

# Lesson Plans and Teaching Resources for Koala Lou

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### Making Inferences Lesson Plan

**Making Inferences**

**Koala Lou**  
By: Mem Fox  
Grade Level: 2 / Guided Reading Level: K

**1 Get Ready To Read**

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

**2 Learn About Comprehension Strategies**

- Think about the text you read when you get confused

**Summary**

This book is about a koala named Koala Lou. She and her mother love each other very much. They used to spend all their time together. But now Koala Lou has younger brothers and sisters who take up all her mother's time. Koala Lou misses her mother and longs to hear her mother tell her how much she is loved. So, with hope in her heart, Koala Lou enters the Bush Olympics. She is determined to win and hopes her prize will be hearing her mother say the words she misses most - "Koala Lou, I DO love you!"

**Link to What You Know**

- Look at the title and illustrations on the front cover of the book. Who do you think they are? How do you think they're feeling? Why?
- Have you ever tried to impress someone before? Who was it? What did you do to try to impress them?

**Important Words to Know and Understand**

**Splendid** - Very impressive and beautiful  
**Olympics** - A series of athletic contests

**Why Readers Make Inferences While Reading**

When readers make inferences they behave like reading detectives.

Sometimes the author does not give you all of the information you need to understand everything that is happening in a text. Instead the author gives you clues. You can use the author's clues along with what you already know to make an inference. This is sometimes called "reading between the lines."

For example, if an author writes: "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. This inference makes sense because you know that a person's face turns red after making a mistake. It usually means that they feel embarrassed, and ashamed.

Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

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### Guided Reading Level

### Activate Prior Knowledge

### Making Inferences Lesson Plan

**Making Inferences**

**Koala Lou**  
By: Mem Fox  
Grade Level: 2 / Guided Reading Level: K

**3 Make Inferences While Reading**

- Look for clues that tell you how a character might be feeling or what they might be thinking
- Study the pictures. What do you notice about characters, setting, and events?

**4 Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**Time to Read**

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

**Pages 1 to 2** - Study the text on these pages to make an inference. What can you infer about Koala Lou's neighbors? Explain your thoughts.

**Pages 8 to 9** - Study the illustrations and text on these pages to make an inference. How do you think Koala Lou is feeling? How do you think her mother is feeling? What clues helped you infer?

**Pages 12 to 13** - What can you infer about Koala Lou's personality from her actions on this page? How do you know?

**Pages 16 to 17** - Study the illustrations on the pages. How many animals are present? How are they dressed? How do you think they're feeling? What do these clues help you understand about the Bush Olympics event? Explain why your inferences make sense.

**Page 29** - In the illustration on the last page, we see Koala Lou's shoes tied up to the tree branch as the hugs her mother. What inference can you make from this illustration? Why do you think her shoes are tied to the tree branch now instead of on her feet? Explain your inference.

**Time to Reflect**

**Think** - What types of inferences did you make while reading *Koala Lou*? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?

**Talk** - Tell your reading partner about the best inference you made while reading this book. Explain why your inference was so helpful to you as a reader. Remember to ask your partner to help you understand the best inference about the book too.

**Reflect** - Think about the extra information you learned while making inferences in *Koala Lou*. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?

**Write** - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Koala Lou*. (Remember to include examples from the book!)

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### Page by Page Guide and Strategy Questions

### Turn, Talk, and Reflect

**Koala Lou**  
By: Mem Fox  
Grade Level: 2 / Guided Reading Level: K

**1 Determine Importance**

- Get Ready To Read
- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

**2 Learn About Comprehension Strategies**

- Think about the text you read when you get confused

**3 Determine Importance While Reading**

- Look for clues that tell you how a character might be feeling or what they might be thinking
- Study the pictures. What do you notice about characters, setting, and events?

**4 Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**Time to Read**

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

**Pages 1 to 2** - What do you learn about Koala Lou on these pages? Do you think this information is important? Why or why not?

**Page 4** - How would you describe the relationship between Koala Lou and her mother? Do you think this is an important part of the story? Why or why not?

