

rooted in  
**READING**

**2<sup>ND</sup>**  
GRADE

**MAY**

2<sup>ND</sup> GRADE READ ALOUD ACTIVITIES & LESSONS



titles:

--> Sharks

by Anne Schreiber

--> Fireflies!

by Julie Brinckloe

--> The Three Little

Javelinas

by Susan Lowell

--> Koala Lou

by Mem Fox

by: amy lemons + katie king

# the CC STANDARDS

MAY

MAY	Sharks by Anne Schreiber	Analyzing Nonfiction Text	RI2.1, RI2.5, RI2.7, RI2.8, RI2.9, RI3.1, RI3.5, RI3.6, RI3.7, RI3.8, RI3.9	Nonfiction Text Features	RI3.5, RI2.5
	Fireflies! by Julie Brinckloe	Author's Purpose Cause/Effect with NF: Fireflies	RL2.1, RI2.6, RL3.1, RI3.3, RL3.7, RI3.8	Homophones	L2.4, L3.4
	The Three Little Javelinas by Susan Lowell	Comparing Folktales Character Analysis	RL2.2, RL2.6, RL2.9, RI2.2, RL3.2, RL3.6, RL3.9, RI3.2	Reader's Theatre and Grammar Review	L2.1, L3.1A
	Koala Lou by Mem Fox	Problem and Solution Character Motivation	RL2.1, RL2.3, RL2.5, RL3.1, RL3.3	Shades of Meaning: Verbs	L2.5B, L3.5C

\*nonfiction readers in each unit hit on nonfiction standards as well\*

the **FOKS**  
**M A Y**

**MAY**

	Sharks by Anne Schreiber	Analyzing Nonfiction Text	2.9D	Nonfiction Text Features	2.9Dii
	Fireflies! by Julie Brinckloe	Author's Purpose Cause/Effect with NF: Fireflies	2.9Diii , 2.6A, 2.10B, 2.10A, 2.9Ei	Homophones	2.3D
	The Three Little Javelinas by Susan Lowell	Comparing Folktales Character Analysis	2.9A, 2.9C	Reader's Theatre and Grammar Review	2.11Dii, 2.11Diii, 2.11Div, 2.11Dv, 2.9C
	Koala Lou by Mem Fox	Problem and Solution Character Motivation	2.8C	Shades of Meaning: Verbs	2.11Dii, 2.3D

\*nonfiction readers in each unit hit on nonfiction standards as well\*

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title:

→ Sharks  
by Anne  
Schreiber

by: amy lemons + katie king



# COMPREHENSION

## SHARKS

black Tip Reef Shark  
Great White Shark  
Lemon Shark  
blue Shark  
Tiger Shark  
Hammerhead  
Bull Shark  
Nurse Shark

Name: \_\_\_\_\_ (Sharks)

### COMPREHENSION CHECK

Directions: Circle the correct answer or answer in a complete sentence.

- What is a shark's skin most similar to?
  - snake's skin
  - sandpaper
  - moist paper towel
  - a tiger's tongue
- How would you describe cartilage?
  - rubbery
  - stiff
  - weak
  - jagged
- Shark babies are called guppies.
  - True
  - False
- Why are sharks important?
  - They are a predator.
  - They are a prey.
  - They are a predator.
  - They are a prey.
- Describe a Whale Shark.
 

\_\_\_\_\_

\_\_\_\_\_
- Describe the role that humans have in endangering sharks.
 

\_\_\_\_\_

\_\_\_\_\_
- Discuss two of the shark's senses and how it helps him to be a better hunter.
 

\_\_\_\_\_

\_\_\_\_\_
- Which shark do you find most interesting? Why do you feel this way?
 

\_\_\_\_\_

\_\_\_\_\_



Name: Elizabeth

## DETECTIVE of Shark Senses

Directions: After reading the book *Sharks* and watching the Shark Academy videos, what have you learned about these shark senses?

**SIGHT** Some have eyes like cats → they see well even when water is murky!

**SMELL** 2/3 of a shark's brain helps him smell!

**TASTE** Their mouths help determine if something they've bitten is something they want to eat.

**ELECTROSENSORY** They feel vibrations so they are alerted to prey movement

Name: Emily

## WHO AM I?

Directions: Read the clue. Decide which shark you think is being described. Draw and label that shark in the box.

I like to eat shellfish off the bottom of the ocean. I won't bug you if you bug me!

\_\_\_\_\_

I can see in the dark. I will eat anything I want.

\_\_\_\_\_

I can see in the dark. I will eat anything I want.

\_\_\_\_\_

I can see in the dark. I will eat anything I want.

\_\_\_\_\_

I can see in the dark. I will eat anything I want.

\_\_\_\_\_

Name: \_\_\_\_\_ (Fiction Passage)

## Aquarium Trip

Directions: Read the passage and answer the question.

Janie and her family had been planning this trip for months. They were finally getting to go to the Georgia Aquarium. After they parked their car and made sure they had their tickets, they began the long walk into the aquarium. There were so many fun exhibits the family didn't know where to start! They checked the times for the dolphin show and knew they wanted to be in their seats at two o'clock pm. Since it was only 12:30 they knew they had plenty of time to wander around the different tanks. "Mommy, mommy! Let's go see the penguins first!" yelled Janie's little brother Mark. Janie had her heart set on seeing the enormous whale sharks first. The family decided to split up meet at the dolphin show.

Janie couldn't believe it when she finally saw the whale sharks. Enormous didn't even begin to describe their size! Janie and her dad were even able to take a photograph of themselves with the whale sharks in the background. At about 1:45 they started heading for the dolphin show! Janie was so excited she was bouncing up and down. "Oh no!" said Janie's dad as he checked his phone. He showed Janie his phone where she saw the words "No Service" in bold letters. There were hundreds of people around and they knew it was going to be very hard to find Mark and Mom. They decided to grab seats for the show and discussed how to find the rest of the family after the show. Janie was disappointed because she had been looking forward to experiencing this with her mother. About five minutes into the show, two people were called up to the tank as volunteers. It was Mark and mom! After being told what to do, Mark raised his arm up in the air and the dolphins jumped high out of the water! Janie was so excited for her brother! Janie and her dad joined Mark and Mom at their seats for the rest of the show. As they were walking to their car, the whole family was beaming from ear to ear. It was officially the best day ever!

Why do you think the family had the best day ever?

\_\_\_\_\_

\_\_\_\_\_

# NONFICTION READER

## Living the Life

Dolphins can jump as high out of the water. Many people watch dolphins swim, play, and interact with humans. Most live in the shallow areas of tropical and temperate oceans throughout the world. There are five species in the world's rivers. However, dolphins live in salt water.



## Predator or Prey?

Dolphins consume a variety of prey, including crustaceans, fish, and squid. Even though dolphins can have from a dozen to 250 teeth, they use their teeth to chew their food. They use their teeth to catch their prey and then they swallow it whole. Dolphins do not have a large number of predators, but some sharks do prey on certain species of dolphins.



## Interesting Facts

- Dolphins do not drink water. They receive all the water their body needs from the fish they eat.
- Dolphins have excellent vision.
  - Dolphins make noises to communicate. Many of the noises sound like whistles.
- Killer whales, or orcas, are actually a part of the dolphin family.



## Living Together

Dolphins live together in social groups called pods. There can be anywhere from five to several hundred dolphins that live in the same pod. Pods of dolphins will hunt together. Dolphins use echolocation to find their prey. Often times, the pod will surround a school of fish, trap them, and take turns swimming through to catch the fish. They also help each other raise their young.

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## About Dolphins

Dolphins are highly intelligent marine mammals. Yes, you heard that right! Dolphins are mammals. This means they breathe air from birth to live young, have hair at some point in their life, and are warm-blooded. Dolphins use blowholes to breathe air.



## Dolphins



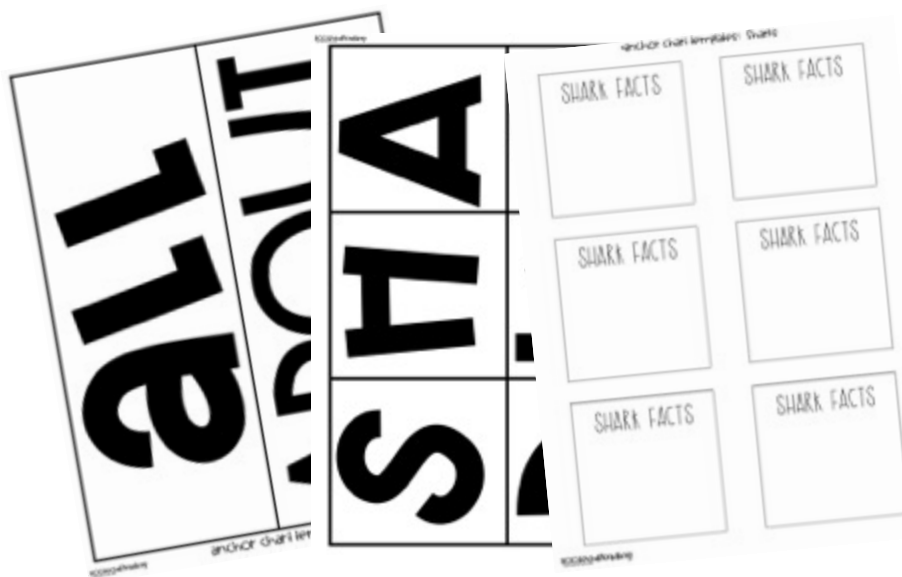
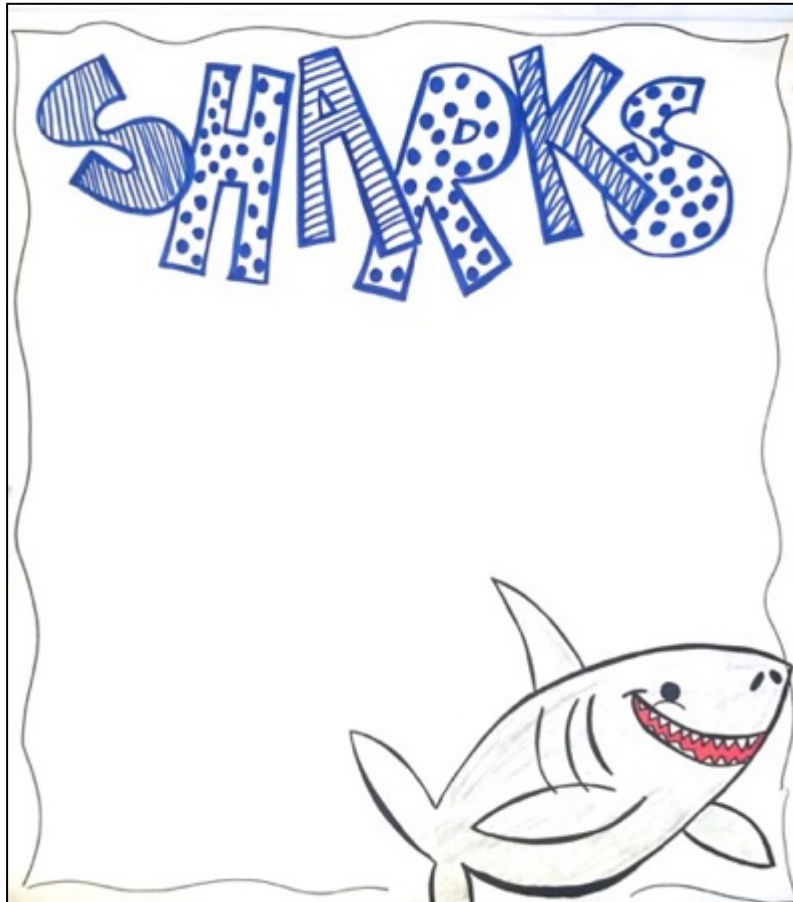
Rooted in Reading

