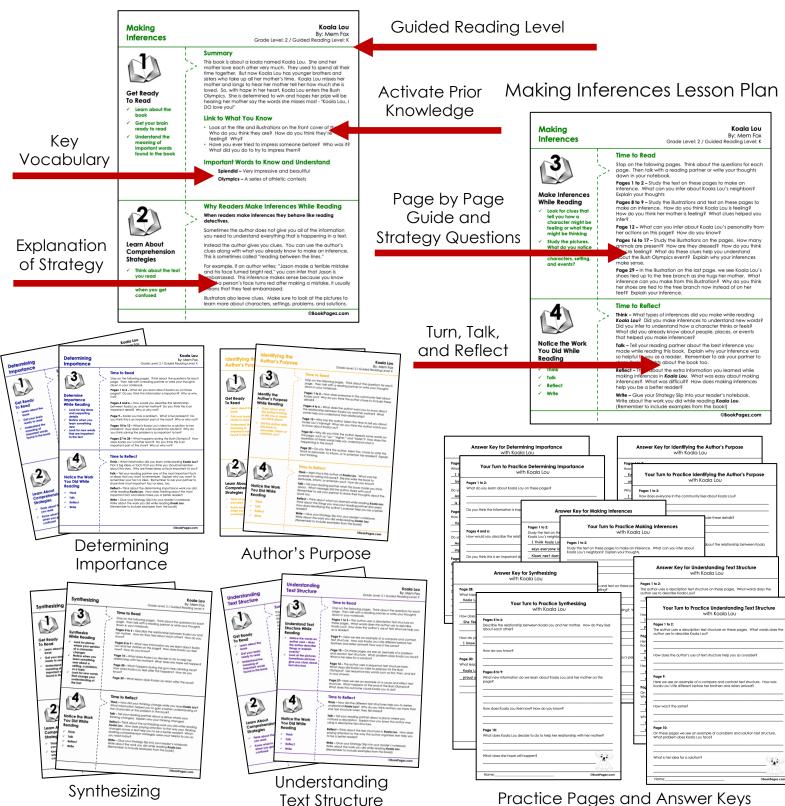
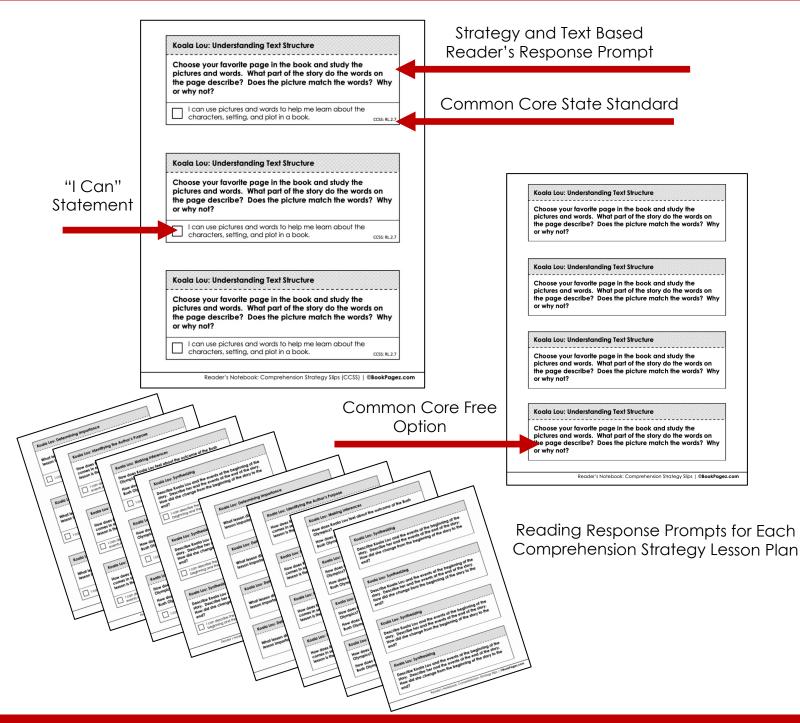
Lesson Plans and Teaching Resources for Koala Lou