**Page 16** - What is a problem that Koala Lou is facing? Do you think this is an important part of the story? Why or why not?

**Pages 29 to 30** - What happens during the Bush Olympics? How important is this event to Koala Lou? Why or why not?

**Time to Reflect**

**Think** - What information did you learn while reading *Koala Lou*? How did you learn this information? What clues helped you understand the story? Why are these clues or facts important to you? How do you think the author feels about the story? How do you think the author feels about the relationship between Koala Lou and her mother? How do you think the author feels about the Bush Olympics? How do you think the author feels about the relationship between Koala Lou and her mother?

**Talk** - Tell your reading partner about the best inference you made while reading this book. Explain why your inference was so helpful to you as a reader. Remember to ask your partner to help you understand the best inference about the book too.

**Write** - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Koala Lou*. (Remember to include examples from the book!)

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**Koala Lou**  
By: Mem Fox  
Grade Level: 2 / Guided Reading Level: K

**1 Identify the Author's Purpose**

- Get Ready To Read
- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

**2 Learn About Comprehension Strategies**

- Think about the text you read when you get confused

**3 Identify the Author's Purpose While Reading**

- Look for clues that tell you how a character might be feeling or what they might be thinking
- Study the pictures. What do you notice about characters, setting, and events?

**4 Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
- Write

**Time to Read**

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

**Pages 1 to 2** - How does the author use the title and illustrations to tell you about Koala Lou? How do you think the author feels about the story? How do you think the author feels about the relationship between Koala Lou and her mother? How do you think the author feels about the Bush Olympics? How do you think the author feels about the relationship between Koala Lou and her mother?

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**Time to Reflect**

**Think** - How does the author use the title and illustrations to tell you about Koala Lou? How do you think the author feels about the story? How do you think the author feels about the relationship between Koala Lou and her mother? How do you think the author feels about the Bush Olympics? How do you think the author feels about the relationship between Koala Lou and her mother?

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**Write** - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Koala Lou*. (Remember to include examples from the book!)

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### Determining Importance

### Author's Purpose

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**1 Synthesizing**

- Get Ready To Read
- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

**2 Learn About Comprehension Strategies**

- Think about the text you read when you get confused

**3 Synthesizing While Reading**

- Look for clues that tell you how a character might be feeling or what they might be thinking
- Study the pictures. What do you notice about characters, setting, and events?

**4 Notice the Work You Did While Reading**

- Think
- Talk
- Reflect
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**Time to Read**

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**Time to Reflect**

**Think** - How does the author use the title and illustrations to tell you about Koala Lou? How do you think the author feels about the story? How do you think the author feels about the relationship between Koala Lou and her mother? How do you think the author feels about the Bush Olympics? How do you think the author feels about the relationship between Koala Lou and her mother?

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**Koala Lou**  
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Grade Level: 2 / Guided Reading Level: K

**1 Understanding Text Structure**

- Get Ready To Read
- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

**2 Learn About Comprehension Strategies**

- Think about the text you read when you get confused

**3 Understanding Text Structure While Reading**

- Look for clues that tell you how a character might be feeling or what they might be thinking
- Study the pictures. What do you notice about characters, setting, and events?

**4 Notice the Work You Did While Reading**

- Think
- Talk
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**Time to Read**

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

**Pages 1 to 2** - How does the author use a descriptive text structure to tell you about Koala Lou? How do you think the author feels about the story? How do you think the author feels about the relationship between Koala Lou and her mother? How do you think the author feels about the Bush Olympics? How do you think the author feels about the relationship between Koala Lou and her mother?

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**Time to Reflect**

**Think** - How does the author use the title and illustrations to tell you about Koala Lou? How do you think the author feels about the story? How do you think the author feels about the relationship between Koala Lou and her mother? How do you think the author feels about the Bush Olympics? How do you think the author feels about the relationship between Koala Lou and her mother?