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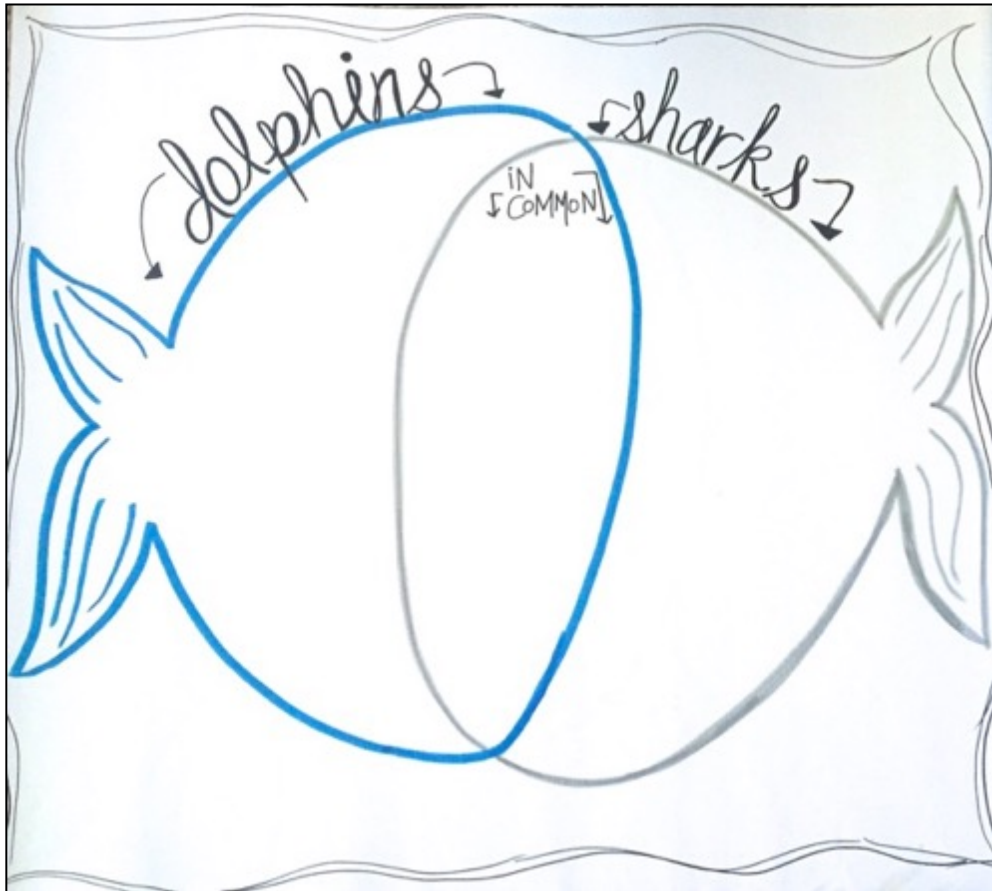
Pod of dolphins



# ANCHOR CHART



# ANCHOR CHART



# ANCHOR CHART



Anchor chart template for 'SHARKS' with a shark illustration and a grid for notes.

SHARKS	CA	SHARKS 	SHARKS CAN	SHARKS CAN
	HA		SHARKS CAN	SHARKS CAN
	AR		SHARKS CAN	SHARKS CAN

FOOTNOTES: K12WORKSHEETS.COM, BOOLETS + BORDERS, K12WORKSHEETS.COM



# VOCABULARY

## SHARKS

predator	an animal that kills and eats another animal
blend	to hide due to similar colors
grinding	rubbing together until something is crushed
rare	not happening often

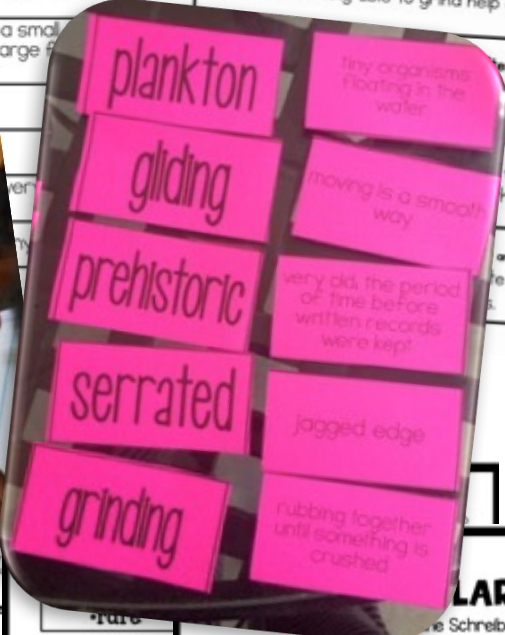
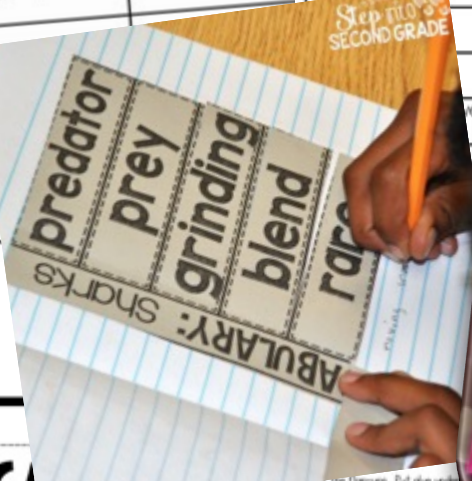
predator	an animal that kills another
blend	to hide due to similar colors
grinding	rubbing together until something is crushed
rare	not happening often
gliding	moving in a smooth way
prey	an animal that is eaten by another
cartilage	the firm but flexible tissue that connects bones in the body
remoras	a small fish that attaches itself to a larger fish

Vocabulary Journal Prompts: Students glue into their spirals. Students respond to the prompt.

**predator:** an animal that kills and eats another animal  
Write and draw about three predators.

**blend:** to hide due to similar colors  
Camouflaging is another word for blending. Why is it important for some animals to camouflage with their surroundings?

**grinding:** rubbing together until something is crushed  
How does being able to grind help a shark?



Name: \_\_\_\_\_

### VOCABULARY

predator	rare	gliding
grinding	blend	prey

to hide due to similar colors

rubbing together until something is crushed

an animal that kills and eats another animal

not happening often

moving in a smooth way

an animal that is eaten by another animal

### VOCABULARY: Sharks

prey

blend

grinding

gliding

Directions: Use each word in a sentence.

- Yesterday the sky was graceful.
- The Jaguar drove through the trees and learned to glide.
- I tried to climb a green jacket tree.
- Emily began to blend that was of her.
- The lion is a predator of the African savanna.
- Sometimes at night with prey.

Directions: Read the sentence. Make up your own sentence with the underlined word. Draw a picture to match.

- IF you gently push on the tip of your nose, you can feel the cartilage bend and shift.
- My mom has all kinds of knives in her kitchen, but the serrated ones tend to make me the most nervous.
- In prehistoric times dinosaurs roamed the earth and enormous sharks swam in the oceans.
- A whale shark can scoop up thousands of plankton in one big gulp.

# DRAW & RESPOND



DRAW A DOLPHIN



Draw the ocean waves.

Draw a curved line and the eye.



Connect the two lines with a fluke.

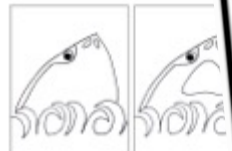
Draw a curved line.

DRAW A SHARK



Draw the ocean waves.

Draw the head of the shark.



Draw the eye.

Draw the mouth.

**SHARK**

Name: \_\_\_\_\_

**DOLPHINS**

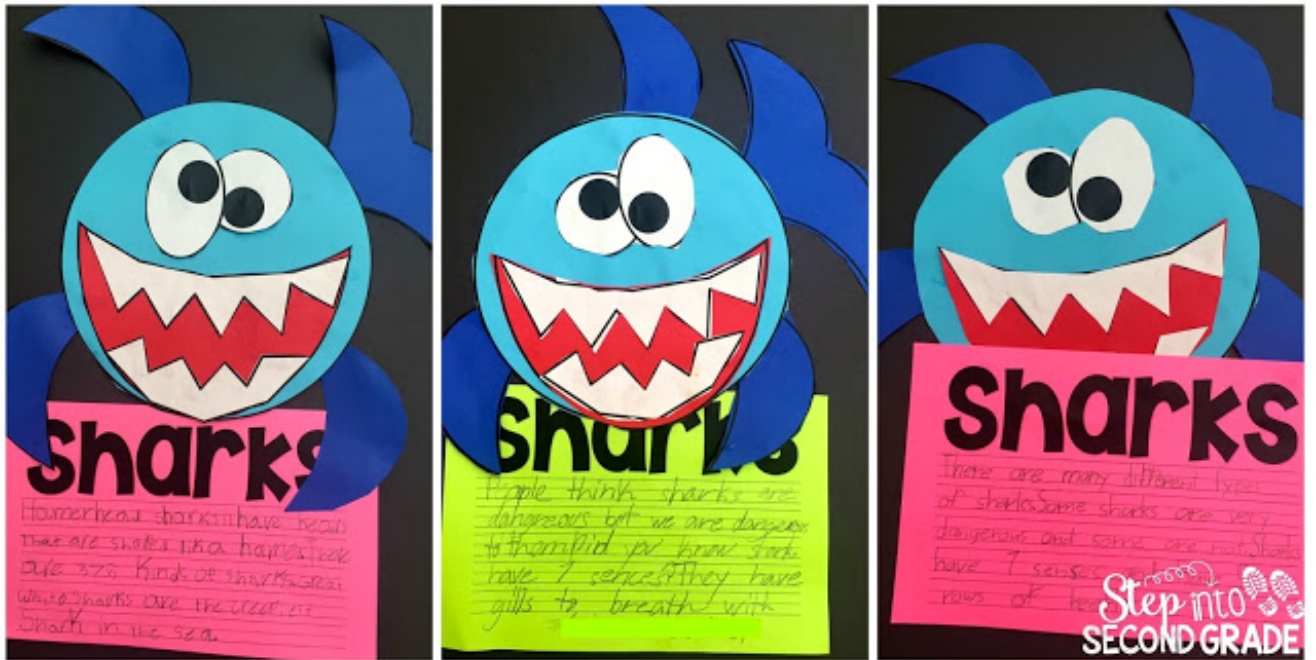
Name: \_\_\_\_\_

**DOLPHINS**

Name: \_\_\_\_\_



# READING RESPONSE



Shark Fins and Tail: Gray or Blue Paper

Shark Eyes and T.



