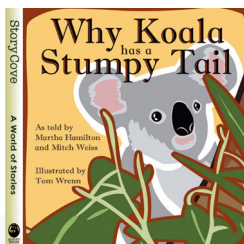




Lesson Plans and Teacher Guides

Lesson Type: Differentiated Learning

Kindergarten



Why Koala Has a Stumpy Tail

Written by Martha Hamilton and Mitch Weiss

Outcome

Students will demonstrate an understanding of the story through discussion, sequencing, following directions, matching, graphing, visual discrimination, phonics, writing, and character education.

Overview

Students will read and explore a folktale from Australia while utilizing interdisciplinary connections in language arts, math, art, and dramatic arts.

Materials

General

- Book, *Why Koala Has a Stumpy Tail*
- World map or globe
- Long sheet of paper or end roll of newsprint paper
- Crayons or markers
- Scissors
- Pencils
- Lined paper
- Long strips of unlined paper
- Blackboard or Whiteboard
- Gray paint and paint brushes

ABOUT THE BOOK

GUIDED READING:

I

LEXILE LEVEL:

530L

CHARACTER TRAITS:

Fairness
Resourcefulness
Sharing

REGION:

Australia

ISBN:

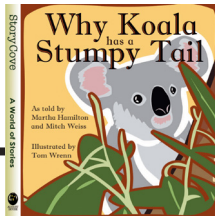
978-0-874838-79-4

COMMON CORE

STANDARDS

NOTE:

Find correlating
Common Core
Standards at the
head of each activity
section.



Why Koala Has a Stumpy Tail

Kindergarten

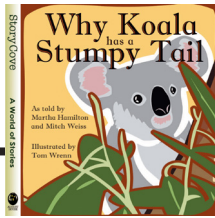
- 1 Empty toilet paper roll per student
- Gray construction paper
- Glue Scissors
- 1 Fluffy round cotton ball per student

Optional: Extension Activities

- Computer with Internet access
- Hamilton, Martha and Mitch Weiss. *A Tale of Two Frogs*. Atlanta: August House, 2006.

Assessment Tools

- “Matching Letters” worksheet
- “What’s Missing?” worksheet
- “Tail” Phonics worksheet
- “Copying Sentences” worksheet
- “Letter K” worksheet.
- “Writing Beginning Sounds” worksheet
- “Counting Kangaroos” worksheet
- “Koala Parts” worksheet

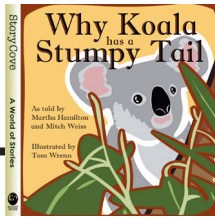


Why Koala Has a Stumpy Tail

Kindergarten

Table of Contents

Introduction • 4
Discussion Questions • 5
Language Arts • 6
Phonics • 8
Writing • 10
Math • 11
Dramatic Arts • 13
Art • 15
Extension Activity • 16



Why Koala Has a Stumpy Tail

Kindergarten

Introduction

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.10:

Group reading activities
with purpose

CCSS.ELA-LITERACY.

RL.K.2:

Retell familiar stories, key
details

CCSS.ELA-LITERACY.

SL.K.6:

Collaborative
conversations

CCSS.ELA-LITERACY.

SL.K.4:

Additional details

Introducing the Story

Directions:

- Informs students they will be reading a story about a character who acts lazy and selfish.
- Asks students to define the words “lazy” and “selfish.”
- Asks how these words could be related to each other.
- Encourages students to share experiences they have had with a person who acted lazy and/or selfish.
- Asks students to share an experience of when they acted lazy and/or selfish.
- Asks students to name stories or movies involving laziness or selfishness.
- Divides class into small groups and tells them to create a skit involving laziness and/or selfishness.
- Asks students to share their skits with the class.

