

Teaching Notes & Resources

Key Stage 1

Themes: Family | Starting school | Growing Up | Empathy

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ANIMAL FACT FILE

THE
KOALA
WHO COULD

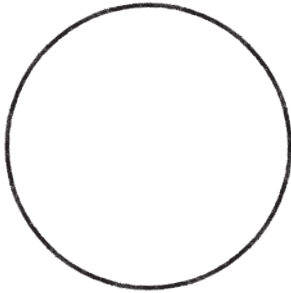
Name of animal:

Location:



Diet:

What does this animal eat. Draw it in the circle and write it in the box.



A large empty rectangular box for writing the animal's diet.

Did you know?

CURRICULUM MAP

THE
KOALA
WHO COULD

Literacy

Speech and Thought Bubbles

Using scenes from *The Koala Who Could* with blank speech and thought bubbles, children must come up with appropriate words and phrases that characters might say or think, helping to expand their vocabulary. By imagining what a character might say or think, children practise using language expressively, which is key to both spoken and written communication. It will also encourage children to understand the characters' emotions, motivations, and actions, deepening their comprehension of the story.

Story Sequencing

Children will be given a selection of images from the book which must be sequenced in the correct order to layout the key points of the story. By arranging pictures in the correct order, children develop an understanding of narrative structure—beginning, middle, and end. This is fundamental to their comprehension of how stories are constructed. This activity also reinforces children's ability to recall and retell a story accurately, which is a key comprehension skill.

Rhyming

This matching activity will require children to be given rhyming words from the book that are written on cards. They will need to find the words that rhyme and pair them together. It will strengthen children's ability to decode unfamiliar words by recognising familiar sound patterns. This will also expand their vocabulary as they encounter less common words that rhyme with familiar ones.



Discussion Questions

These questions will encourage children to understand the plot, characters and themes of *The Koala Who Could* more deeply.

Do you think Kevin was happy up in his tree? Why do you think this?

Why did the animals want Kevin to come down?
Do you think the other animals like Kevin?

How did Kevin feel when he let go of the tree?
Why do you think he felt like that?

What did Kevin learn from his experience?

What good experiences have you had because you tried something new?



Vocabulary

Throughout *The Koala Who Could*, there are some onomatopoeias – words that make sound effects.

Go through the book identifying onomatopoeias and ask the children to suggest their own sound effects for different parts of the story. An example could be, **SPLASH!** for the waterfall or **CRUNCH!** As he chews on the leaves.

CURRICULUM MAP

THE
KOALA
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Letter to Kevin

In The Koala Who Could, Kevin keeps saying that he can't come down from his tree.

Ask children to write a letter from the perspective of Wombat encouraging Kevin to come down and join in with the other animals. They should consider why Kevin might be feeling like he is and try to be sensitive while also, persuasive.



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.



PSHE

Let's Try Something New!

In this activity, children can reflect on their own personal goals. They will need to think of something new that that would like to achieve in the future. Afterwards, they will think up three steps that they can take to achieve their goal and encourage them to step out of their comfort zone.

Kevin's Steps to Stepping Out

In small groups, children could discuss a recent activity or hobby that they tried with others in their group. There may be children who have yet to find the courage to try something new or explore out of their comfort zones, so seeing other children discuss their goals may encourage them to see things differently. You can guide the children to ensure they mention what feelings they felt before and after trying something new.



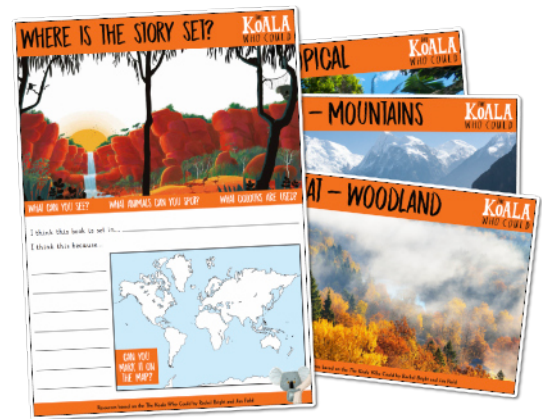
CURRICULUM MAP

THE
KOALA
WHO COULD

Topics

Geography – Where is the book set?