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 ow do you kn suade 🔲 | ow? | - |
| l know be | cause | | |
| | you the think lie reading th | | led you to th |
| | icture of the n ade you think | | |
| | | | |
| L Carefully a | ch of the questi at on the dotter or staple into y | d line. | notebook. |
| | Comprehen | sion Shotegy G | raphic Organize |

Author's Purpose

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

Making Inferences

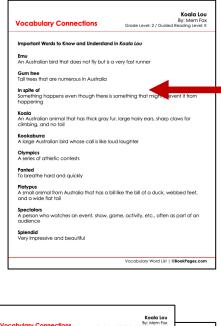
| At first I was hinking | My new thinking | I used to think |
|---------------------------|---------------------|----------------------|
| | | |
| lecause | Because | But now I think |
| | | Because |
| My new thinking is | Now I understand | After thinking about |
| Because | Because | I conclude |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

Synthesizing

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

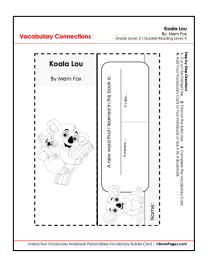
Understanding Text Structure

Vocabulary Connections Resources

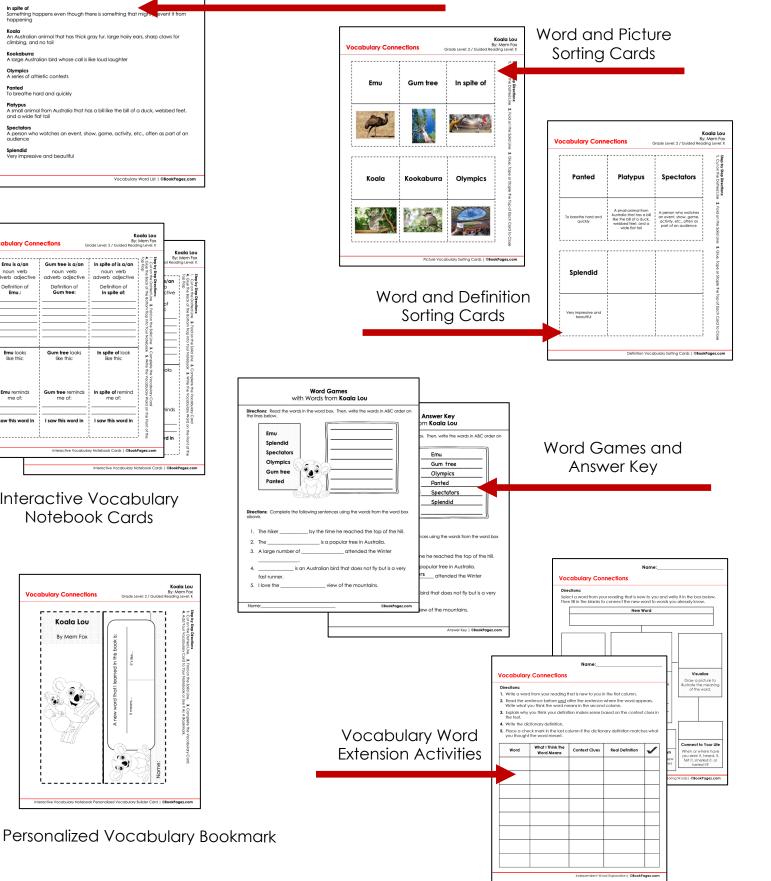


| Emu is a/an | Gum tree is a/an | In spite of is a/an | Top G of ed Re |
|-------------------------|------------------------------|--------------------------------|--|
| noun verb | noun verb | noun verb | op Flap |
| adverb adjective | adverb adjective | adverb adjective | the Boo D 1/or |
| Definition of Emu.: | Definition of Gum tree: | Definition of In spite of: | the production is a constrained of the source of the |
| | | | 2. Fold on the Solid Line form Flap Into Your Noted |
| | | | 9 Solid Line : |
| Emu looks like this: | Gum tree looks like this: | In spite of look 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 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 |
| | | | |