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### Synthesizing

### Understanding Text Structure

### Practice Pages and Answer Keys

**Answer Key for Determining Importance with Koala Lou**

**Your Turn to Practice Determining Importance with Koala Lou**

**Pages 1 to 2:** What do you learn about Koala Lou on these pages? Do you think this information is important? Why or why not?

**Page 4:** How would you describe the relationship between Koala Lou and her mother? Do you think this is an important part of the story? Why or why not?

**Page 16:** What is a problem that Koala Lou is facing? Do you think this is an important part of the story? Why or why not?

**Pages 29 to 30:** What happens during the Bush Olympics? How important is this event to Koala Lou? Why or why not?

**Answer Key for Identifying the Author's Purpose with Koala Lou**

**Your Turn to Practice Identifying the Author's Purpose with Koala Lou**

**Pages 1 to 2:** How does the author use the title and illustrations to tell you about Koala Lou? How do you think the author feels about the story? How do you think the author feels about the relationship between Koala Lou and her mother? How do you think the author feels about the Bush Olympics? How do you think the author feels about the relationship between Koala Lou and her mother?

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**Answer Key for Making Inferences with Koala Lou**

**Your Turn to Practice Making Inferences with Koala Lou**

**Pages 1 to 2:** Study the text on these pages to make an inference. What can you infer about Koala Lou's neighbors? Explain your thoughts.

**Pages 8 to 9:** Study the illustrations and text on these pages to make an inference. How do you think Koala Lou is feeling? How do you think her mother is feeling? What clues helped you infer?

**Pages 12 to 13:** What can you infer about Koala Lou's personality from her actions on this page? How do you know?

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**Page 29:** In the illustration on the last page, we see Koala Lou's shoes tied up to the tree branch as the hugs her mother. What inference can you make from this illustration? Why do you think her shoes are tied to the tree branch now instead of on her feet? Explain your inference.

**Answer Key for Synthesizing with Koala Lou**

**Your Turn to Practice Synthesizing with Koala Lou**

**Pages 1 to 2:** What new information do we learn about Koala Lou on these pages? How does this information help you understand the story? How do you think the author feels about the story? How do you think the author feels about the relationship between Koala Lou and her mother? How do you think the author feels about the Bush Olympics? How do you think the author feels about the relationship between Koala Lou and her mother?

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**Answer Key for Understanding Text Structure with Koala Lou**

**Your Turn to Practice Understanding Text Structure with Koala Lou**

**Pages 1 to 2:** How does the author use a descriptive text structure to tell you about Koala Lou? How do you think the author feels about the story? How do you think the author feels about the relationship between Koala Lou and her mother? How do you think the author feels about the Bush Olympics? How do you think the author feels about the relationship between Koala Lou and her mother?

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# Writing About Reading with Optional CCSS Alignment

**"I Can" Statement**

**Common Core Free Option**

**Strategy and Text Based Reader's Response Prompt**

**Common Core State Standard**

Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 5 Comprehension Strategy Graphic Organizers

**Determining Importance**

Title: \_\_\_\_\_

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 \_\_\_\_\_

#2 \_\_\_\_\_

#3 \_\_\_\_\_

Directions:

1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Determining Importance

**Identifying the Author's Purpose**

Title: \_\_\_\_\_

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

☐ To Persuade ☐ To Inform ☐ To Entertain

I know because...

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions:

1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

**Making Inferences**

Title: \_\_\_\_\_

What the Text Says	What I Know	What I Can Infer
_____	_____	_____
_____	_____	_____
_____	_____	_____

Directions:

1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

**Synthesizing**

Title: \_\_\_\_\_

At First I was Thinking...	My new thinking is...	I used to think...
Because... _____	Because... _____	But now I think... _____
Because... _____	Because... _____	Because... _____
My new thinking is... _____	Now I understand... _____	After thinking about... _____
Because... _____	Because... _____	I conclude... _____

Directions:

1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Synthesizing

**Understanding Text Structure**

Title: \_\_\_\_\_

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
_____	Page: _____	_____
_____	Page: _____	_____
_____	Page: _____	_____
_____	Page: _____	_____