SHARK SIGHTING

Name: \_\_\_\_\_

SHARK SIGHTINGS

Name: \_\_\_\_\_

SHARK SIGHTINGS

Name: \_\_\_\_\_

# TEXT FEATURES


**Fishing for TEXT FEATURES**  
name: \_\_\_\_\_





Sharks are **warm-blooded** animals.

**Bold Print**  
Bold print tells you that the words are important.

**NONFICTION Text Features**

**CAPTIONS** 

**CLOSE-UP** 

**DIAGRAM** 

**School of fish**

**CAPTIONS** 

**CLOSE-UP** 





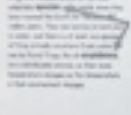
**text features scavenger hunt**

Diagram Subheading Table of Contents Photo

**caption**



**name that text feature!**


 photograph	 diagram	 close-up
 caption	 bold print	

**text features**

**SHARKS**  
There are over 400 known species of sharks. Not all sharks look alike, but they do have a few things in common. Sharks do not have a single bone in their body. Their skeleton is made up of cartilage. They breathe through gills that are located on either side of their body.

Sub heading  
bold print  
label  
close-up  
photograph  
caption

**gills**  
Using its gills, a shark can breathe underwater.



**NONFICTION TEXT FEATURE** **2** **chart**

**NONFICTION TEXT FEATURE** **3** **subheadings**

**NONFICTION TEXT FEATURE** **4** **photograph**

This helps me learn the parts of a frog's body.





# DAILY DEEP DIVE

Each day students will dig deep with one sentence from the book. Students will have a task to complete in their journals in response to the sentence. For the first few weeks you may want to do this together as a class. This is a great warm-up to grammar!

**MENTOR SENTENCE**

When shark pups grow up, they are awesome predators.

**MONDAY**  
Tell a fact about a shark's life cycle.

**TUESDAY**  
Highlight the nouns yellow.

On Monday, glue each of the strips into a spiral, leaving space to write in between each prompt. Students will complete a task each day as a response to the mentor sentence from the book.

Name: \_\_\_\_\_

**DAILY DEEP DIVE**  
Sharks

**MENTOR SENTENCE**

When shark pups grow up, they are awesome predators.

**THINK ABOUT IT!**

Tell a fact about a shark's life cycle.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**LOOK AT IT!**

Highlight the nouns yellow.  
Highlight the verbs blue. Highlight the adjectives pink.  
Now, write your own words:

**NOUN:** \_\_\_\_\_ **VERB:** \_\_\_\_\_

**ADJECTIVE:** \_\_\_\_\_

Name: \_\_\_\_\_

**DAILY DEEP DIVE**  
Sharks

**FIX IT UP!**

winn shark pup grow up, they are awesome predators?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**DEFINE IT!**

Explain what it means to be a predator.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

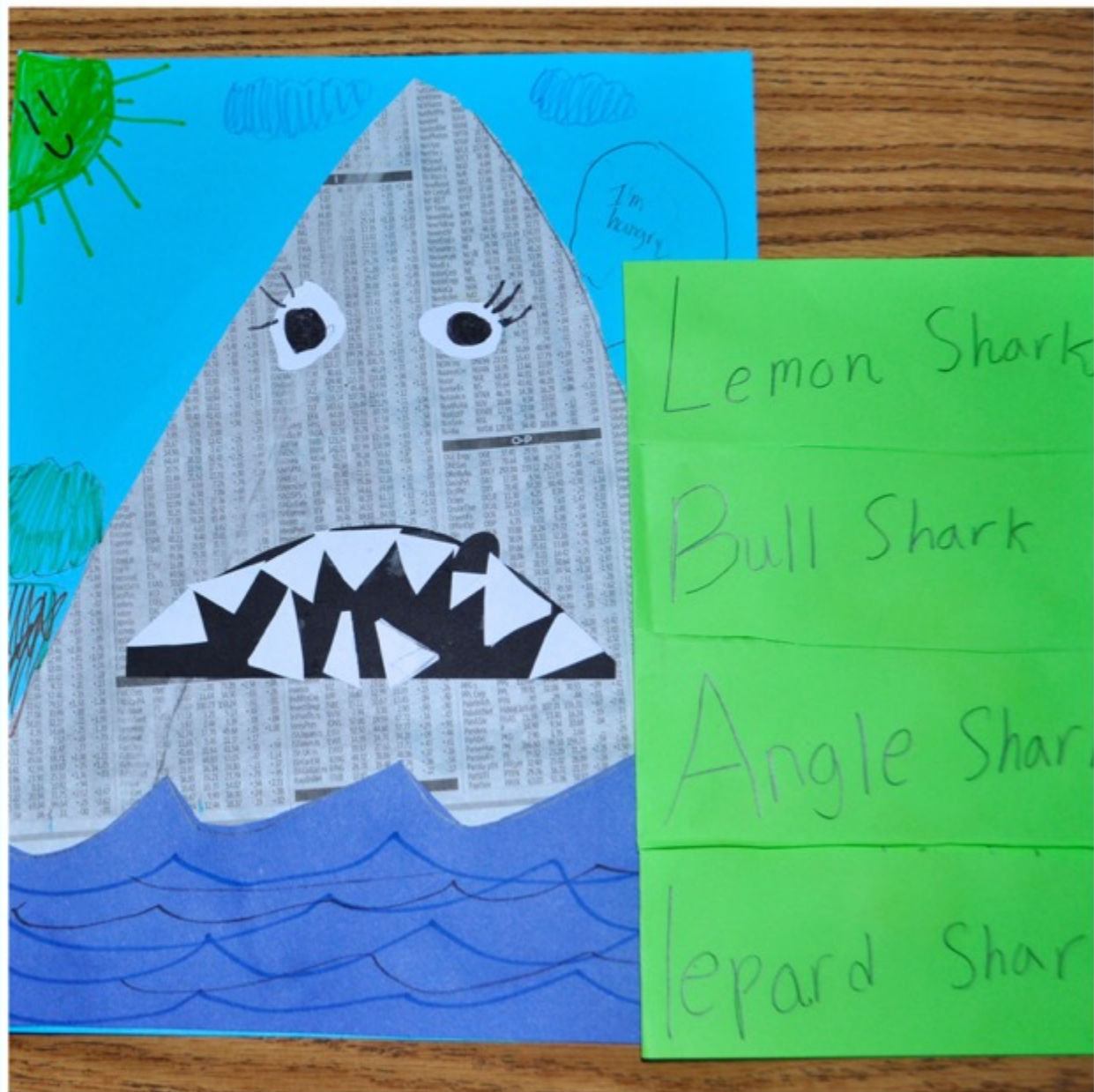


# extra art



We created this shark art project without templates. I have provided the templates in case you would prefer for students to trace and cut OR just cut out their materials. This is an extra activity that is not included in the lesson plans. Students can use the flap-ups to write about four different types of sharks.

# art



Lemon Shark

Bull Shark

Angle Shark

leopard Shark



# stem PROJECT

## Save the Seal!



Materials Needed:

- 10-15 Pipe Cleaners
- Cupcake Holder or Small Cup
- 3 Pieces of Tape
- 2 Index Cards
- 2 Pieces of Foil
- 1 Rubber band

This is an extra project that is NOT included in the lesson plans.

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title:

→ Fireflies!

by Julie  
Brinckloe

by: amy lemons + katie king



# COMPREHENSION

Author's PURPOSE

Persuade  
Inform  
Entertain

Author's PURPOSE

Authors write for one of the reasons. Use this to help you read.

Persuade

The author is trying to convince you of something.

Inform

Entertain

The author is telling a story or trying to make you laugh.

author is telling you about something

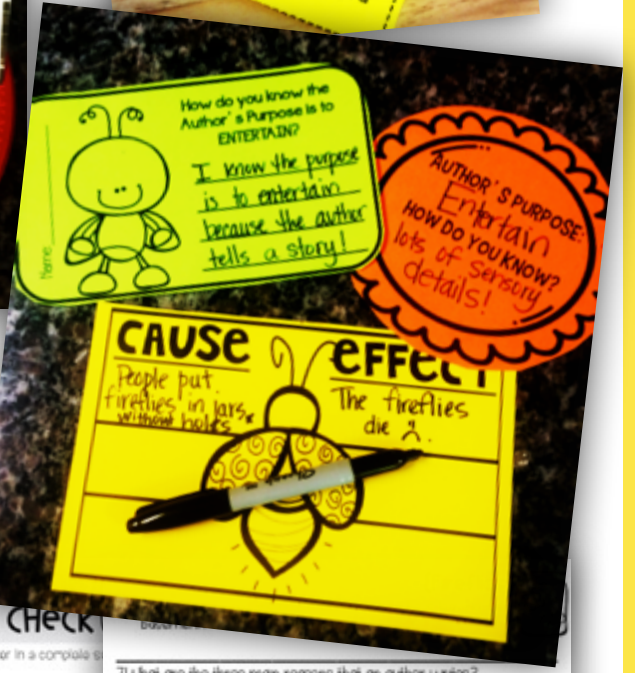
CAUSE and EFFECT

The cause is WHY something happens.

The effect is WHAT happens as a result.



