

## Why Koala Has a Stumpy Tail

Written by Martha Hamilton and Mitch Weiss

### 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.

### Outcome

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

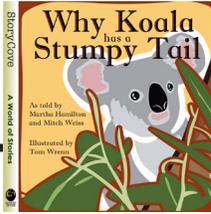
### Overview

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



## Why Koala Has a Stumpy Tail

Kindergarten

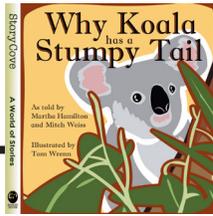
- 1 Empty toilet paper roll per student
- Gray construction paper
- Glue Scissors
- 1 Fluffy round cotton ball per student

### 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

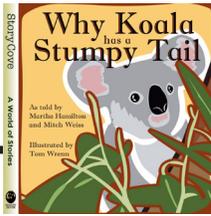


# Why Koala Has a Stumpy Tail

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.

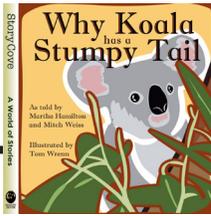
## Teacher Reads the Story

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

#### COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.1:

Key details in a text

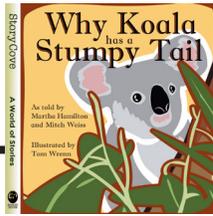
CCSS.ELA-LITERACY.

RL.K.3:

Identify characters,  
settings, and events in a  
story

#### For Assessing Comprehension

- 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.

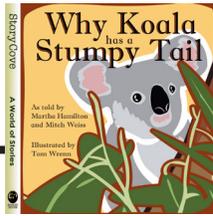
### Create a Timeline

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

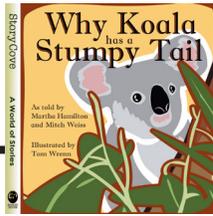
## Visual Discrimination

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

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## 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:

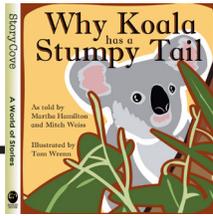
- Complete the “Tail” Phonics worksheet.
- Directions:
  - Color Tree Kangaroo yellow and brown.
  - Cut out Tree Kangaroo, the letter strip and the slits next to /ail/.
  - Feed the letter strip through the slits in Tree Kangaroo’s tail to display new words.
  - Practice with a partner saying the /ail/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

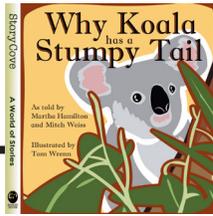
### Letter K

#### 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

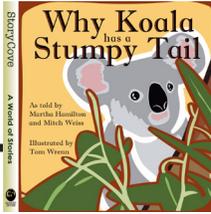
#### Writing Beginning Sounds of Words

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.

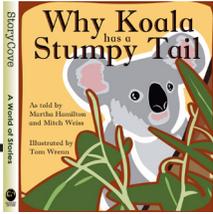
#### Graphing

Materials:

- Blackboard or Whiteboard

Directions:

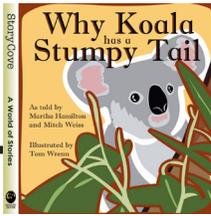
- Tells students that koalas sleep about 18 hours each day.
- Asks each student how many hours he or she slept the night before.
- Records results on the board.
- Creates a bar graph on the board showing how many hours students slept the night before.



## 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

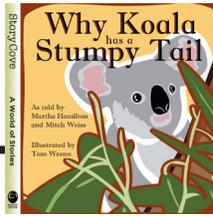
Directions:

- 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:

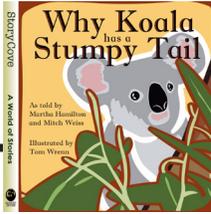
- Tells students they will hear actions from the book called out and they should pantomime the action named.
- Explains that “pantomime” means to “imagine and pretend to act in a particular way.”
- Tells students that when students hear the word, “Freeze!” they should freeze and not move until the teacher 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

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### Art

#### COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.7:

Illustrations

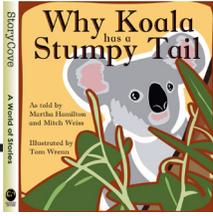
### Making a Koala

#### 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

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## 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](http://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](http://www.storycove.com).

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

### Matching Letters

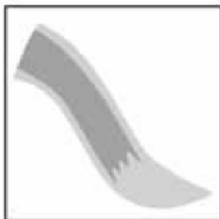
Directions:

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.



