language Arts Common Core State Standards for second grade.  | owing pose Lesson Plan and Resources   |
| Reading: Ulerature<br>8.1.2.2. Recount statics, including fables and folktales from diverse cultures, and determin<br>central message, lesson, or moral,<br>8.1.2.7. Use information agrined from the illustrations and words in a print or digital text to  | English Language Arts Common Core State Standards for second grade.<br>Making Inferences Lesson Plan and Resources  | understanding of key details in text.<br>unt stories, including fables and folkalas from diverse cultures, and determin<br>age, lesson, or moral.<br>Tee how characters in a story respond to major events and challenges. | Understanding Text Structure Lesson Plan and Resources<br>Reading: Liferature   | dualing fables and faktales from diverse cultures, and determine their<br>r moral,<br>racters in a story respond to major events and challenges.                                       |
| demonstrate understanding of its characters, tetTing, or plot.<br>RL2.10 – By the end of the year, read and comprehend literature, including states and point the grades 2-3 test complexity band proticiently, with scatfolding as needed at the high of the range.   | Reading: Literature<br>$\mathbf{R.2.4} = Acknowledge differences in the points of view of characters, including by  different volce for each character when reading diclogue aloud.  \mathbf{R.2.7} = Use information gained from the illustrations and words in a print or digital 1$  | estory and the ending concludes the action.<br>ext to awledge differences in the points of view of characters, including by speaking   | R1.2.4 — Describe how words and phrases (eg. regular beats, alliferation thymes, repear<br>supply intyltim and meaning in a story, poem, as song.<br>R1.2.5 — Describe the overall structure of a tory, including describing how the beginnin<br>introduces the story and the ending concludes the action.<br>R1.2.7 — Use information gained from the liubrations and words in a print or digital text.              | g of its characters, setting, or plot.<br>year, read and comprehend literature, including stories and poetry,<br>pleakly band proficiently, with scattolding as needed at the high end |
| Reading: Foundational Skills<br>#f.2.3 - Know and apply grade-level phonics and ward analysis skills in decoding words.<br>#f.2.4 - Read with sufficient accuracy and fluency to support comprehension.<br>Writing<br>W2.8 - Readi information from experiences or gather information from provided sources t      | demonstrate understanding of 3's characters, setting, or plot.<br>RL310 = 3'the end of the years, read and comprehend literature, including staries<br>in the grades 2-3 test complexity band proficiently, with scatfolding as needed at<br>of the range.<br>Reading: foundational Skills  |  | demonstrate understanding of its characters, setting, or plot.<br><b>RL2.10</b> – By the end of the year, read and comprehend literature, including stores and<br>in the grades 2-31 ext complexity band proficiently, with scattalding as needed at the I<br>of the range.   | d poetry.  |
| answer a question.<br>Speaking & Listening   | RF2.3 – Know and apply grade-level phonics and word analysis skills in decoding s<br>RF2.4 – Read with sufficient accuracy and fluency to support comprehension.  | vords.<br>ndational Skills<br>r and apply grade-level phonics and word analysis skills in decoding words.  | Reading: Foundational Skills<br>RF2.3 - Know and apply grade-level phonics and word analysis skills in decoding word<br>RF2.4 - Read with sufficient accuracy and fluency to support comprehension.   | ds. from experiences or gather information from provided sources to  |
| 12.1b – Build on others' tak in conversations by linking their comments to the remarks of d<br>12.2 – Recount or describe key ideas or details from a text read aloud or information pret<br>analy or through other media. 512.3 – Ask and answer question about what a speaker says in order to clarify comprehen | Witting<br>W2.8 - Recall information from experiences or gather information from provided so<br>answer a question.<br>Speaking & Listening  |  | Writing<br>W2.8 - Recall information from experiences or gather information from provided sourc<br>answer a question.   | ik in conversations by linking their comments to the remarks of others.  |
| gather additional information, or deepen undestanding of a topic or issue.<br>Language<br>12.4 – Use words and phrases acquired through convertations, reading and being read to<br>responding to tests, including adjactives and advertis to describe (eg. When other kids a<br>happy that makes me happy).       | 12.10 - Build on others' takin conversations by Initing their comments to the rem<br>12.12 - Recount or describe key idea or details from a text read doud or information<br>orbity or through other media. 12.3 - Ask and answer question about what a speaker says in order to clarify com<br>gather additional information: or despen undestanding of a topic or lawe. | on presented listening   | Speciaria, & Listening<br>18:21 b – Bullo on theret 'tark in conversations by linking their comments to the remarks.<br>18:22 – Recount or describe key idea or details from a feat read aloud or information p<br>analy or through other media.<br>19:23 – Ark and answer question about what a speciar says in order to clarify compret<br>andher additional information or descen understanding of a topic or law. | presented estion about what a speaker says in order to clarify comprehension.  |
|  | Language<br>L2.4 - Use works and phrases acquired through conventions, reading and being<br>responding to test, including adjectives and advects to describe (e.g., When othe<br>happy that makes me happy).  |  | (any access)<br>(3.4 - Like word), and phrases acquired through conventions, reading and being rea-<br>responding to tesh, including adjectives and advertis to describe (eg. When other kid<br>happy that makes me happy).   | ses acquired through convensions, reading and being read to, and<br>this adjectives and advertis to describe (eg., When other kits are<br>spr).  |
|  |   | Koala Lou CCSS Alignment   @look?ag  |   |  |
| Koala Lou CCSS Alignment   @Book?ag  |   |  |   | Koola Lou CCSS Alignment   @look?agez.com  |
| -  | Amozina Groce CCSS Alignment   @  | pol/Pagez.com  | Koola Lou CCSS Alignment   @lookd   | /agez.com  |
| L  | rendeng Groce Cote regiment   ep  | and all the second s  |   |  |

#### Comprehension Strategy Lesson Plan and Resource Alignment

| Koala Lou Lesson   | Plans, Resources, and Activities  |
|--|---|
| he lesson plans, resources, and activities<br>nglish Language Arts Common Core Sta   | for use with Koala Lou correlate with the following<br>te Standards for second grade.   |
| ocabulary Lesson Plan and Resources  |   |
| <ol> <li>2.5a – Identify real-life connections betw<br/>bicy or juicy).</li> <li>2.6 – Use words and phrases acquired the</li> </ol> | the to the meaning of a word or phrase,<br>even words and their use (eg. describe foods that are<br>rough conversations, reading and being read to, and<br>entry occuring conjunctions to signal simple |
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Vocabulary Connections Alignment Word Work Alignment