Text Structures You Might See While Reading

Exclamation	Sequence	Problem and Solution	Cause and Effect
_____	_____	_____	_____

Directions:

1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure

# Vocabulary Connections Resources

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

**Vocabulary Connections**  
Koala Lou  
By: Mem Fox  
Grade Level: 2 / Guided Reading Level: K

**Important Words to Know and Understand in Koala Lou**

**Emu**  
An Australian bird that does not fly but is a very fast runner

**Gum tree**  
Tall trees that are numerous in Australia

**In spite of**  
Something happens even though there is something that might prevent it from happening

**Koala**  
An Australian animal that has thick gray fur, large hairy ears, sharp claws for climbing, and no tail

**Kookaburra**  
A large Australian bird whose call is like loud laughter

**Olympics**  
A series of athletic contests

**Panted**  
To breathe hard and quickly

**Platypus**  
A small animal from Australia that has a bill like the bill of a duck, webbed feet, and a wide flat tail







**Spectators**  
A person who watches an event, show, game, activity, etc., often as part of an audience

**Splendid**  
Very impressive and beautiful

Vocabulary Word List | ©BookPages.com

## Word and Picture Sorting Cards

**Vocabulary Connections**  
Koala Lou  
By: Mem Fox  
Grade Level: 2 / Guided Reading Level: K

Emu	Gum tree	In spite of
		
Koala	Kookaburra	Olympics
		

Picture Vocabulary Sorting Cards | ©BookPages.com

## Word and Definition Sorting Cards

**Vocabulary Connections**  
Koala Lou  
By: Mem Fox  
Grade Level: 2 / Guided Reading Level: K

Panted	Platypus	Spectators
To breathe hard and quickly	A small animal from Australia that has a bill like the bill of a duck, webbed feet, and a wide flat tail	A person who watches an event, show, game, activity, etc., often as part of an audience
Splendid		
Very impressive and beautiful		

Definition Vocabulary Sorting Cards | ©BookPages.com

**Vocabulary Connections**  
Koala Lou  
By: Mem Fox  
Grade Level: 2 / Guided Reading Level: K

Emu is a/an noun verb adverb adjective Definition of Emu:	Gum tree is a/an noun verb adverb adjective Definition of Gum tree:	In spite of is a/an noun verb adverb adjective Definition of In spite of:
Emu looks like this:	Gum tree looks like this:	In spite of looks like this:
Emu reminds me of:	Gum tree reminds me of:	In spite of reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

## Interactive Vocabulary Notebook Cards

**Vocabulary Connections**  
Koala Lou  
By: Mem Fox  
Grade Level: 2 / Guided Reading Level: K

**Koala Lou**  
By: Mem Fox

Step by Step Directions:  
1. Cut on the dotted line.  
2. Fold on the solid line.  
3. Complete the Vocabulary Card.  
4. Add Your Vocabulary Card to your notebook or learn it as a bookmark.

Name: \_\_\_\_\_

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPages.com

## Personalized Vocabulary Bookmark

**Word Games with Words from Koala Lou**

Directions: Read the words in the word box. Then, write the words in ABC order on the lines below.

Emu  
Splendid  
Spectators  
Olympics  
Gum tree  
Panted

Answer Key  
Emu  
Gum tree  
Olympics  
Panted  
Spectators  
Splendid

Directions: Complete the following sentences using the words from the word box above.

- The hiker \_\_\_\_\_ by the time he reached the top of the hill.
- The \_\_\_\_\_ is a popular tree in Australia.
- A large number of \_\_\_\_\_ attended the Winter \_\_\_\_\_.
- \_\_\_\_\_ is an Australian bird that does not fly but is a very fast runner.
- I love the \_\_\_\_\_ view of the mountains.