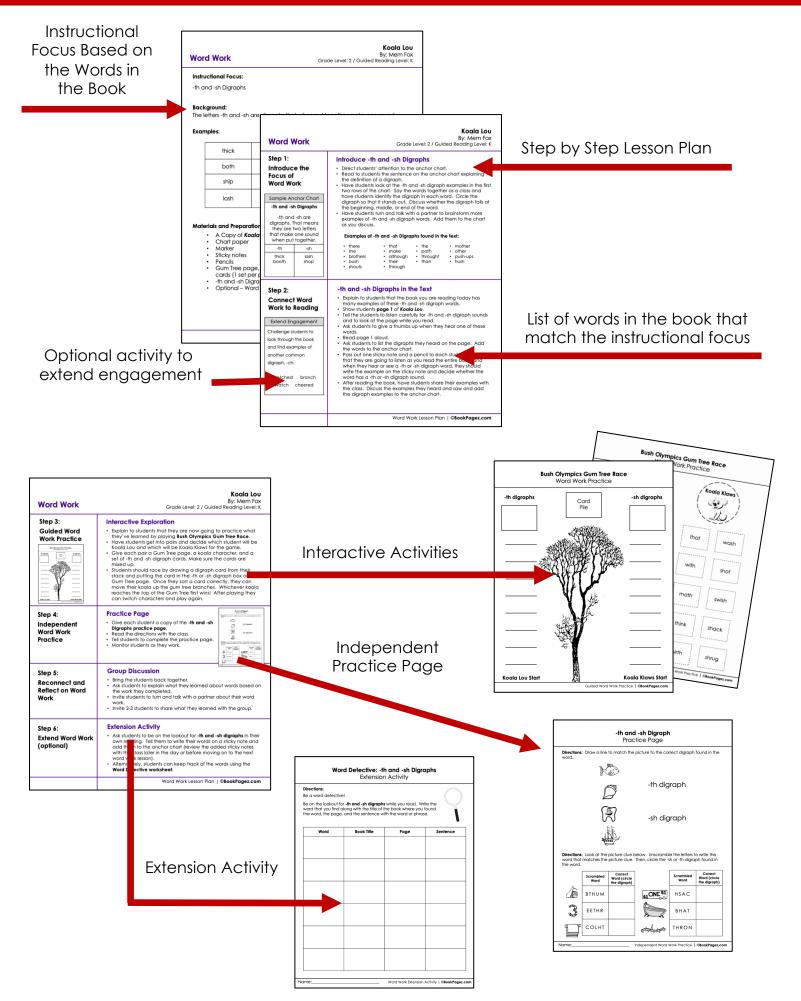
Interactive Vocabulary Notebook Cards



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) ords/100 words) | | | | |
| | • | vords self-corrected/100 wor | | | | |
| Tim | e: (in seconds) | Words Per Minute: (100/se | econds re | ad x | 60) | |
| 9 | Easy 25%-100% Accuracy | Instructional 90%-94% Accuracy | 50% | Ha -89% / | rd Accura | су |
| | | -Correction M = Meaning b/Syntax V = Visual | c | OUNT | | AATION ED |
| Page | | | E | sc | E MSV | SC 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 CCSS Assessment Score: /8 | | | |
| Directions: Use what you know about Koala Lou 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 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 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 nd Grade Reading Standards for Litera | B The book probably represents Spain si | nce it includes Spanish words. | |
| CC33 Assessment 2 ²² 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 koalas, kookaburras, and emus. | a since it has Australian animals such as | |
| | | | |
| | CCSS Assessment 2 nd 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 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 mmon Core State Standards for second grade. |
| Determining Importance Lesson Plan and Resources | Koala Lou Lesson Plans, Resources, and Activities The lesson plans, resources, and activities for use with Koala Lou correlate with the | rature 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 English Language Arts Common Core State Standards for second grade. | owing pose Lesson Plan and Resources |
| Reading: Ulerature 8.1.2.2. Recount statics, including fables and folktales from diverse cultures, and determin central message, lesson, or moral, 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. Making Inferences Lesson Plan and Resources | understanding of key details in text. unt stories, including fables and folkalas from diverse cultures, and determin age, lesson, or moral. Tee how characters in a story respond to major events and challenges. | Understanding Text Structure Lesson Plan and Resources Reading: Liferature | dualing fables and faktales from diverse cultures, and determine their r moral, racters in a story respond to major events and challenges. |
| demonstrate understanding of its characters, tetTing, or plot. 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 $\mathbf{R.2.4} = Acknowledge differences in the points of view of characters, including by different volce for each character when reading diclogue aloud. \mathbf{R.2.7} = Use information gained from the illustrations and words in a print or digital 1$ | estory and the ending concludes the action. 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 supply intyltim and meaning in a story, poem, as song. R1.2.5 — Describe the overall structure of a tory, including describing how the beginnin introduces the story and the ending concludes the action. R1.2.7 — Use information gained from the liubrations and words in a print or digital text. | g of its characters, setting, or plot. year, read and comprehend literature, including stories and poetry, pleakly band proficiently, with scattolding as needed at the high end |
