

Koala WHO COULD

Resources for Reception

PHONICS

- Imagine you are one of the animals sitting and singing around the campfire. What noises do you think you could hear? e.g. fire crackling, guitar and didgeridoo playing, dingos howling, emus grunting, feet thumping, paws clapping, nocturnal insects chirruping, rustling leaves etc. Use different instruments to try to recreate the sounds.
- Sing the song "If you're happy and you know it" but swap the actions for animal sounds and movements e.g. fly like a bird, snap like a crocodile, bounce like a kangaroo, run like an emu, wiggle like a wombat, scratch like a dingo, swim like a fish etc.
- Find and talk about the rhyming words in the story e.g. free/tree; meet/feet; sun/bun; pace/place; day/play; plant/can't; late/wait; blow/no; pinging/clinging; pass/class; paw/more; plan/can.
- The author uses a variety of alliterative phrases throughout the book to assist with the rhythm and rhyme of the story e.g. "koala called Kevin"; "these three things"; "Kevin was King"; "thanks for the thought". Create your own alliterative phrases with the children e.g. "wombat worried and wished"; "crocodile crept cautiously"; "dingo dug deeply"; "sun set slowly"; "koala clung cleverly".
- Write simple words on the board found from the words and pictures in the book e.g. sun, sit, nap, tap, big, hat, mug, wombat. Can the children find these things in the book?

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COMPREHENSION

- Where do you think this story is set? What clues can you find in the book? The words and pictures give us information about the landscape and the animals. (It is the Australian outback.)
- Talk about how Kevin the koala's feelings change throughout the story e.g. tired, relaxed, hungry, reluctant, frightened, risk-averse, wishful, worried, sad, scared, terrified, unconfident, relieved, joyous, happy, confident, jubilant, ecstatic.
- How do the animals try to coax Kevin the koala down from the tree at the beginning of the story? (Wombat asks him to come down and play. The dingos try to reassure him that he has nothing to fear.)
- How do the animals try to encourage Kevin the koala down after the bird has tapped at it? (The crowd of animals gathered and called "Un-cling!". They asked him to leap and got some soft leaves for him to try to catch him safely.)
- Now Kevin the koala has experienced how great it is to try something new, do you think he will ever be frightened again?

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VOCABULARY

- Look at the page where the author emphasises how frightening the ground down below seems to Kevin the koala: “too fast”, “too loud”, “too big”, “too strange”. Try changing the words so the meaning stays the same e.g. “too quick”, “too noisy”, “too large”, “too peculiar”.
- Look at the phrase that describes Kevin the koala: “A nicer grey fellow you never would meet”. Try to use this line as a template for creating new phrases about the animals in the story e.g. wombat (a friendlier furry creature you never would find); crocodile (a more frightening green creature you never would meet); kangaroo (a bouncier bold creature you never would see).

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Activity Sheet for Reception

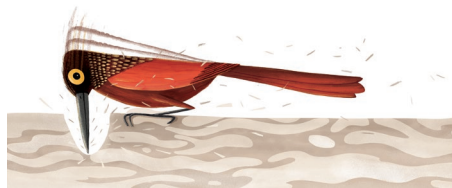
1. PHONICS: SEGMENTING AND BLENDING

Match the words to the pictures. Use the book to help you.

nap



sun



tap tap



wombat



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Activity Sheet for Reception

2. COMPREHENSION

What do you think the characters are thinking?



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KoALA WHO COULD

Resources for Key Stage 1

PHONICS

Phase 4: Time challenge

- Make these words into cards: went, it's, from, just, help, this, with, that, then, them, yes, will, an, as, it, in, am, at, dad, can, get, up, not, mum, him, had, dog, on, back, but, big, if, off, and, for, how, now, down, see, look, too.
- Put on a timer and see how many high frequency words the children can read in one minute.

Phase 5: Soft or Hard G

- Make these words into cards: change, clung, grey, good, strange, dingos, cling, go, gathered, young, great, giant, gem, bridge, danger.
- Tell the children that the letter 'g' normally makes the /g/ sound but sometimes it can make the /j/ sound.
- Say the words (do not show the cards) and ask children to say /g/ or /j/ after each word.
- Show the cards and ask the children to help you circle the 'g' in the words where it makes the /j/ sound.
- Ask the children to read the words.

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Resources for Key Stage 1

COMPREHENSION WHAT IS KEVIN THINKING?

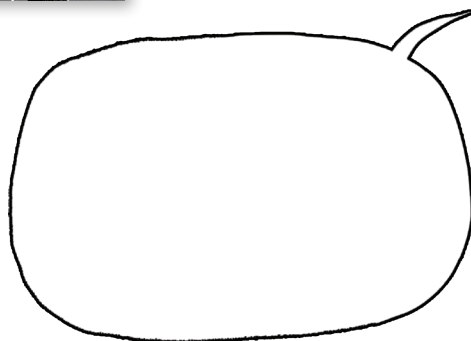
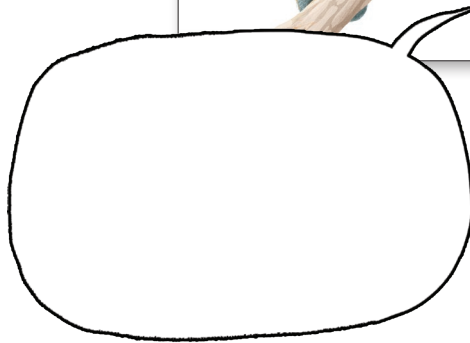
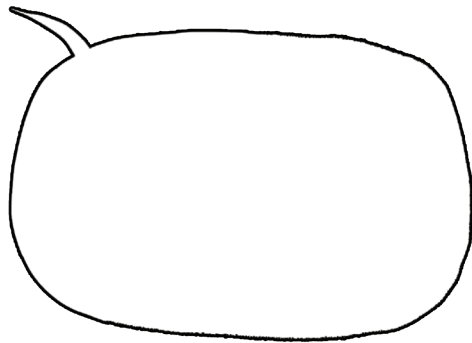
- In this story Kevin seems happy up his tree but there are some clues to show us that he might like to join the other animals. Look through the book with the children to see if you can find them.
- Ask the children if they have ever really wanted to try something new but been a bit scared? Have they ever stopped themselves from doing something?
- Show the children the pictures of Kevin on the activity sheet. Ask them to think about how he might be feeling at each part of the story. Make a thought bubble for Kevin together.
- Ask the children to write their own thoughts for Kevin into the thought bubbles on the activity sheet.
- You can use these pictures as 'retelling cards'. Cut up the pictures. Put the cards in the correct order. Place each card down and ask the children to tell their partner what is happening in that part of the story.
- Children can have fun matching the pictures to the pictures within the book.

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Activity Sheet for Key Stage 1

WHAT IS KEVIN THINKING?

Write what you think Kevin is thinking in the thought bubbles.



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VOCABULARY: SOUND EFFECT WORDS

Tell the children that some words make sound effects.
Go through the book making sound effects for each page.

For example:

SNAP! for the crocodile; pitter patter for the rain; twit-ter-woo for an owl at night; tap tappity tap tap tap for the woodpecker; whoooooomph crash wallop for the tree falling over.