Name: \_\_\_\_\_

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## Word Games and Answer Key

## Vocabulary Word Extension Activities

**Vocabulary Connections**  
Name: \_\_\_\_\_

Directions:  
1. Write a word from your reading that is new to you in the first column.  
2. Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.  
3. Explain why you think your definition makes sense based on the context clues in the text.  
4. Write the dictionary definition.  
5. Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | ©BookPages.com



# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**

Koala Lou  
By: Mem Fox  
Grade Level: 2 / Guided Reading Level: K

**Instructional Focus:**  
-th and -sh Digraphs

**Background:**  
The letters -th and -sh are

**Examples:**

thick
bath
ship
lash

**Materials and Preparation**

- A Copy of Koala Lou
- Chart paper
- Marker
- Sticky notes
- Pencils
- Gum Tree page, cards (1 set per pair)
- th and -sh Digraph cards
- Optional - Word cards

**Word Work**

Koala Lou  
By: Mem Fox  
Grade Level: 2 / Guided Reading Level: K

**Step 1: Introduce the Focus of Word Work**

**Sample Anchor Chart**

**-th and -sh Digraphs**

-th and -sh are digraphs. That means they are two letters that make one sound when put together.

th	sh
thick	lash
booth	shop

**Step 2: Connect Word Work to Reading**

**Extend Engagement**

Challenge students to look through the book and find examples of another common digraph, -ch.

rich	branch
watch	cheered

**Introduce -th and -sh Digraphs**

- Direct students' attention to the anchor chart.
- Read to students the sentence on the anchor chart explaining the definition of a digraph.
- Have students look at the -th and -sh digraph examples in the first two rows of the chart. Say the words together as a class and have students identify the digraph in each word. Circle the digraph so that it stands out. Discuss whether the digraph falls at the beginning, middle, or end of the word.
- Have students turn and talk with a partner to brainstorm more examples of -th and -sh digraph words. Add them to the chart as you discuss.

**Examples of -th and -sh Digraphs found in the text:**

there	that	the	mother
she	shake	path	other
brothers	although	thought	push-ups
brush	their	than	hush
shouts	through		

**-th and -sh Digraphs in the Text**

- Explain to students that the book you are reading today has many examples of these -th and -sh digraph words.
- Show students **page 1 of Koala Lou**.
- Tell the students to listen carefully for -th and -sh digraph sounds and to look at the page while you read.
- Ask students to give a thumbs up when they hear one of these words.
- Read page 1 aloud.
- Ask students to list the digraphs they heard on the page. Add the words to the anchor chart.
- Pass out one sticky note and a pencil to each student and tell them they are going to listen as you read the entire book and when they hear or see a -th or -sh digraph word, they should write the example on the sticky note and decide whether the word has a -th or -sh digraph sound.
- After reading the book, have students share their examples with the class. Discuss the examples they heard and saw and add the digraph examples to the anchor chart.

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Step by Step Lesson Plan

Optional activity to extend engagement

List of words in the book that match the instructional focus

**Word Work**

Koala Lou  
By: Mem Fox  
Grade Level: 2 / Guided Reading Level: K

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Explain to students that they are now going to practice what they've learned by playing **Bush Olympics Gum Tree Race**.
- Have students get into pairs and decide which student will be Koala Lou and which will be Koala Kiaws for the game.
- Give each pair a Gum Tree page, a koala character, and a set of -th and -sh digraph cards. Make sure the cards are mixed up.
- Students should race by drawing a digraph card from their stack and putting the card in the -th or -sh digraph box on the Gum Tree page. Once they sort a card correctly, they can move their koala up the gum tree branches. Whichever koala reaches the top of the Gum Tree first wins! After playing they can switch characters and play again.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of the -th and -sh Digraphs practice page.
- Read the directions with the class.
- Tell students to complete the practice page.
- Monitor students as they work.