| Reading: Foundational Skills #f.2.3 - Know and apply grade-level phonics and ward analysis skills in decoding words. #f.2.4 - Read with sufficient accuracy and fluency to support comprehension. Writing W2.8 - Readi information from experiences or gather information from provided sources t | demonstrate understanding of 3's characters, setting, or plot. RL310 = 3'the end of the years, read and comprehend literature, including staries in the grades 2-3 test complexity band proficiently, with scatfolding as needed at of the range. Reading: foundational Skills | | demonstrate understanding of its characters, setting, or plot. RL2.10 – By the end of the year, read and comprehend literature, including stores and in the grades 2-31 ext complexity band proficiently, with scattalding as needed at the I of the range. | d poetry. |
| answer a question. Speaking & Listening | RF2.3 – Know and apply grade-level phonics and word analysis skills in decoding s RF2.4 – Read with sufficient accuracy and fluency to support comprehension. | vords. ndational Skills r and apply grade-level phonics and word analysis skills in decoding words. | Reading: Foundational Skills RF2.3 - Know and apply grade-level phonics and word analysis skills in decoding word 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 12.2 – Recount or describe key ideas or details from a text read aloud or information pret analy or through other media. 512.3 – Ask and answer question about what a speaker says in order to clarify comprehen | Witting W2.8 - Recall information from experiences or gather information from provided so answer a question. Speaking & Listening | | Writing W2.8 - Recall information from experiences or gather information from provided sourc 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. Language 12.4 – Use words and phrases acquired through convertations, reading and being read to responding to tests, including adjactives and advertis to describe (eg. When other kids a happy that makes me happy). | 12.10 - Build on others' takin conversations by Initing their comments to the rem 12.12 - Recount or describe key idea or details from a text read doud or information orbity or through other media. 12.3 - Ask and answer question about what a speaker says in order to clarify com gather additional information: or despen undestanding of a topic or lawe. | on presented listening | Speciaria, & Listening 18:21 b – Bullo on theret 'tark in conversations by linking their comments to the remarks. 18:22 – Recount or describe key idea or details from a feat read aloud or information p analy or through other media. 19:23 – Ark and answer question about what a speciar says in order to clarify compret andher additional information or descen understanding of a topic or law. | presented estion about what a speaker says in order to clarify comprehension. |
| | Language L2.4 - Use works and phrases acquired through conventions, reading and being responding to test, including adjectives and advects to describe (e.g., When othe happy that makes me happy). | | (any access) (3.4 - Like word), and phrases acquired through conventions, reading and being rea- responding to tesh, including adjectives and advertis to describe (eg. When other kid happy that makes me happy). | ses acquired through convensions, reading and being read to, and this adjectives and advertis to describe (eg., When other kits are 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 nglish Language Arts Common Core Sta | for use with Koala Lou correlate with the following te Standards for second grade. |
| ocabulary Lesson Plan and Resources | |
| 2.5a – Identify real-life connections betw bicy or juicy). 2.6 – Use words and phrases acquired the | the to the meaning of a word or phrase, even words and their use (eg. describe foods that are rough conversations, reading and being read to, and entry occuring conjunctions to signal simple |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |



Vocabulary Connections Alignment Word Work Alignment