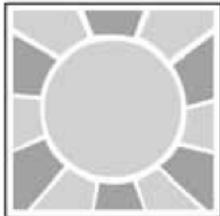
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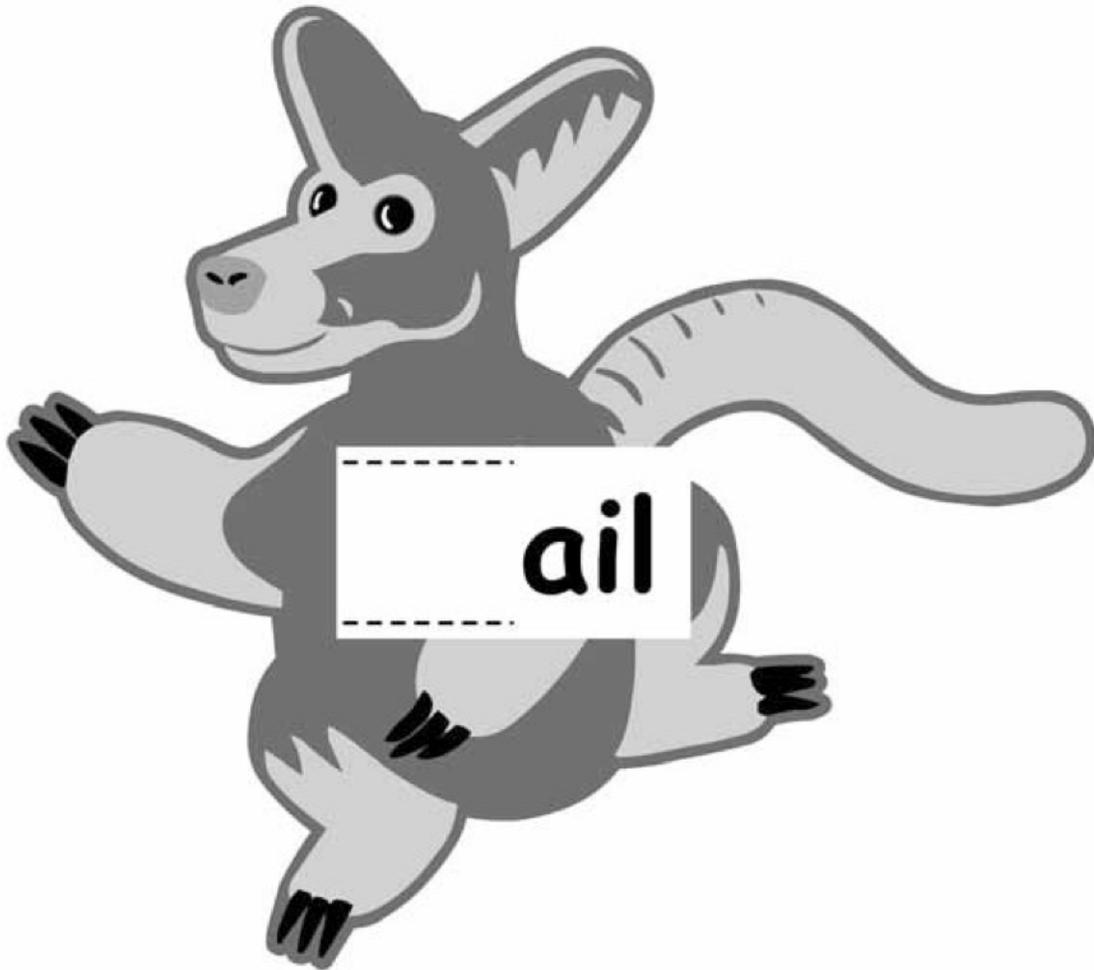
### What's Missing?

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



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

"Tail" Phonics



t h m 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.

\_\_\_\_\_

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\_\_\_\_\_

5. He has a pail.

\_\_\_\_\_

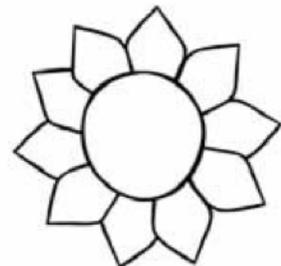
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\_\_\_\_\_

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.



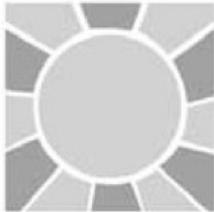
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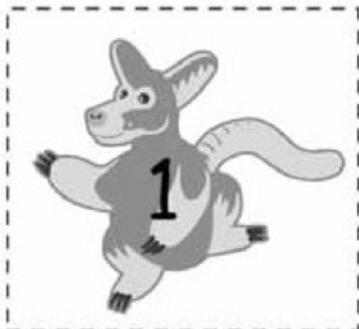
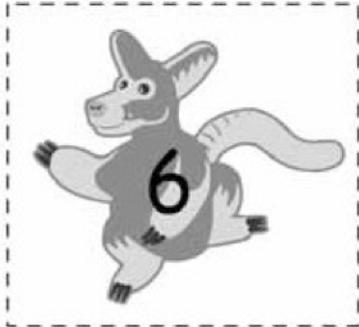
4.



eaves

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

### Counting Kangaroos



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

**Koala Parts**