# COMPREHENSION



Name: \_\_\_\_\_ (Fiction Passage)

## Hunting Ghost Crabs

Directions: Read the passage and answer the questions.

"Bobby, don't forget the flashlight!" yelled Mom as everyone headed down beach from tightly. Mom there aren't as they cont the cold sand the group w deserted be was Mar that "HEY!" away. Mar that sand. There straight back bucket over. As soon as f family chase a secret turn

Name: \_\_\_\_\_ (Informational Passage)

## Ladybugs

Directions: Read the passage and

Did you know farmers love lady other insects that would hurt the fa got their name from farmers a real insects helped save their crops. The Beetle of Our Lady," but that was ev Ladybugs are insects that have a do ladybugs are red with black spots o insects they have six legs. The red o to scare away predators like birds, other animals that they ladybug doe should find some other food! If the scare predators away, ladybugs als when they feel threatened. This may

**How is this**

\_\_\_\_\_

**Does this passage persuade, info**

\_\_\_\_\_

**What makes you think that?**

\_\_\_\_\_

**What is something that you learn**

\_\_\_\_\_

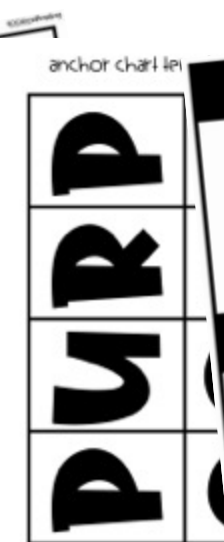
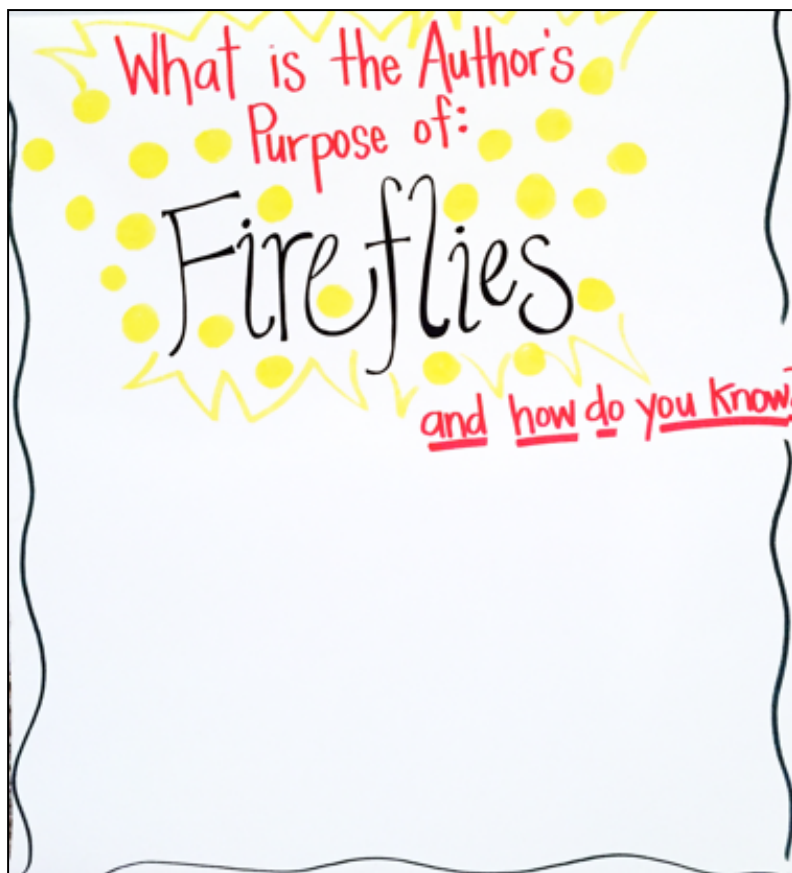
## COMPREHENSION CHECK

Directions: Circle the correct answer or answer in a complete sentence.

- What is the setting?
  - winter/daytime
  - summer/night
  - long, long time ago/daytime
  - none of the above
- What is one way that the author lets you know that the boy excited?
  - he wasn't really that excited
  - he cried
  - he screamed
  - he ate really quickly
- Lots of kids from the neighborhood were excited about catch fireflies.
  - True
  - False
- At the end of the book, what does the boy compare the fire to?
  - yellow polka dots
  - stars dancing
  - streaks of lightning
  - All of the above
- The boy pokes holes in the jar so that the fireflies can fly out.
  - True
  - False

- What are the three main reasons that an author writes? \_\_\_\_\_
- What does the boy have mixed feelings about? How do you know? \_\_\_\_\_
- Give an example of a cause and effect situation around the topic of "milk". \_\_\_\_\_
- Give an example of what it would be like to write about butterflies with the purpose of informing. \_\_\_\_\_

# ANCHOR CHART



# NONFICTION READER

## About Fireflies

Fireflies can be found in many different habitats. You may find them in the forest, a backyard, or in areas near streams and ponds. It is most common to find fireflies where it is warm and humid. Some species can live in water, but most live near trees and damp areas. Antarctica is the only continent where

## Firefly Facts

Did you know that fireflies are actually beetles? Many people assume they are flies because of their name, but that is not true. There are over 2,000 species of fireflies. You might think all species of fireflies produce light, but that's simply not true.

## Harmful Play

Many people like to catch fireflies and keep them in a jar. However, it is important to release them after one or two days. If kept in a jar for too long, fireflies may die. It is important to release the fireflies at night because that is when they are most active and able to avoid predators. Firefly numbers are decreasing, so it is important to protect them by catching them carefully and letting them go gently.

## How Do They Glow?

Fireflies contain luciferin in their abdomens. When air rushes into their abdomen, it reacts with the luciferin and produces the glow.

The glow caused by the chemical reaction is

## Interesting Facts:

- Fireflies have a short life span.
- Females lay their eggs in the ground.
- Fireflies are nocturnal.
- Even firefly eggs glow.
- Some adult fireflies feed on nectar much like bees and other insects.

## FIREFLIES

ROOTED in Reading  
Julie Kang & Amy Strickland



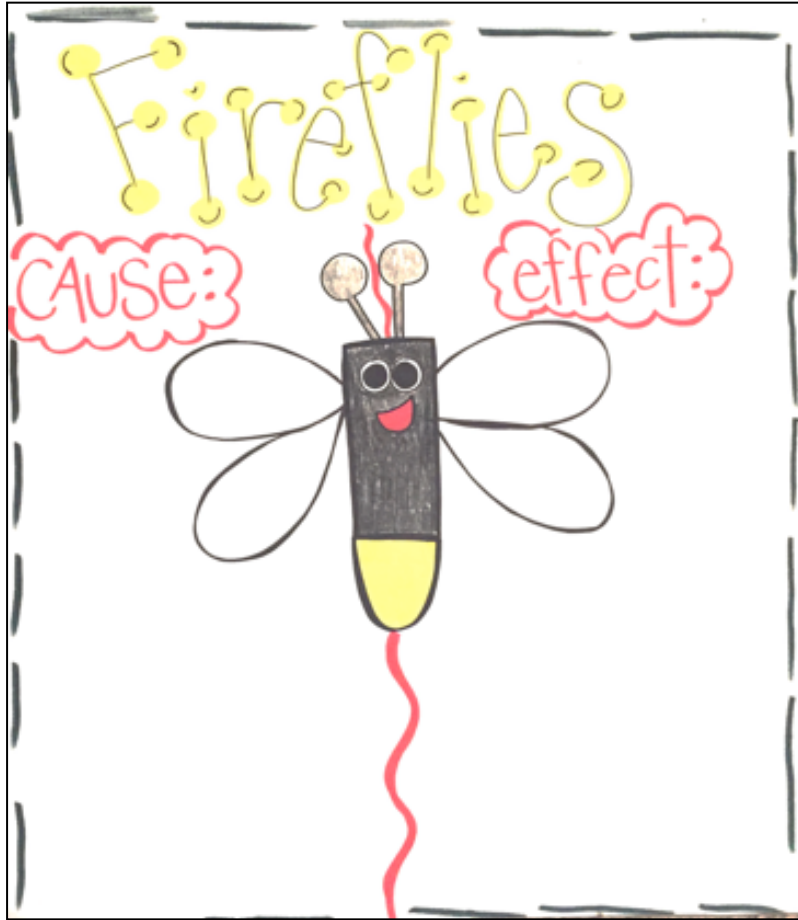
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# ANCHOR CHART



anchor chart template: Fireflies

ANCHOR CHART TEMPLATE FOR CATCHING THE... anchor chart template: Fireflies

<b>F</b>	<b>I</b>	<b>R</b>	<b>E</b>	<b>F</b>
<b>F</b>	<b>I</b>	<b>R</b>	<b>E</b>	<b>F</b>
<b>F</b>	<b>I</b>	<b>R</b>	<b>E</b>	<b>F</b>

FOOLED2Reading

anchor chart template

**CAUSE**

**EFFECT**

<b>CAUSE: EFFECT:</b>	
<b>CAUSE: EFFECT:</b>	

# VOCABULARY

## FIREFLIES!

Vocabulary Journal Prompts: Students glue into their spirals. Students respond to the prompt.

polish	to make something smooth and shiny by rubbing it
dim	not bright or clear
aim	to point or direct something in a specific direction
grasp	to hold something with your fingers
dulling	to cause something to become less shiny
thrust	to push something with force

polish	to make something by rubbing it
dim	not bright
aim	to point or direct something
grasp	to hold something
dulling	to cause something to become less shiny
thrust	to push something

**polishing:** to make something smooth and shiny by rubbing it  
Name and describe three things that can be polished.

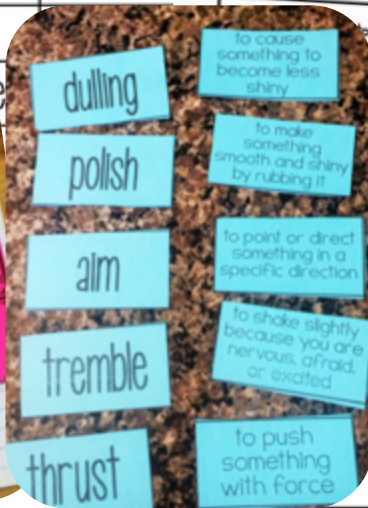
**dim:** not bright or clear  
Name and describe something that is dim. Then, name and describe something that is the opposite of that.

**aimed:** to point or direct something in a specific direction  
If I aim the basketball at the goal, what am I doing?

to hold something with your fingers  
Pick up a firefly tightly with your fingers. Why or why not?

to cause something to become less shiny  
Name something to become less shiny. What does something become when it becomes dull?

to push something with force  
Name an action in thrusting and tapping.