In this activity, children will have to analyse one of the illustrations from the book and use it to estimate what kind of habitat they think it is. They should be encouraged to discuss what they see in the illustration, such as physical features and other wildlife. They will then match their location to one of the habitat cards provided and write about the evidence that's drawn them to that choice.



Geography – Come and Visit Kevin!

In this activity, the children will need to use the scenes from the book to reflect on what the characters' habitat is like. They could write several descriptive words to describe the habitat and then use these words in sentences to create a letter from this character's perspective, inviting someone to come and visit their habitat.

Science – Animal Fact File

In this activity, children will need to research one of the main animals from within the book. They will need to find out what animal it is, where they can be found and several other interesting facts about that animal.

PE

Create a dance routine that tells the story and shows the emotions that the characters feel throughout the book. This could be completed in small groups, or you could break the book up into sections to perform the whole story as a class.

Science – Animal Specific Adaptation

Children need to research and find out why the animal from the book is well suited for its habitat. You could discuss their physical attributes, diet and their daily life.

Art and Design

Create a diorama of a koala's habitat using recycled materials.

Australian Aboriginal dreamcatchers, also known as snugglepots, are often made with a circular frame and decorated with natural materials such as feathers, fur, and shells. They are believed to protect the dreamer from evil spirits and to promote positive energy. Use the template to print onto card or laminate. Use a hole punch to create the holes. Provide children with string or wool to thread back and forth through the holes. Thread beads onto the end of the loose wool.



LET'S TRY SOMETHING NEW!

I have goals!

A goal for my future...



My steps to
achieve...