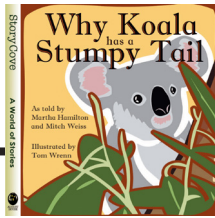
Teacher Reads the Story

Materials:

- Book, *Why Koala Has a Stumpy Tail*
- World map or globe

Directions:

- Tells students they will be listening to a folktale from Australia. Teacher locates Australia on a world map or globe and shows its location in relation to the students' location.
- Tells students to listen carefully so they will know how laziness and selfishness are important to the story.
- Stops to assess comprehension as necessary.



Why Koala Has a Stumpy Tail

Kindergarten

Discussion Questions

For Assessing Comprehension

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.1:

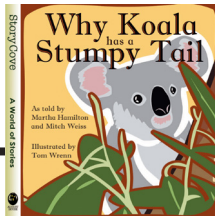
Key details in a text

CCSS.ELA-LITERACY.

RL.K.3:

Identify characters,
settings, and events in a
story

- Who are the characters in the story?
- What is this story about?
- Where does this story take place?
- How did Koala and Tree Kangaroo feel about each other at the beginning of the story?
- Why were the streams dried up?
- Why were Koala and Tree Kangaroo worried?
- Who had the idea about how to find water?
- What was Tree Kangaroo's idea?
- Who started digging in the dry streambed?
- Why didn't Koala help Tree Kangaroo dig for water?
- How did Tree Kangaroo feel when Koala did not help him dig?
- What did Koala do when Tree Kangaroo found water?
- How did Tree Kangaroo feel when Koala pushed him out of the way and began gulping the water?
- Why did Tree Kangaroo pull Koala's tail?
- What happened when Tree Kangaroo pulled Koala's tail?
- Why did Koala lose a good friend?
- How would this story have been different if Koala had not acted lazy and selfish?



Why Koala Has a Stumpy Tail

Kindergarten

Language Arts

COMMON CORE STANDARDS

CCSS.ELA-

LITERACY.L.K.6:

Role of author and
illustrator

CCSS.ELA-LITERACY.

RL.K.10:

Group reading activities
with purpose

CCSS.ELA-LITERACY.

SL.K.1/

CCSS.ELA-LITERACY.

SL.K.4/

CCSS.ELA-LITERACY.

SL.K.6:L collaborative
conversations, additional

detail, speak audibly,
clear ideas

CCSS.ELA-

LITERACY.W.K.3:

Narrative

CCSS.ELA-

LITERACY.L.K.6:

Responding to text

CCSS.ELA-LITERACY.

RL.K.2:

Retell familiar stories, key
details

CCSS.ELA-LITERACY.

RL.K.3:

Identify characters,
settings, and events in a
story

Tell a Partner

Directions:

- Asks students to choose a partner.
- Asks students to tell their partners the story.
- Asks partners to work together and create stories about Koala and Tree Kangaroo working together.
- Asks students share their stories with their classmates.

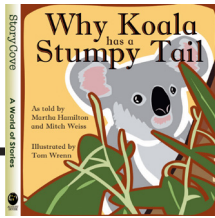
Create a Timeline

Materials:

- Long sheet of paper or end roll of newsprint paper
- Crayons or markers

Directions:

- Teacher and students review the story events in sequential order.
- Teacher writes events on long sheet of paper.
- Students illustrate the events at the appropriate places on the timeline.
- Teacher hangs timeline in classroom.
- Students retell the story using the timeline.



Why Koala Has a Stumpy Tail

Kindergarten

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RF.K.1.D:

Uppercase/
lowercase letters

Matching Uppercase and Lowercase Letters

Materials:

- “Matching Letters” worksheet
- Pencils

Directions:

- Students name each picture and capital letter on the left side of the worksheet.
- Draw a line from the uppercase letter on the left to the matching lowercase letter on the right.

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

SL.K.5:

Additional detail

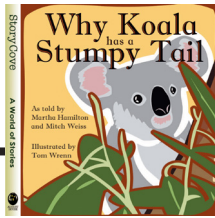
Visual Discrimination

Materials:

- “What’s Missing?” worksheet
- Pencils

Directions:

- Students draw the missing parts to make the pictures look the same.