**Step 5: Reconnect and Reflect on Word Work**

**Group Discussion**

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

**Step 6: Extend Word Work (optional)**

**Extension Activity**

- Ask students to be on the lookout for -th and -sh digraphs in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

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Interactive Activities

Independent Practice Page

**Bush Olympics Gum Tree Race**  
Word Work Practice

**-th digraphs**

**Card Pile**

**-sh digraphs**

**Koala Lou Start**

**Koala Kiaws Start**

**Koala Kiaws**

that wash

with shot

math swish

think shack

with shrug

Work Practice | ©BookPagez.com

Extension Activity

**Word Detective: -th and -sh Digraphs**  
Extension Activity





**Directions:**  
Be a word detective!  
Be on the lookout for -th and -sh digraphs while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: \_\_\_\_\_ Word Work Extension Activity | ©BookPagez.com

**-th and -sh Digraph**  
Practice Page

**Directions:** Draw a line to match the picture to the correct digraph found in the word.

	-th digraph
	-sh digraph
	
	

**Directions:** Look at the picture clue below. Unscramble the letters to write the word that matches the picture clue. Then, circle the -th or -sh digraph found in the word.

Scrambled Word	Correct Word (circle the digraph)	Scrambled Word	Correct Word (circle the digraph)
BTHUM		HSAC	
EETHR		BHAT	
COLHT		THRON	

Name: \_\_\_\_\_ Independent Word Work Practice | ©BookPagez.com



# Assessments

## Running Record Assessment:

Use the first 100 words from the text to assess oral reading fluency

Running Record					
Title: Koala Lou		Guided Reading Text Level: K		Word Count: 100	
Name: _____			Date: _____		
Accuracy Rate: (# of words correct/100 words) _____					
Error Rate: (# of incorrect words/100 words) _____					
Self-Correction Rate: (# of words self-corrected/100 words) _____					
Time: (in seconds) _____			Words Per Minute: (100/seconds read x 60) _____		
Easy 95%-100% Accuracy		Instructional 90%-94% Accuracy		Hard 50%-89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual				COUNT	
				INFORMATION USED	
Page		E	SC	E MSV	SC MSV
1	There was once a baby koala so soft and round that all who saw her loved her. Her name was Koala Lou.				
2	The emu loved her. The platypus loved her. And even tough little Koala Klaws next door loved her.				
4	But it was her mother who loved her most of all. A hundred times a day she would laugh and shake her head and say, "Koala Lou, I DO love you!"				
Tested By: _____					
©BookPagez.com					

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

Koala Lou CCSS Assessment	Name: _____ Score: /8
<b>Directions:</b> Use what you know about <i>Koala Lou</i> to answer each of the following questions.	
<b>1. Which of these details is important to the story?</b> <input type="radio"/> A The spectators of the Bush Olympics whistle and cheer. <input type="radio"/> B The emu loves Koala Lou. <input type="radio"/> C Koala Lou wants her mother to say, "Koala Lou, I DO love you!" <input type="radio"/> D Koala Lou is soft.	
<b>2. What is the moral or lesson of this story?</b> <input type="radio"/> A Family will always love you no matter what. <input type="radio"/> B Never enter a race against a koala. <input type="radio"/> C Don't judge a book by its cover. <input type="radio"/> D Always keep your promises.	
<b>3. How does Koala Lou respond to the challenge in the story?</b> <input type="radio"/> A She gets angry with her mother and runs away. <input type="radio"/> B She tries to give away her brothers and sisters. <input type="radio"/> C She gets into a fight with Koala Klaws. <input type="radio"/> D She decides to enter the Bush Olympics so her mother will tell her she loves her.	
<b>4. Why did the author repeat the words "up," "higher," and "faster" in the story? "Koala Lou leapt onto the tree. Up and up and up she climbed higher. Faster and faster and faster until there she was, right at the top."</b> <input type="radio"/> A The author repeated these words because this page is a poem. <input type="radio"/> B The author repeated these words to show how fast and high Koala Lou was climbing in the tree. <input type="radio"/> C The author repeated these words by accident. <input type="radio"/> D The author repeated these words to show that Koala Lou was un-	

