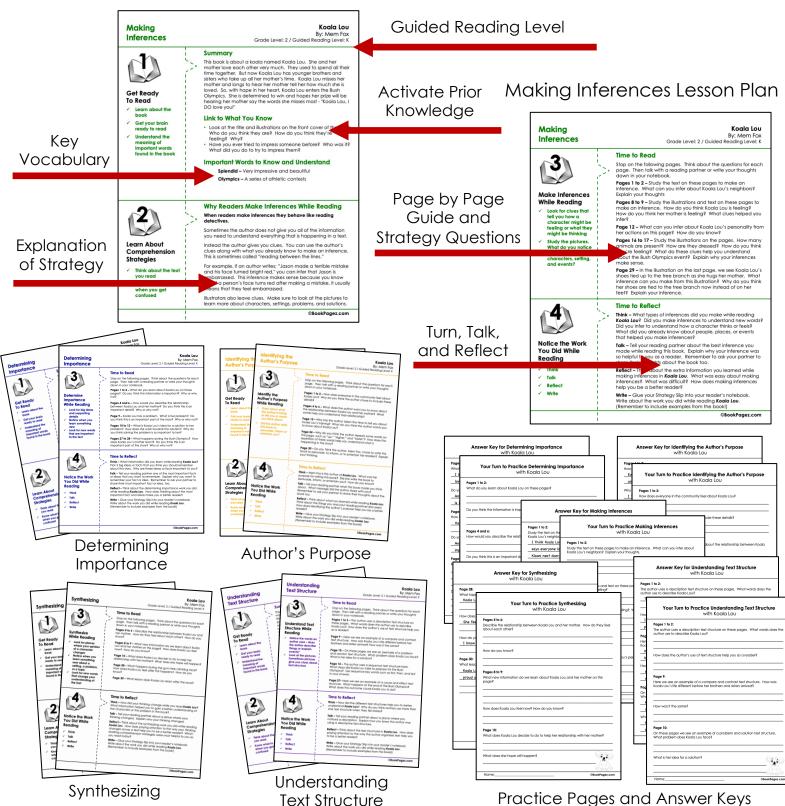
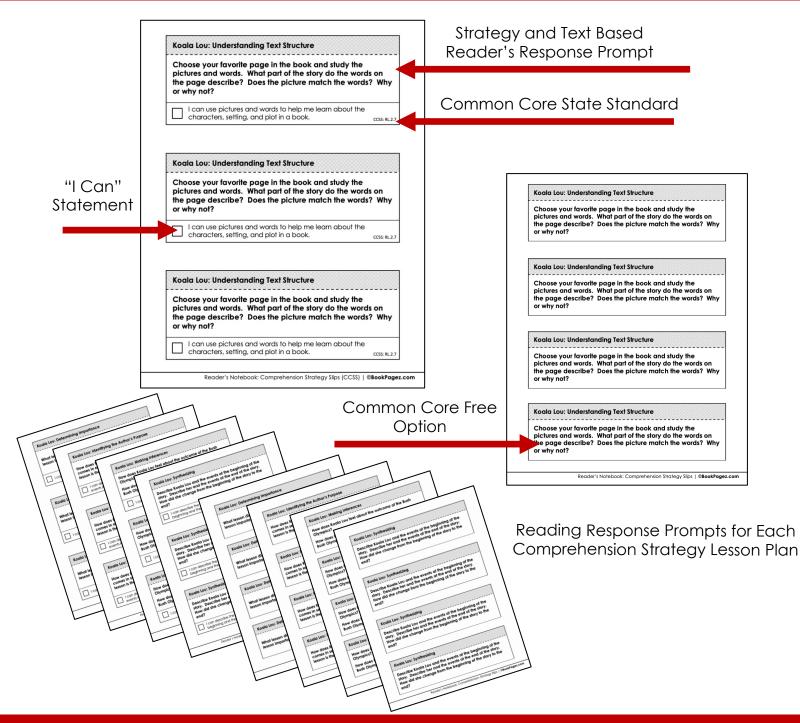
Lesson Plans and Teaching Resources for Koala Lou

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

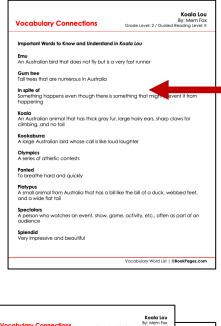
At first I was hinking	My new thinking	I used to think
lecause	Because	But now I think
		Because
My new thinking is	Now I understand	After thinking about
Because	Because	I conclude
		Because

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.