Why Koala Has a Stumpy Tail

Kindergarten

Phonics

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RF.K.2.A:

Rhyming words

CCSS.ELA-LITERACY.

SL.K.6:

Speak audibly, clear
ideas

CCSS.ELA-LITERACY.

RF.K.1.B:

Spoken words are
represented in written
language

Tail Phonics

Materials:

- “Tail” Phonics worksheet
- “Copying Sentences” worksheet
- Scissors
- Pencils
- Lined paper

Directions:

- Teacher divides class into three groups.

Group A:

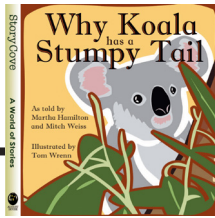
- Complete the “Tail” Phonics worksheet.
- Directions:
- Color Tree Kangaroo yellow and brown.
- Cut out Tree Kangaroo, the letter strip and the slits next to /ail/.
- Feed the letter strip through the slits in Tree Kangaroo’s tail to display new words.
- Practice with a partner saying the /ail/ family words created by pulling the strip through the opening.

Group B:

- Complete the “Tail” Phonics worksheet as per directions for Group A.
- Copy all the words on lined paper.

Group C:

- Complete the “Tail” Phonics worksheet as per directions for Group A. Complete the “Copying Sentences” worksheet



Why Koala Has a Stumpy Tail

Kindergarten

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RF.K.3.A:

One to one letter
correspondence

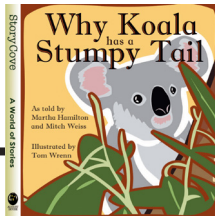
Letter K

Materials:

- “Letter K” worksheet
- Crayons or markers

Directions:

- Teacher informs students that “Kindergarten” and “Koala” begin with the /k/ sound.
- Students say the name of each picture on the “Letter K” worksheet.
- Students color in only the pictures that begin with the letter K.



Why Koala Has a Stumpy Tail

Kindergarten

Writing

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.
RF.K.3.A:

One to one letter
correspondence

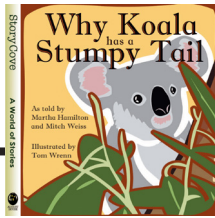
Writing Beginning Sounds of Words

Materials:

- “Writing Beginning Sounds” worksheet
- Pencils

Directions:

- Students name each picture.
- Write the beginning sound (letter) for each picture in the space provided.



Why Koala Has a Stumpy Tail

Kindergarten

Math

Counting Kangaroos

Materials:

- “Counting Kangaroos” worksheet
- Scissors
- Long strips of unlined paper

Directions:

- Students cut out all the tree kangaroos.
- Arrange the tree kangaroos in numerical order from 1 to 10.
- Paste the tree kangaroos on the paper strips in the correct order.
- Count from 1 to 10 in unison while pointing to the numbers on their papers.

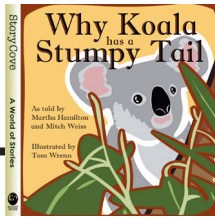
Graphing

Materials:

- Blackboard or Whiteboard

Directions:

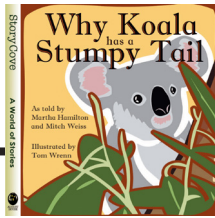
- Tells students that koalas sleep about 18 hours each day.
- Asks each student how many hours he or she slept the night before.
- Records results on the board.
- Creates a bar graph on the board showing how many hours students slept the night before.



Why Koala Has a Stumpy Tail

Kindergarten

- Teacher and students compare how many hours they slept the night before with how many hours a koala might sleep.



Why Koala Has a Stumpy Tail

Kindergarten

Dramatic Arts

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.2:

Retell familiar stories, key details

CCSS.ELA-LITERACY.

SL.K.1/

CCSS.ELA-LITERACY.