1

2

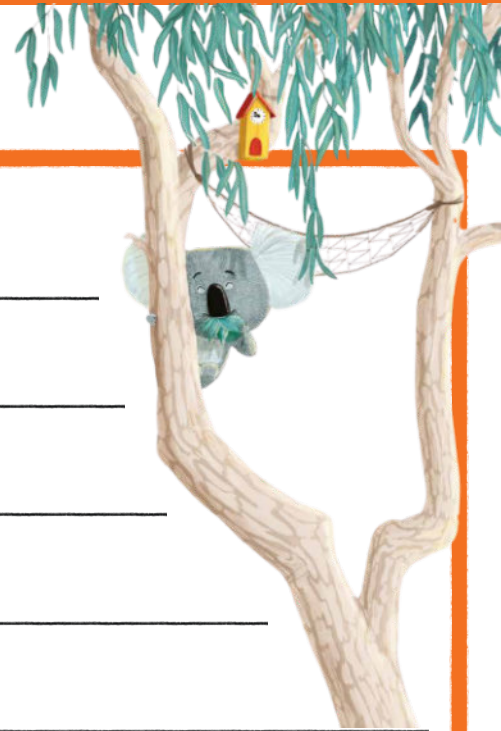


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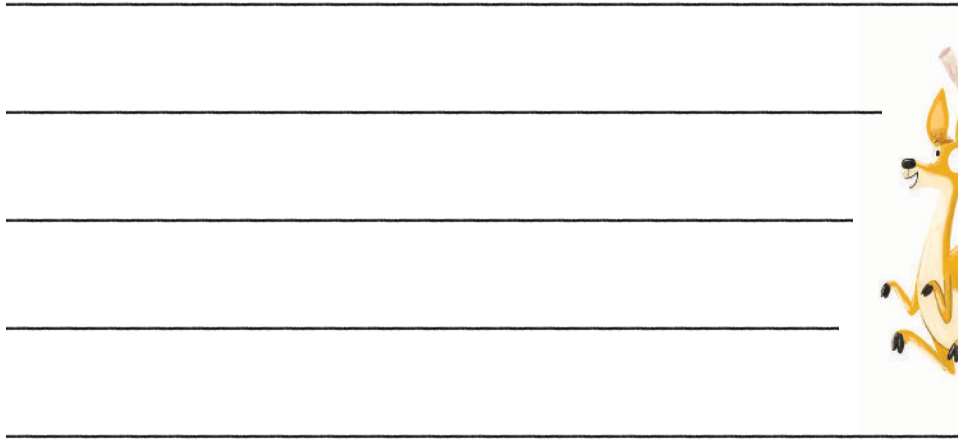
LETTER TO KEVIN

THE
KOALA
WHO COULD

Imagine you are Wombat and write a letter to Kevin asking him to come down and play with the other animals.



THE KOALA WHO COULD



RHYMING CARDS

Cut out the rhyming cards and see if you can find the matching rhyming words.
Can you think of any other words that they rhyme with?



meet

Resources based on the *The Koala Who Could* by Rachel Bright and Jim Field



more

Resources based on the *The Koala Who Could* by Rachel Bright and Jim Field



pace

Resources based on the *The Koala Who Could* by Rachel Bright and Jim Field



feet

Resources based on the *The Koala Who Could* by Rachel Bright and Jim Field



day

Resources based on the *The Koala Who Could* by Rachel Bright and Jim Field




sound

Resources based on the *The Koala Who Could* by Rachel Bright and Jim Field



around

Resources based on the *The Koala Who Could* by Rachel Bright and Jim Field




place

Resources based on the *The Koala Who Could* by Rachel Bright and Jim Field



paw

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play

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SPEECH AND THOUGHT BUBBLES

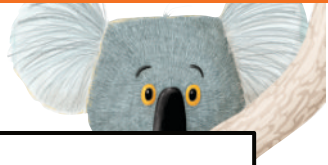
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Complete the speech and thought bubbles to show what you imagine the characters might be thinking or saying.



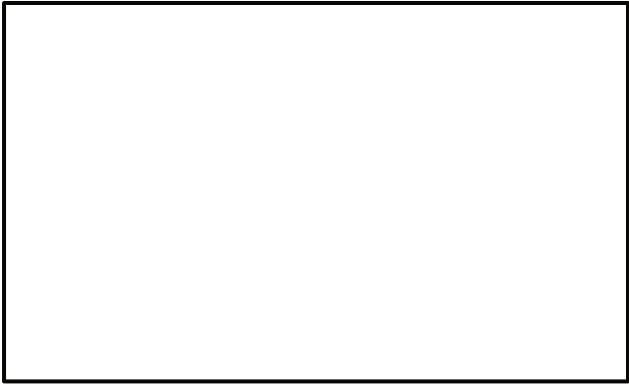
STORY SEQUENCING

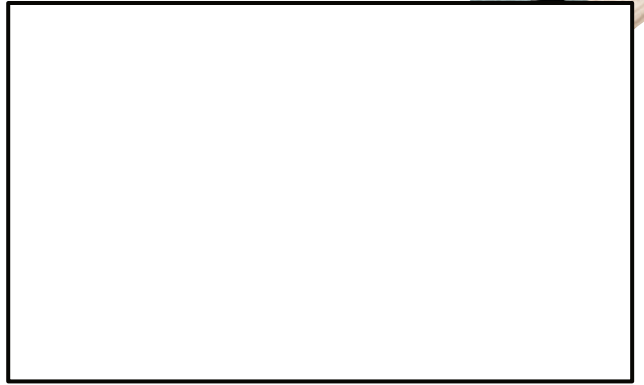
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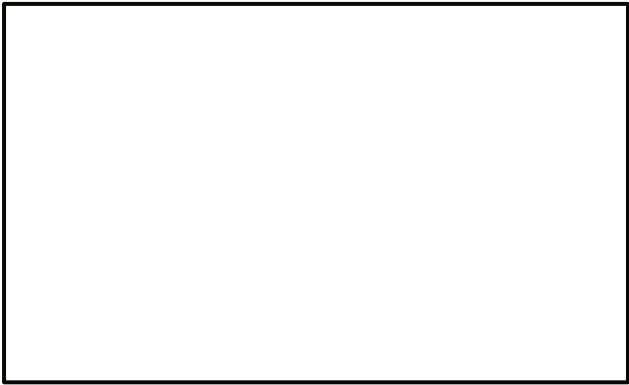