Name: \_\_\_\_\_

### VOCAB: FIREFLIES!

polish	dim
thrust	dulling

Directions: Cut out the flip-ups. Put glue under the words in the boxes.

VOCABULARY: Fireflies!	polish
	dim
	aim
	grasp
	dulling
	thrust

Name: \_\_\_\_\_

### VOCABULARY

(Fireflies) by Julie Brinkloe

Directions: Read the sentence. Make up your own sentence with the underlined word. Draw a picture to match.

- My mother nodded her head when I asked if I could play outside with my friends.
- When the lions roar and show their teeth, the zebras tremble with fear as they try to get away.
- I knew the light bulb needed to be replaced when I saw the light flickering over and over again.
- During the storm, we spent all day and all night in the cellar to stay safe.
- The pencil was so difficult to use that I gave up.



# DRAW & RESPOND



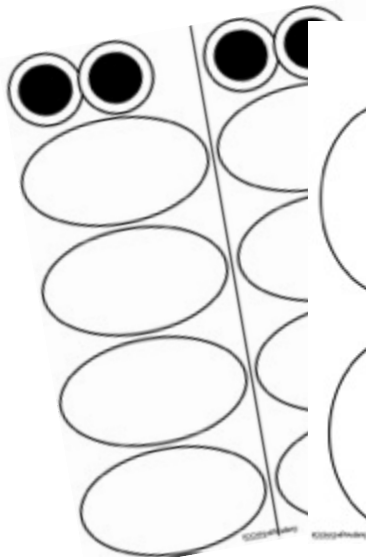
123456789

Draw the lid of the jar. Draw the firefly.

Draw the wings of a firefly. Draw the body of a firefly.

<b>FIREFLIES!</b> _____ _____ _____ _____ Name: _____	<b>FIREFLIES!</b> _____ _____ _____ _____ Name: _____	<b>FIREFLIES!</b> _____ _____ _____ _____ Name: _____ <b>FIREFLIES!</b> _____ _____ _____ _____ Name: _____
----------------------------------------------------------------------	----------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------

# READING RESPONSE



Firefly Glow and Antenna - Tasha Carter

LET'S LEARN ABOUT  
**FIREFLIES**

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---

Name: \_\_\_\_\_

LET'S LEARN ABOUT  
**FIREFLIES**

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Name: \_\_\_\_\_

LET'S LEARN ABOUT  
**FIREFLIES**

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---

---

Name: \_\_\_\_\_

# GRAMMAR

meat	meet
some	sum
to	two
pare	pair

HOMOPHONE 1	HOMOPHONE 2	SENTENCE:
		I used flour to bake a flower-shaped cookie.
		The knight rode off into the night on his horse.
		I ate a pair of pears.
		The baby started to crawl when the ball hit her.
		The hare had a lot of brown hair.
		I see the sea!

HOMOPHONE MATCH

She is one year old.

one  
1

My team won the soccer game!

won

I ATE AN EIGHT!

## HOMOPHONE HUNT

Read the sentences. Write which homophone you would use to make each sentence complete.

A. 1 won 2 one	H. 1 wood 2 would
B. 1 whole 2 hole	I. 1 there 2 Their
C. 1 sea 2 see	J. 1 eye 2 I
D. 1 ewe 2 you	K. 1 pair 2 pear
E. 1 night 2 knight	L. 1 bare 2 bear
F. 1 stares 2 stairs	
G. 1 to 2 two	

BA STAIRS OR STARES

She \_\_\_\_\_ window day

2. He at the \_\_\_\_\_

I OUCH!

Ouch! There \_\_\_\_\_ something in my \_\_\_\_\_

\_\_\_\_\_ have a soccer game tonight.

HOMOPHONE 1

Can you see me?

See

HOMOPHONE 2

There are many fish in the sea.

Sea

## WHICH HOMOPHONE?

Choose the word that best completes the sentence.

- I looked up from dinner. (I threw through) the open window.
- Please, may (I) eye go out? The Fireflies--
- I ran from the table, down (to/fool) the cellar (two/you) find a jar.
- I knew where to look, behind the (stare/stares). Momma's scissors.
- I ran back up (two/fool) steps at a time.
- Suddenly a voice called out above the others. (I) eye caught (won/one)?
- I set the jar on the table (buy/by) my bed.
- And the Fireflies poured out into the (sight/knight).
- (Eye/I) could feel myself smiling.



# DAILY DEEP DIVE

Each day students will dig deep with one sentence from the book. Students will have a task to complete in their journals in response to the sentence. For the first few weeks you may want to do this together as a class. This is a great warm-up to grammar!

**MENTOR SENTENCE**

The jars were dusty, and I polished one clean on my shirt.

**MONDAY**  
Why did he polish the jar?

**TUESDAY**  
Highlight the nouns yellow. Highlight the verbs blue. Highlight the adjectives pink.

On Monday, glue each of the strips into a spiral, leaving space to write in between each prompt. Students will complete a task each day as a response to the mentor sentence from the book.

Name: \_\_\_\_\_

**DAILY DEEP DIVE**  
Fireflies

**MENTOR SENTENCE**  
The jars were dusty, and I polished one clean on my shirt.

**DEFINE IT!**  
Why did he polish the jar?  
\_\_\_\_\_  
\_\_\_\_\_

**LOOK AT IT!**  
Highlight the nouns yellow.  
Highlight the verbs blue. Highlight the adjectives pink.  
Now, write your own words:  
**NOUN:** \_\_\_\_\_ **VERB:** \_\_\_\_\_  
**ADJECTIVE:** \_\_\_\_\_

Name: \_\_\_\_\_

**DAILY DEEP DIVE**  
Fireflies

**FIX IT UP!**  
the jars where dusty, and i polished won clean on my shirt  
\_\_\_\_\_  
\_\_\_\_\_

**TELL ME MORE!**  
Why do you think he polished the jar? Why didn't he leave it dusty?  
\_\_\_\_\_  
\_\_\_\_\_



rooted in  
**READING**

**2<sup>ND</sup>**  
GRADE

**MAY**

2<sup>ND</sup> GRADE READ ALOUD ACTIVITIES & LESSONS



title:

→ The Three  
Little Javelinas  
by Susan  
Lowell

by: amy lemons + katie king

# COMPREHENSION

## Fairy Tales

A fairy tale is a fictional story that focuses on **Good vs. Evil**.




**Fairy Tales usually have:**

- "Once Upon a Time"
- Numbers of 3 or 7.
- Talking animals
- Magic
- Royalty
- Lessons



## Fractured Fairy Tales


Fractured Fairy Tales involve the **making** of a new story.



**When someone is comparing things they are looking for similarities. When someone is contrasting things, they are looking for differences.**

**Literary Elements to Analyze:**

- CHARACTERS
- SETTING
- EVENTS



**Words to Use:**

<b>COMPARE</b>	• both	<b>CONTRAST</b>	• however
• similar	• also	• different	• on the other hand
• as well as		• but	



**ADOBE HOUSE**

**SAGUARO**

**JAVELINA**

**TUMBLEWEED**



**My Version of The Three Little Pigs**

At the beach

Shark

sand seashells palm trees

They hook the shark and drag him out to sea!



**My Version of The Three Little Pigs**

At the beach

There is a villain # Three houses # pigs wins in both

Name: \_\_\_\_\_

[Informational Passage]

## Saguaro Cactus

Directions: Read the passage and answer the questions.

The saguaro cactus is an amazing plant. This cactus pr for many animals. The woodpecker pecks a nice little hole f from the hot desert sun. A hawk will build a nice little hole f between the arms of the cactus. The blooms provide nectar birds at night and many other animals will eat the fleshy skir to survive. Another reason this cactus is so incredible is th most of its water during one season and survives off of th the year. The pleats on the saguaro cactus allow it to expan being absorbed and store about a ton of water at one time pounds of water! And last but not least, it is worth mention cactus can grow to be . The saguaro cactus can grow to be When it is this tall ten times it will weigh between 3,000 t This growth takes time. Luckily the saguaro cactus can live l Even after the saguaro cactus falls down it provides shelter

**What is the main idea of this text?**

\_\_\_\_\_

**What are three supporting details in it?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

[Fiction Passage]

## Disappearing Act

Directions: Read the passage and answer the questions.

On the lazy, hot summer days of the neighborhood boys met at the dusty ball field for some baseball. They would meet on the pitcher's mound and dirty kids to make teams. "Bobby's team is up first!" yelled Steven as ran toward the outfield. Bobby and his teammates threw their ragged equipment into the dugout and found a spot on the dusty bench to wait f their turn.

After about three innings the score was tied. Steven marched up t the mound with an extra little hop in his step. Steven hit the ball so hard i sailed way over the fence. Bobby and a couple other boys hopped over fence and began to search for the ball. Many times before the ball would over the fence and more times than not, they weren't able to find it afterwards. They had imagined up all kinds of stories about where the b would go. All kinds of crazy creatures that would eat the baseballs as a snack, but today was different. Today was the day that Bobby figured out where the balls had disappeared to. Bobby stumbled over a little hill and i an area that acted like a funnel. Every time a ball rolled over the ledge, it traveled down a hill about fifty feet. The balls that had served as homerun for the whole summer were all collected in one area of the ditch. Bobby jumped with joy as he collected as many balls as he could carry back to

**How are these neighborhood games different than little league games?**

\_\_\_\_\_

**What had been happening to the homerun baseballs?**

\_\_\_\_\_

Name: \_\_\_\_\_

[The Three Little Pigs]

## COMPREHENSION

Directions: Circle the correct answer.

- The coyote ran so fast through th
  - a. he was as fast as a cheetah
  - b. he passed a speeding train
  - c. he burned a trail in the dirt
  - d. he was almost invisible
- How does the coyote trick the javi
  - a. he dressed up like a sheep
  - b. he disguised his voice
  - c. he hid under a rock
  - d. None of the above
- The javalinas build houses like the p
  - a. True
  - b. False
- What are the supplies used by the homes?
  - a. tumbleweeds
  - b. saguaro ribs
  - c. adobe bricks
  - d. all of the above
- The ending explains why coyotes i
  - a. True
  - b. False

6. Who is the villain in *The Three Little Pigs*?

\_\_\_\_\_

7. Describe the third javalina? Make sure to use text evidence.

\_\_\_\_\_

\_\_\_\_\_

8. In a Fractured Fairy Tale what might be different than a traditional Fairy tale? What is usually the point of these changes?