SL.K.4/

CCSS.ELA-LITERACY.

SL.K.6:

Collaborative

conversations, additional detail, speak audibly, clear ideas

CCSS.ELA-

LITERACY.L.K.5.C:

Real life connections

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.3 :

Identify characters, settings, events in a story

CCSS.ELA-

LITERACY.L.K.5.B:

Verbs, adjectives, opposites

CCSS.ELA-LITERACY.

RL.K.10:

Group reading activities with purpose

Creating Skits

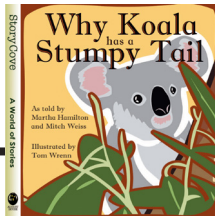
Directions:

- Asks students what the word “resourceful” means. (Good at finding a way of doing things or getting out of difficulties.)
- Asks how Tree Kangaroo was resourceful.
- Asks students to tell about times when they were resourceful.
- Divides the class into small groups.
- Asks each group to create a skit about resourcefulness.
- Asks each group to perform its skit for the class.

Freeze Pantomime

Directions:

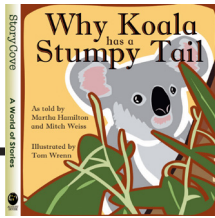
- Tells students they will hear actions from the book called out and they should pantomime the action named.
- Explains that “pantomime” means to “imagine and pretend to act in a particular way.”
- Tells students that when students hear the word, “Freeze!” they should freeze and not move until the teacher calls out the next action.
- Reminds students that in this pantomime they may not speak or touch one another.
 - Pretend you are Tree Kangaroo or Koala. Sit in the tree talking with your friend.
 - Pretend you are Tree Kangaroo or Koala. Show how thirsty you are.



Why Koala Has a Stumpy Tail

Kindergarten

- Pretend you are Tree Kangaroo or Koala. Go look for a streambed to dig in.
- Pretend you are Koala. Show how tired you are.
- Pretend you are Tree Kangaroo. Dig in the hard streambed.
- Pretend you are Tree Kangaroo yelling at Koala to help. (Remind students it is pantomime and they may not speak.)
- Pretend you are Koala. Pretend you hurt have a thorn in your foot.
- Pretend you are Koala. Pretend to be dizzy.
- Pretend you are Tree Kangaroo. Call out to Koala that you have found water.
- Pretend you are Koala pushing Tree Kangaroo out of the way and gulping the water. (Remind students not to touch each other during this action.)
- Pretend you are Tree Kangaroo pulling on Koala's tail.



Why Koala Has a Stumpy Tail

Kindergarten

Art

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.7:

Illustrations

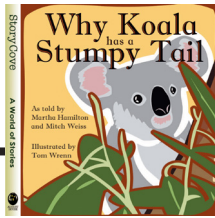
Making a Koala

Materials:

- “Koala Parts” worksheet (1 copy per student on gray construction paper)
- Gray paint and paint brushes
- 1 Empty toilet paper roll per student
- Glue
- Scissors
- Markers
- 1 Fluffy round cotton ball per student

Directions:

- Students paint toilet paper roll gray and allow it to dry completely.
- Color facial features and details on appropriate body parts on the “Koala Parts” worksheet.
- Color both sides of Koala’s body as once it is attached to the roll, both front and back of the paper can be seen.
- Cut out body parts.
- Wrap and glue Koala’s body around tube as shown in illustration on worksheet.
- Glue head to top front side of tube.
- Glue cotton ball on back of tube for tail.



Why Koala Has a Stumpy Tail

Kindergarten

Extension Activity

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.9:

Compare and contrast

Compare and Contrast

Materials:

- Book, *A Tale of Two Frogs*

Directions:

- Teacher reads *A Tale of Two Frogs*.
- Teacher and students compare and contrast the themes of hard work, laziness, and resourcefulness found in this story and in *Why Koala Has a Stumpy Tail*.