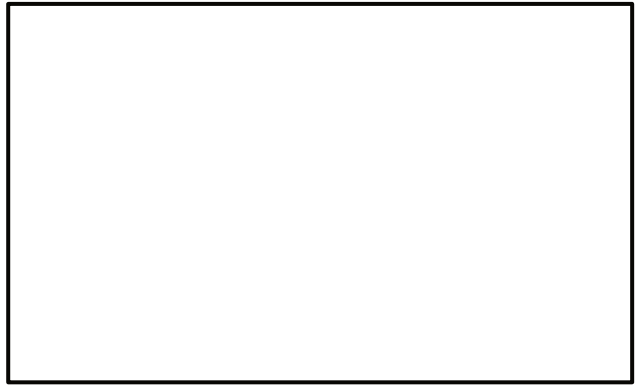
Cut out the pictures and put them in order.

Write a caption for each picture to explain what is happening.







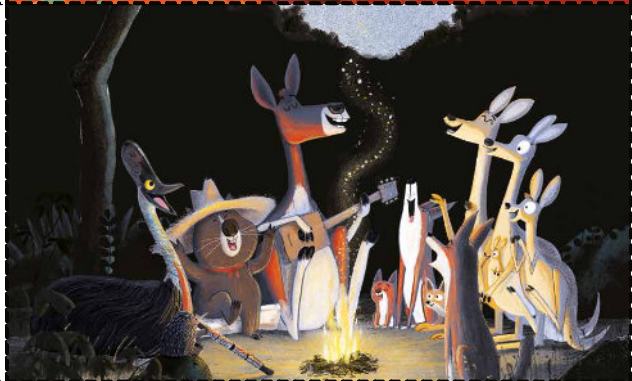






STORY SEQUENCING

THE
KOALA
WHO COULD



WHERE IS THE STORY SET?

THE
KOALA
WHO COULD



WHAT CAN YOU SEE?

WHAT ANIMALS CAN YOU SPOT?

WHAT COLOURS ARE USED?

I think this book is set in... _____

I think this because...



HABITAT – DESERT

THE
KOALA
WHO COULD



Resources based on the *The Koala Who Could* by Rachel Bright and Jim Field

HABITAT – MOUNTAINS

THE
KOALA
WHO COULD



Resources based on the *The Koala Who Could* by Rachel Bright and Jim Field

HABITAT – SAVANNA

THE
KOALA
WHO COULD



Resources based on the *The Koala Who Could* by Rachel Bright and Jim Field

HABITAT – TROPICAL

THE
KOALA
WHO COULD



Resources based on the *The Koala Who Could* by Rachel Bright and Jim Field

HABITAT – BOREAL FOREST

THE
KOALA
WHO COULD



Resources based on the *The Koala Who Could* by Rachel Bright and Jim Field

HABITAT – WOODLAND

THE
KOALA
WHO COULD



Resources based on the *The Koala Who Could* by Rachel Bright and Jim Field

HABITAT – OCEAN

THE
KOALA
WHO COULD



Resources based on the *The Koala Who Could* by Rachel Bright and Jim Field

HABITAT – OUTBACK

THE
KOALA
WHO COULD



Resources based on the *The Koala Who Could* by Rachel Bright and Jim Field

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