\_\_\_\_\_

\_\_\_\_\_

9. Compare and contrast the settings in *The Three Little Pigs* and *The Three Little Pigs*.

\_\_\_\_\_

\_\_\_\_\_

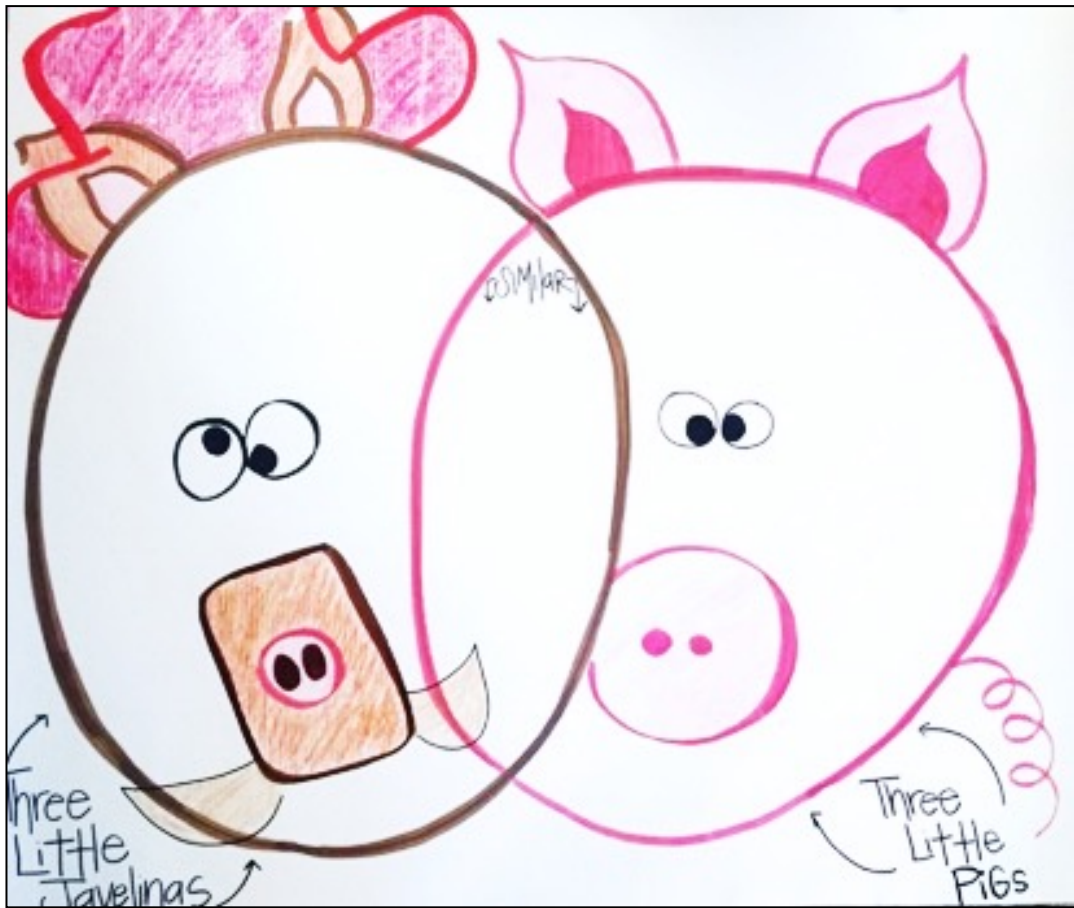
10. How are the endings in both books very similar?

\_\_\_\_\_

\_\_\_\_\_



# ANCHOR CHART



anchor chart templates: 3 Javelinas



1000ed+Reading

anchor chart templates: 3 Javelinas



1000ed+Reading

THE 3 LITTLE PIGS  
THE 3 LITTLE JAVELINAS  
SIMILARITIES:

1000ed+Reading anchor chart template

anchor chart templates: 3 Javelinas

SIMILARITIES:

SIMILARITIES:

SIMILARITIES:

SIMILARITIES:

SIMILARITIES:

SIMILARITIES:

1000ed+Reading



# NONFICTION READER

## When Does it Rain?

The Sonoran Desert receives rain twice a year. The average rainfall for the year is 3 to 16 inches. Winter rains are light and tend to fall in the middle of the time. The summer rainfall is heavy and usually follows a monsoon. Sometimes these rains are dangerous and lead to floods. Many plants are ripped out.



## Desert Animals

There are 60 different species of mammals, more than 350 kinds of birds, 20 amphibians, and around 100 reptiles that call the Sonoran Desert home. Some of these animals are gila monsters, javelinas, burrowing owls, rattlesnakes, and tortoises, and rattlesnakes. Some of these animals live by themselves, like the gila monster, but others like the javelina live in packs of ten or more.



Gila monster



Harris Hawk

## Night Life

Many desert animals are nocturnal. Why do you think this is? It is cooler at night and the animals find it easier to move around! This is called an adaptation. It is a change an animal has made in order to be able to survive. Some examples of nocturnal animals are the great horned owl, scorpions, spotted bats, ringtails, and javelinas.

## Hot! Hot! Hot!

The temperature often times reaches over 100 degrees Fahrenheit, sometimes even reaching 118 degrees! The desert feels very dry because the rainfall evaporates very quickly in these hot temperatures! If you look at a map, you will see that this desert is pretty close to the equator where the hottest parts of the world typically are.

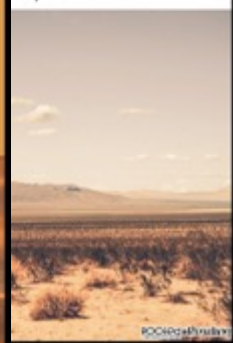
## About Sonoran Deserts

There are many types of deserts all over the world. One of these is known as the Sonoran Desert. You can find this desert in Southern California, Arizona, and Mexico. This desert covers over 100,000 square miles. The Sonoran Desert is the hottest of the American deserts but also has the most diverse vegetation.

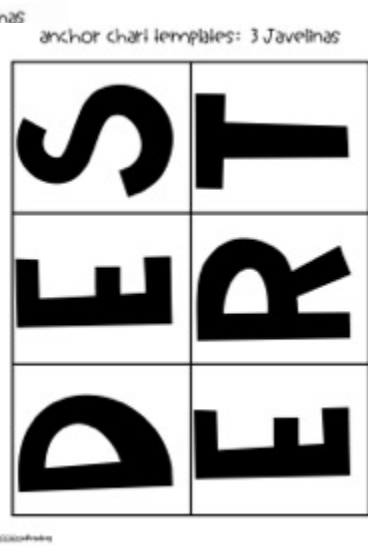
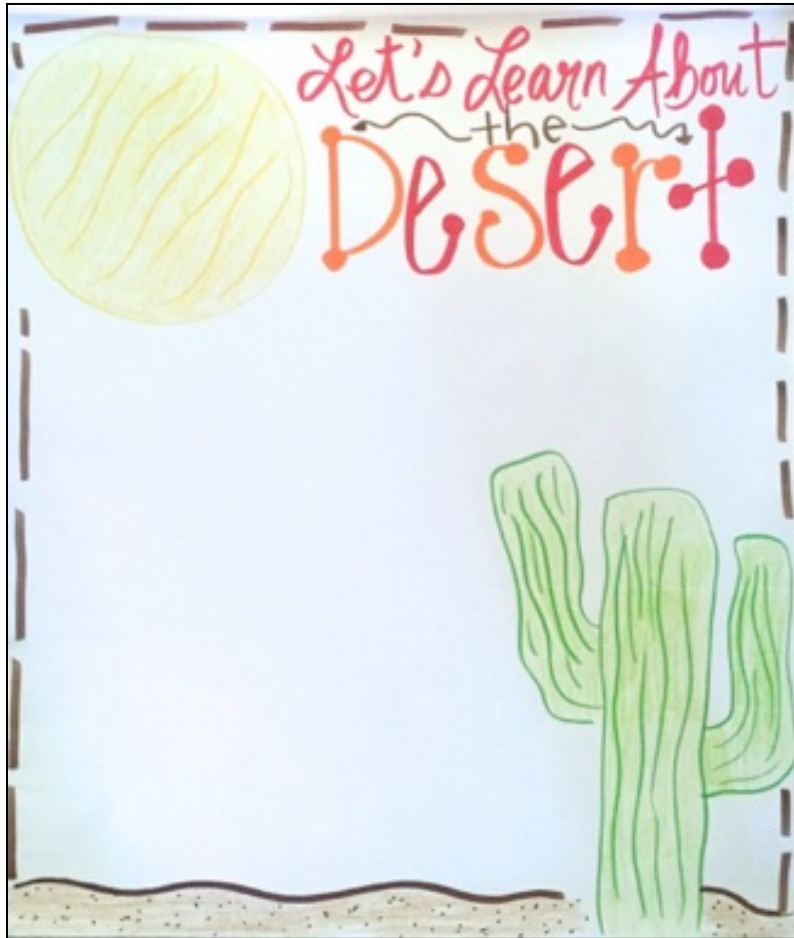


## Desert Life

ROOTED in Reading



# ANCHOR CHART



# VOCABULARY

## 3 LITTLE JAVELINAS

Vocabulary Journal Prompts: Students glue into their spirals. Students respond to the prompt.

steep	rising or falling sharply
raggedy	scruffy and shabby
cackle	a loud, sudden laugh
suspicious	showing distrust in someone
tender	having a soft texture
panting	breathing with short quick breaths

steep	rising or falling sharply
raggedy	scruffy and shabby
cackle	a loud, sudden laugh
suspicious	showing distrust in someone
tender	having a soft texture
panting	breathing with short quick breaths
adaptation	another version of a book or movie where something has been changed
folktale	a popular story that long ago was passed on by word of mouth
trotted	ran slowly
	rising or falling sharply
	spinning quickly

**steep:** rising or falling sharply  
Describe something that is steep. Describe something that is the opposite of steep.

**cackle:** a loud, sudden laugh  
Write about a time that you have cackled.

**tender:** having a soft texture, easy to chew  
What is the difference in eating something that is tender and eating something that is rough?