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.10:

Group reading activities
with purpose

Technology Connection

Materials:

- Computer with Internet access

Directions:

- Teacher helps students access www.storycove.com.
- Students view the animation for *Why Koala Has a Stumpy Tail* narrated by the authors.
- Students think about how the storytellers use their voices to convey emotions throughout the story.
- Students explore the animations and activities for other stories on www.storycove.com.

Name _____ Date _____

Matching Letters

Directions:

1. Name each picture and capital letter on the left side of the worksheet.
2. Draw a line from the uppercase letter on the left to the matching lowercase letter on the right.



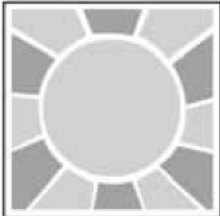
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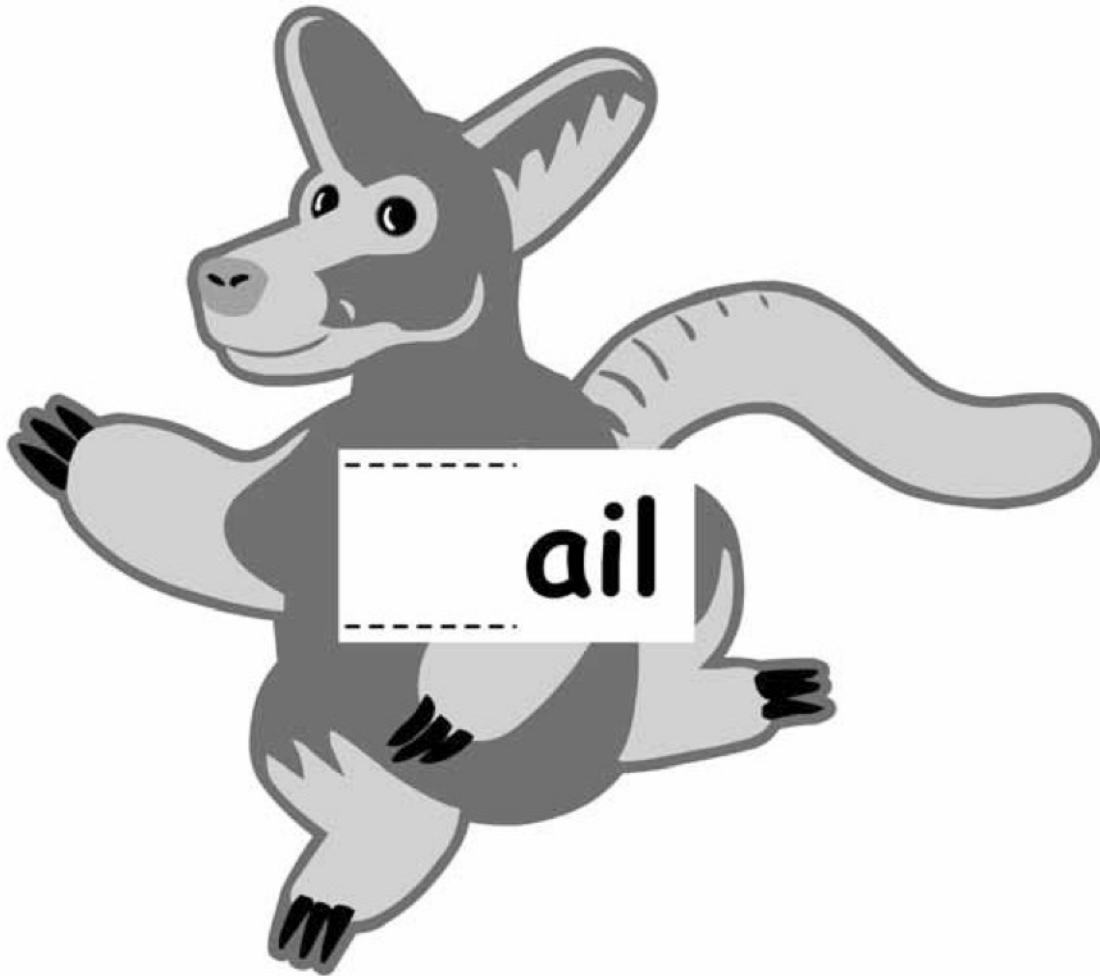
What's Missing?