<b>5. Which of these describes an event that happens at the END of the story? (RL.2.5)</b> <input type="radio"/> A Koala Lou has brothers and sisters. <input checked="" type="radio"/> B Koala Lou is sad that she lost the race, so her mother hugs her. <input type="radio"/> C Koala Lou competes against Koala Klaws in the Bush Olympics. <input type="radio"/> D We learn that Koala Lou is loved by everyone.
<b>6. How are Koala Lou and Koala Klaws alike? (RL.2.6)</b> <input type="radio"/> A They both climb trees at the same speed. <input type="radio"/> B They both have brothers and sisters. <input checked="" type="radio"/> C They both compete in the Bush Olympics. <input type="radio"/> D They both lose the Bush Olympic gum tree climbing race.
<b>7. What do the illustrations in the book help you understand about the setting of the story? (RI.2.7)</b> <input checked="" type="radio"/> A The book is set outside in the wild. <input type="radio"/> B The book is set in the ocean. <input type="radio"/> C The book is set in the winter. <input type="radio"/> D The book is set in the zoo.
<b>8. Which country is most likely represented in this story? (RI.2.9)</b> <input type="radio"/> A The book probably represents America since it has an American flag on the cover. <input type="radio"/> B The book probably represents Spain since it includes Spanish words. <input type="radio"/> C The book probably represents China since it has Chinese animals such as red pandas and snub-nosed monkeys. <input checked="" type="radio"/> D The book probably represents Australia since it has Australian animals such as koalas, kookaburras, and emus.

Answer Key

# Skills Worksheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read the facts about Koala Lou and Koala Klaws on the sorting cards. Sort the cards onto the sorting mat below. Then, write a sentence that compare and contrast the characters. How are they alike? How are they different?

Koala Lou	Both	Koala Klaws

How are Koala Lou and Koala Klaws alike and different?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Extension Activity | ©BookPagez.com

## Compare and Contrast

# Complete Common Core and TEKS Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>Koala Lou Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Koala Lou correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Determining Importance Lesson Plan and Resources</b></p> <p>Reading: Literature</p> <p><b>RI.2.2</b> - Recount stories, including fables and folktales from diverse cultures, and determine central message, lesson, or moral.</p> <p><b>RI.2.7</b> - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>RI.2.10</b> - By the end of the year, read and comprehend literature, including stories and poems in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills</p> <p><b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p><b>W.2.8</b> - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking &amp; Listening</p> <p><b>SL.2.10</b> - Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><b>SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.3</b> - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language</p> <p><b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>Koala Lou CCSS Alignment   ©BookPagez.com</p>	<p>Koala Lou Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Koala Lou correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Lesson Plan and Resources</b></p> <p>Reading: Literature</p> <p><b>RI.2.4</b> - Describe how words and phrases (e.g., regular beats, alliteration/rhyme, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p><b>RI.2.5</b> - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><b>RI.2.7</b> - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>RI.2.10</b> - By the end of the year, read and comprehend literature, including stories and poems in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills</p> <p><b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p><b>W.2.8</b> - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking &amp; Listening</p> <p><b>SL.2.10</b> - Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><b>SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.3</b> - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language</p> <p><b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>Koala Lou CCSS Alignment   ©BookPagez.com</p>	<p>Koala Lou Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Koala Lou correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Lesson Plan and Resources</b></p> <p>Reading: Literature</p> <p><b>RI.2.4</b> - Describe how words and phrases (e.g., regular beats, alliteration/rhyme, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p><b>RI.2.5</b> - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><b>RI.2.7</b> - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>RI.2.10</b> - By the end of the year, read and comprehend literature, including stories and poems in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills</p> <p><b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p><b>W.2.8</b> - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking &amp; 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## Comprehension Strategy Lesson Plan and Resource Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation
<p>Koala Lou Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Koala Lou correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Vocabulary Lesson Plan and Resources</b></p> <p>Language</p> <p><b>L.2.4a</b> - Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>L.2.4b</b> - Identify readily-made connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p><b>L.2.4c</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>Koala Lou CCSS Alignment   ©BookPagez.com</p>	<p>Koala Lou Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Koala Lou correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Word Work Lesson Plan and Resources</b></p> <p>Reading: Foundational Skills</p> <p><b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Koala Lou CCSS Alignment   ©BookPagez.com</p>

## Vocabulary Connections Alignment

## Word Work Alignment