**raggedy:** scruffy and shabby  
Describe an animal that is raggedy.

**suspicious:** showing distrust in someone  
This story was suspicious? Were they suspicious?

**panting:** breathing with short quick breaths  
Describe someone or something that is panting?

**VOCABULARY: The Three Little Javelinas**

steep

tender

panting

suspicious

cackle

My mom threw my raggedy shirt in the trashcan.

adaptation

folktale

trotted

steep

whirling

another version of a book or movie where something has been changed

a popular story that long ago was passed on by word of mouth

ran slowly

rising or falling sharply

spinning quickly

Name: \_\_\_\_\_

**VOCAB:**

steep	panting
tender	suspicious

breathing with short quick breaths

having a soft texture, easy to chew

rising or falling sharply

scruffy or shabby

a loud, sudden laugh

showing distrust in someone

**VOCABULARY: The Three Little Javelinas**

st

te

pa

susp

ca

rag

**QUIZ**

**VOCABULARY** (The 3 Little Javelinas by Susan Lowell)

Directions: Read the sentence. Make up your own sentence with the underlined word. Draw a picture to match.

- When Martha first heard the Folktale Goldilocks and the Three Bears, she was scared for the girl.
- Frank whisked his wife away on a tropical vacation for their twentieth wedding anniversary.
- After the loss Friday night, Jamal was feeling quite discouraged about the Football team's season.
- Mark trotted over to the sideline of the field to get a drink of water.

Directions: Use each word in a sentence.

- During Family \_\_\_\_\_
- My dog Hank is a \_\_\_\_\_ delivery guy. Front door \_\_\_\_\_
- Mrs. Jones' \_\_\_\_\_ if they would \_\_\_\_\_
- Joe's dad is \_\_\_\_\_ and will send them \_\_\_\_\_ they are not \_\_\_\_\_
- After the race on the sideline \_\_\_\_\_ their water: \_\_\_\_\_
- Sydney's mom \_\_\_\_\_



# DRAW & RESPOND



Draw the sand

Draw the cactus

Draw the sun

You will need yellow, orange, red, and green paper. The black is for the backdrop.

Tear your yellow, and paper into only tear a portion of. You will use it to make a

Draw a circle to make the sun on yellow paper.

Draw a cactus green paper. Cut the sun and cactus out.

**THE DESERT**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

**THE DESERT**

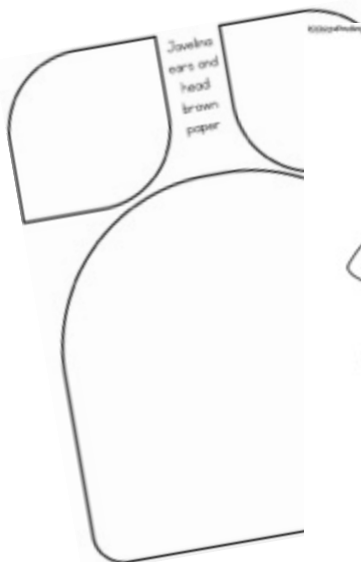
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

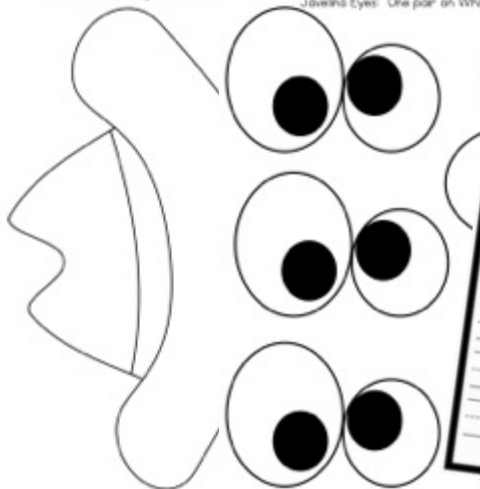
Name: \_\_\_\_\_

# READING RESPONSE



Javelina Cowboy Hat: Color

Javelina Eyes: One pair on White p



**THE THREE JAVELINAS**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

**THE THREE JAVELINAS**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_



# GRAMMAR

**PAST TENSE VERBS**

- smelled
- came
- gave
- trotted
- caught




**PRESENT TENSE VERBS**

- escape
- huff
- blow
- puff
- come






**FUTURE TENSE VERBS**

- will light
- will puff
- will huff

**I FOUND:**

<b>NOUNS</b>  coyote	<b>VERBS</b>  slithering	<b>ADJECTIVES</b>  prickly	Carelessly happily generously Selfishly
-------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------	--------------------------------------------------

## The 3 Little Javelinas

SEQUENCE WORD	PICTURE	WRITE ABOUT IT
FIRST.		First, the javelina built their house out of tumbleweeds.
NEXT.		Next, the 2nd javelina built his house out of saguaro cactus ribs.
THEN.		Then, the 3rd javelina built her house out of adobe bricks.
AFTER THAT.		After that, the javelinas trapped the coyote in a wood burning stove.
FINALLY.		Finally, the coyote ran away in a cloud of smoke.

**DESCRIBE the Characters**

**1ST & 2ND JAVELINAS** 

**3RD JAVELINA**

**COYOTE** 

**3RD JAVELINA**

**COYOTE** 

Smart hard-working clever  
helpful nice generous  
happy

**3RD JAVELINA** 

**COYOTE** 

**We can SORT sentences!**

by: 

**WRITTEN correctly**

**NOT written correctly**

She ran into a man that was

No? Not the hair id



# DAILY DEEP DIVE

Each day students will dig deep with one sentence from the book. Students will have a task to complete in their journals in response to the sentence. For the first few weeks you may want to do this together as a class. This is a great warm-up to grammar!

**MENTOR SENTENCE**

The tip of Coyote's raggedy tail whisked right past their noses.

On Monday, glue each of the strips into a spiral, leaving space to write in between each prompt. Students will complete a task each day as a response to the mentor sentence from the book.

The tip of Coyote's raggedy tail whisked right past their noses.  
The Three Little Javelinas

**MONDAY**  
What does raggedy mean?

**TUESDAY**  
Highlight the nouns yellow. Highlight the verbs blue. Highlight the adjectives pink? Substitute the under blue. Substitute the adjectives pink?

Name: \_\_\_\_\_

**DAILY DEEP DIVE**  
The Three Little Javelinas

**MENTOR SENTENCE**  
The tip of Coyote's raggedy tail whisked right past their noses.

**DEFINE IT!**  
What does raggedy mean?  
\_\_\_\_\_  
\_\_\_\_\_

**LOOK AT IT!**  
Highlight the nouns yellow.  
Highlight the verbs blue. Highlight the adjectives pink.  
Now, write your own words:  
**NOUN:** \_\_\_\_\_ **VERB:** \_\_\_\_\_  
**ADJECTIVE:** \_\_\_\_\_

Name: \_\_\_\_\_

**DAILY DEEP DIVE**  
The Three Little Javelinas

**FIX IT UP!**  
the tip of coyotes raggedy tail whiskd write past there noses  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**TELL ME MORE!**  
How are the tails of the javelina and coyote different?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

rooted in  
**READING**

**2<sup>ND</sup>**  
GRADE

**MAY**

2<sup>ND</sup> GRADE READ ALOUD ACTIVITIES & LESSONS



title:

→ Koda Lou  
by Mem  
Fox

by: amy lemons + katie king

# COMPREHENSION

## Problem and SOLUTION



**PROBLEM:**  
What goes wrong?

**SOLUTION:**  
How is the problem fixed?



## COMMON Character Motivations

**Love** 

**Money** 

**Power** 

**Anger** 

**Fear** 

## CHARACTER Motivations

**WHY** is the character acting a certain way?

What does he/she **feel**?

What does he/she **want**?

What does he/she **need**?





### Character Motivation

**Why** is the character acting a certain way?

What does he/she **feel**?

What does he/she **want**?

What does he/she **need**?

### THE TEXT:

**What is the problem in Koala Lou?**

When Koala Lou loses the race, her mom hugs her and tells her how much she loves her!

### Australia FACTS

Amesha is the world's largest island. It is also a continent. It is surrounded by seven different oceans.

**KANGAROO** Facts

- Kangaroos cannot do backwards & their backs are called jocks.

Problem: There is nothing to eat for dinner. Solution: Dad orders a pizza.

Problem: Someone is mean to you on the bus. Solution: Tell the teacher and your parents.

Problem: Your family's car gets a flat tire. Solution: Your parents call a tire.

Name: \_\_\_\_\_ (Fiction Passage)

## Rained Out

Directions: Read the passage and answer the questions.

Sophie and her teammates jugged out onto the soccer field. They looked across the field at the girls in the blue jerseys. Those girls were a bit bigger than Sophie and her friends. When the game began, Sophie quickly realized that the other team was faster also. The blue team moved the ball very quickly up the field. Three passes into the game, the ball was in the back of the net. Sophie barely had time to realize what was happening and her team was already losing. The rest of the half continued in a similar fashion. By the time the referee blew the whistle to signal a break, the score was 4-0. Sophie and her teammates trudged off the field.

After a much needed pep talk from their coach and a water break, the girls headed back out for the second half. Right as play began, so did the rain. It was coming down in buckets. Sophie's friend, Jane, received the ball and immediately slipped and fell on her face! Sophie couldn't help it, she started to laugh. The giggles seemed to be contagious and traveled through her whole team. Soon the girls forgot they were losing and began to have fun! With about three minutes left in the game, Sophie had a direct shot at the goal and went in! Sophie and her whole team slid into a messy puddle to celebrate the goal. After the game, they walked off the field in much better spirits and seemed to remember that winning isn't everything.

What changed the mood of the game?

What did the writer mean by laughing being "contagious"?

Name: \_\_\_\_\_ (Informational Passage)

## Kangaroos

Directions: Read the passage and answer the questions.

Now kangaroos cannot travel backwards. A really far distance forward though! Kangaroos have powerful hind legs that help them jump in one time. Kangaroos are marsupials. After birth, the babies live in a pouch on their mom called joey. The joey will stay in the pouch before it travels out to get grass for it to live in groups of up to fifty called mobs. Sometimes they get in fights to prove who is the strongest, they will use their tails to balance a mob. The biggest male is called the leader of the mob.