Directions: Draw the missing parts to make the pictures look the same.



Name _____ Date _____

"Tail" Phonics



t h e n s tr



Name _____ Date _____

Copying Sentences

Directions: Copy the sentences.

1. Koala has a tail.

2. I have mail.

3. Get the nail.

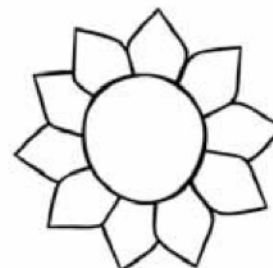
4. I like to sail.

5. He has a pail.

Name _____ Date _____

Letter K

Directions: Say the name of each picture. Color only the pictures that begin with the /k/ sound as in "Koala."



Name _____ Date _____

Writing Beginning Sounds

Directions: Name each picture. Write the beginning sound (letter) for each picture in the space provided.

1.



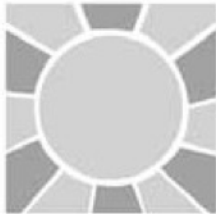
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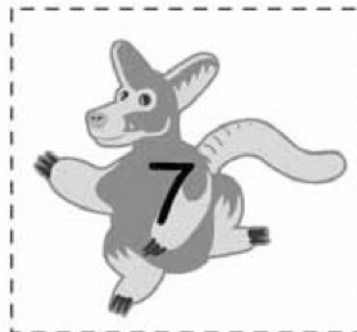
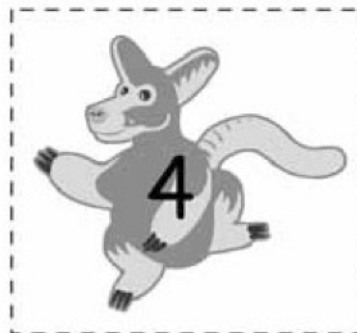
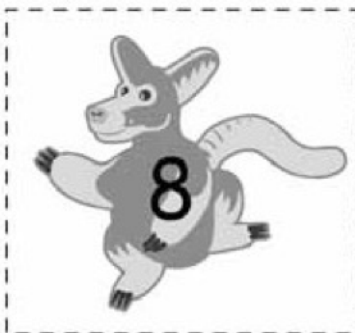
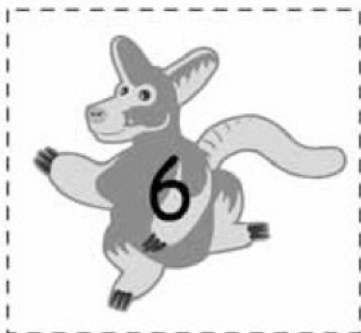
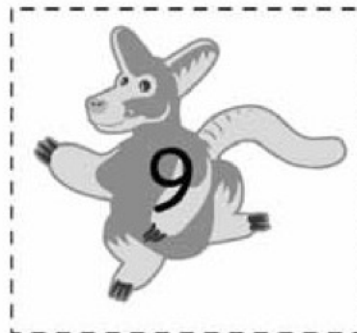
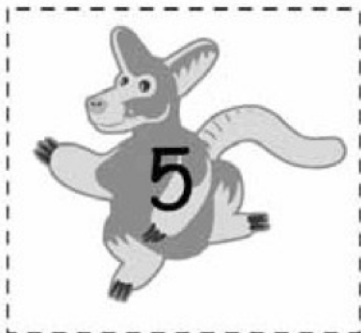
4.



eaves

Name _____ Date _____

Counting Kangaroos



Name _____ Date _____

Koala Parts