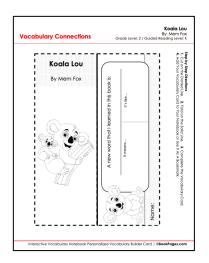
Understanding Text Structure

Vocabulary Connections Resources

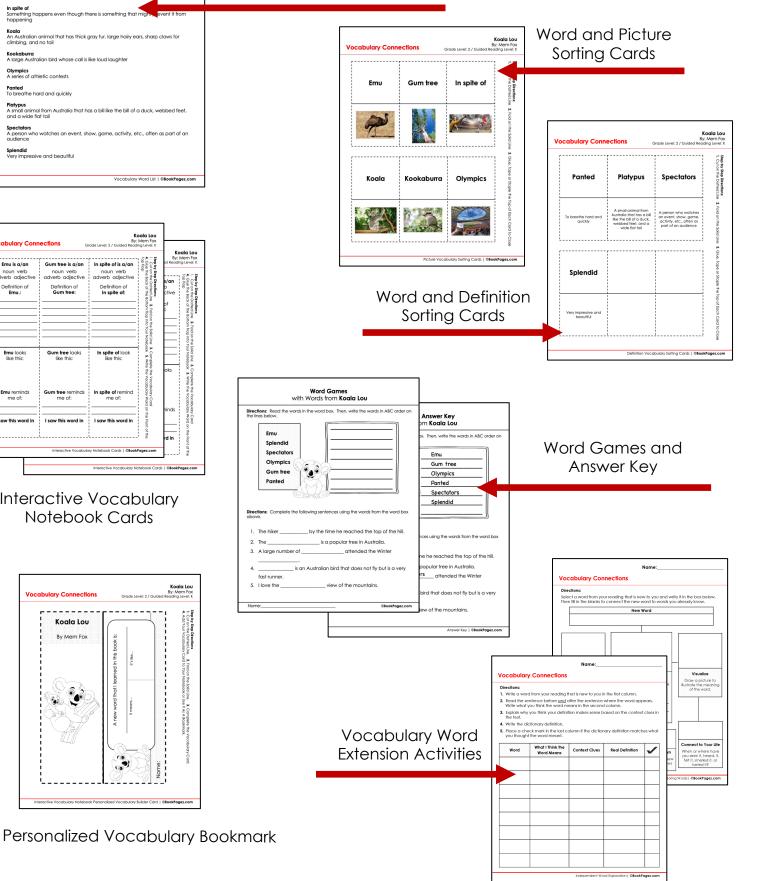


Emu is a/an	Gum tree is a/an	In spite of is a/an	Top G of ed Re
noun verb	noun verb	noun verb	op Flap
adverb adjective	adverb adjective	adverb adjective	the Boo D 1/or
Definition of Emu.:	Definition of Gum tree:	Definition of In spite of:	the production is a constrained of the source of the
			2. Fold 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

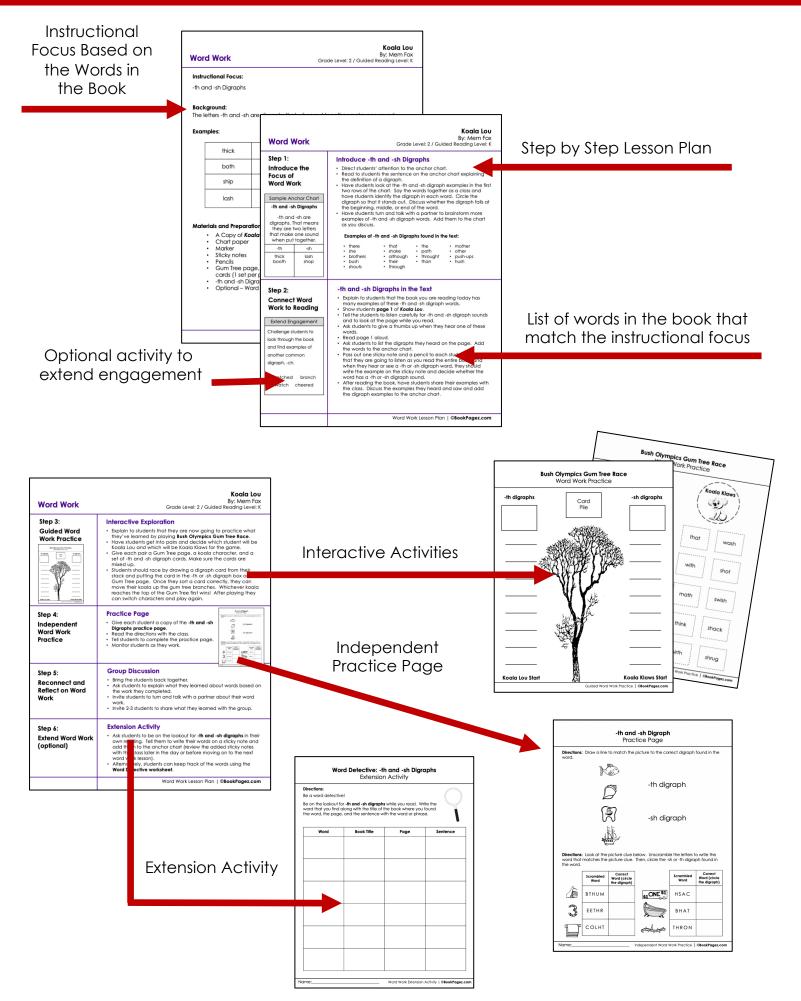
Interactive Vocabulary Notebook Cards



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