10 words, what did you learn about kangaroos?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ (Koala Lou)

## COMPREHENSION CHECK

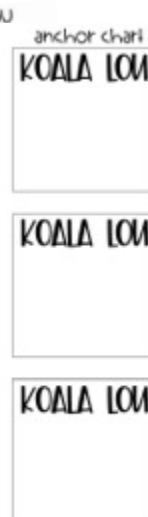
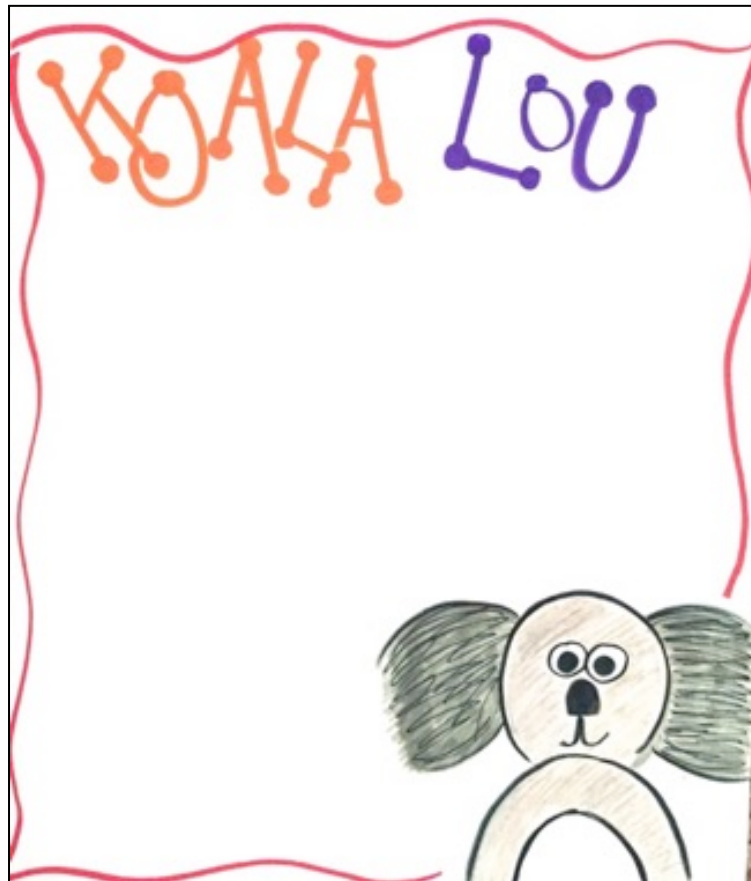
- How did Koala Lou feel right after the race?
- When she is really little AND at the end of the book, what does Koala Lou's mom say to her?
- What is the problem and the solution in *Koala Lou*?
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- What is Koala Lou motivated by in the story? What is another common motivation you may see in a book?
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- Read the following sentences and describe the character motivation. Make sure to include how you know in your answer.
 

Jerry wanted nothing more than to win the soapbox derby. He knew exactly how he would spend the prize money. It was profitably burning a hole in his pocket before the race started.

  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_



# ANCHOR CHART



# NONFICTION READER

## Yummy Foods!



### Pavlova

This dessert was named after a ballerina because it is so light and airy! Whipped cream and fresh fruit make a delicious treat!

## The Great Barrier Reef

The world's largest barrier is located off the East Coast of Australia. It is home to 1500 types of fish and 300 miles of coral. Did you know astronauts can even see the reef from space? It is something else that might surprise you! Coral is NOT a plant! It is an animal. The Great Barrier Reef is also home to a wide range of life, including fish, sea turtles, giant clams, seahorse, sea snakes, stingrays, sharks and much more.

## The Opera House

In 1959, construction of Australia's most recognizable building began. Ten thousand workers helped to construct this amazing building. It ended up costing over 100 million dollars to build the Opera House. The building has a total of one thousand rooms, three restaurants, and seven different performance areas. The building is very unique because the structure looks like it has sails from a boat.

## The Outback

Much of the country of Australia is covered by land known as the Outback. Most of Australia's population surrounds major cities, so most of central and southern Australia make up the Outback. Although the land looks very dry, it does get rain. It can even experience snow. The summer weather is extremely hot but in the winter it can drop down to about 15 degrees Fahrenheit. Some of the animals that are found in the Outback are kangaroos, emus, and dingoes.

## Where in the World?

Australia is the world's largest island, but it is the smallest inhabited continent! It is surrounded by the Indian, Pacific, and Southern Oceans. About 22 million people live in Australia. A lot of the country is covered by land known as the Outback. It is also home to the largest coral reef in the world known as the Great Barrier Reef. Australia's warm climate and beautiful beaches encourage people to enjoy the outdoors and sports like swimming, surfing, cricket, and

# Australia

Rooted in Reading



# ANCHOR CHART





# VOCABULARY

## KOALA LOU

Vocabulary Journal Prompts: Students glue into their spirals. Students respond to the prompt.

splendid	magnificent or impressive
compete	taking part in a contest and trying to win
hush	a silence
preparations	the action of getting ready

splendid	magnificent or impressive
compete	taking part in a contest and trying to win
hush	a silence
preparations	the action of getting ready
spectators	people watching a game or event
flung	thrown forcefully
coral	a tiny soft animal related to jellyfish
erosion	the gradual destruction of something
inhabited	something that is lived in

**splendid:** magnificent or impressive  
Draw and name three things that are splendid. Describe one of the items.

**compete:** taking part in a contest and trying to win  
Write about a time that you have competed.

**hush:** a silence  
Why did a hush fall over the crowd at the Bush Olympics?

**preparations:** the action of getting ready  
What preparations would you make before playing in a big game?

**spectators:** people watching a game or event

**VOCABULARY: Koala Lou**

splendid  
compete  
spectators  
flung  
A hush fell over the crowd when their star player fell.  
preparation

**Nouns**      **Verbs**      **Adjectives?**

spectators      coral      compete      splendid

hush      Outback      flung

marsupials      erosion      inhabited

preparations

Name: \_\_\_\_\_

**VOCABULARY**

splendid	compete
preparations	spectators
	taking part in a contest and trying to win
	the action of getting ready
	a silence
	thrown forcefully
	people watching a game or event
	magnificent or impressive

**VOCABULARY: Koala Lou**

splendid  
contest  
spectators  
flung  
hush  
preparations

**VOCABULARY QUIZ (10)**

Name: \_\_\_\_\_

**splendid**  
**preparations**

Directions: Use each word in a sentence.

- Emily \_\_\_\_\_ her mom to movies with her.
- \_\_\_\_\_ include making and finding fossils.
- The best athlete \_\_\_\_\_ to \_\_\_\_\_.
- The \_\_\_\_\_ soared just like the game an \_\_\_\_\_.
- Brad had a \_\_\_\_\_ the problem \_\_\_\_\_.
- When Corbett \_\_\_\_\_ stared at the \_\_\_\_\_.

Name: \_\_\_\_\_

**VOCABULARY**  
(Koala Lou by Mem Fox)

Directions: Read the sentence. Make up your own sentence with the underlined word. Draw a picture to match.

- Koalas and kangaroos are both marsupials that live in Australia.  
\_\_\_\_\_
- The old, raggedy house was inhabited by a large group of pesky squirrels.  
\_\_\_\_\_
- Erosion of the dunes could mean major damage to the beaches along the East Coast.  
\_\_\_\_\_
- The coral reef serves as homes to over 1,500 kinds of fish and is essential to our oceans.  
\_\_\_\_\_

# ART PROJECT



**AUSTRIA**

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Name: \_\_\_\_\_

**AUSTRALIA**

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Name: \_\_\_\_\_

**AUSTRALIA**

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Name: \_\_\_\_\_

**AUSTRALIA**

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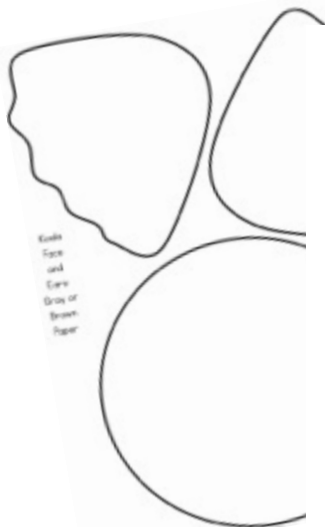
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Name: \_\_\_\_\_

# READING RESPONSE



**KOALA I KOALA LOU**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

**KOALA LOU**

\_\_\_\_\_

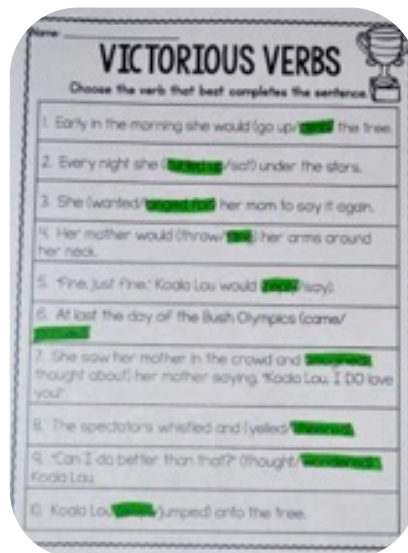
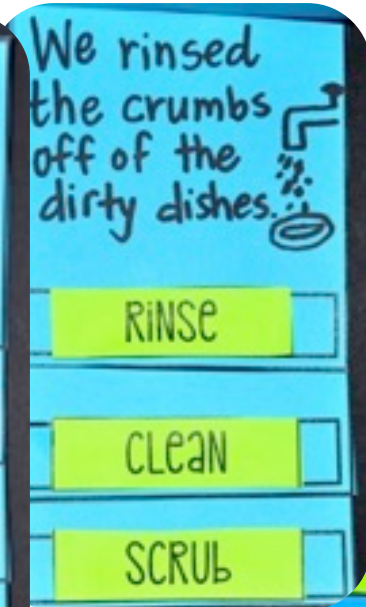
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Name: \_\_\_\_\_



# GRAMMAR



# DAILY DEEP DIVE

Each day students will dig deep with one sentence from the book. Students will have a task to complete in their journals in response to the sentence. For the first few weeks you may want to do this together as a class. This is a great warm-up to grammar!

**MENTOR SENTENCE**

The spectators roared and clapped and stamped their feet.

On Monday, glue each of the strips into a spiral, leaving space to write in between each prompt. Students will complete a task each day as a response to the mentor sentence from the book.

**MONDAY**  
Who were the spectators?

**TUESDAY**  
There are three verbs. Highlight the

Name: \_\_\_\_\_

**DAILY DEEP DIVE**  
Koala Lou

**MENTOR SENTENCE**  
The spectators roared and clapped and stamped their feet.

**DEFINE IT!**  
Who were the spectators?  
\_\_\_\_\_  
\_\_\_\_\_

**LOOK AT IT!**  
There are three verbs. Highlight the three verbs. Use one in a new sentence.  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

**DAILY DEEP DIVE**  
Koala Lou

**FIX IT UP!**  
the spectators roared and clapped and stamped their feet  
\_\_\_\_\_  
\_\_\_\_\_

**THINK ABOUT IT!**  
Why were the spectators roaring?  
\_\_\_\_\_  
\_\_\_\_\_