

# Koala Bare



Jackie French Illustrated by Matt Shanks

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Notes by: Kerry Brown

## ***Koala Bare***

**By Jackie French**

**Illustrated by Matt Shanks**

### **Book Summary:**

Some bears wear pants and live in cottages in the woods ... but this koala is out to prove to the world that he is BARE! And that never, ever ever can a koala be a bear...

Created by Australia's own native animal whisperer, Jackie French, along with the delightful illustrations of Matt Shanks, this playful book explains why a koala is simply not a bear!

### **Key Learning Outcomes:**

English, Science

### **Themes**

Bears, Koalas, English, Science, Classification

**Appropriate Ages: 2+**

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- Book Summary
- About the author and Illustrator
- How to use these notes – Key Curriculum Areas
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## KEY CURRICULUM AREAS

Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)

Identify some differences between imaginative and informative texts (ACELY1648)

Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)

Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)

Share observations and ideas (ACSIS012)

Living things have a variety of external features (ACSSU017)

Living things live in different places where their needs are met (ACSSU211)

Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions (ACSIS027)

## REASONS FOR STUDYING THIS BOOK

To encourage development of expressive language skills, including sharing and comparing of personal experiences and discussion of new vocabulary.

To encourage personal and social capabilities by listening to others ideas and experiences, in both informal and formal settings.

To nurture natural inquiry based learning, including classification and discussion of facts.

To allow experimentation with creative thinking and imaginative language, while making meaningful links to real life experiences.

## THEMES

Bears. Koalas. Development of expressive language skills. Exposure to onset and rime. Classification and recording of information. Visual literacy skills. Fact and fiction. Imaginative text.

## PRE READING QUESTIONS

### Discussing the front cover

Look at the picture – What do you think this book might be about?

Read the title: Koala Bare.

Now we have more information, what do you think the book might be about? Look carefully at the word 'bare' – discuss.

What do you know about koalas? Brainstorm knowledge onto board.

## CLASSROOM IDEAS

Questions to encourage expressive oral language skills, listening, comparison and discussion of new vocabulary during reading of text.

### Pages one and two:

- What are the different bears you can see on these pages?
- Why do you think koala wants the label off his toe?

### Pages three to eight:

Jackie French, the author of this book has used some special words.

Can you hear what they are?

Discuss the two words that rhyme on each page. Why do they rhyme?

Onset and rime – Separate phonemes in a word are usually broken into two parts. The onset is the consonant, consonant blend or digraph at the beginning of a word, such as the 'ch' in chop. The rime is the second phoneme.

### Pages nine and ten:

- What is a bare koala?
- How is that different to a koala bear?

### Pages eleven and twelve:

- What are the two words that rhyme on these pages?
- What does it mean to feel superior?
- What is a posterior?

### Pages thirteen and fourteen:

- What does a big grizzly bear use his claws and teeth for?
- What does a koala bear use his claws and teeth for?

**Pages fifteen and sixteen:**

- Do all bears live in the same place?
- Where does a polar bear live?
- Where does a grizzly bear live?
- Discuss the word habitat.
- What is a koala's habitat?

**Pages seventeen to nineteen**

Koalas do not eat bamboo or fish. What do they eat?

**Pages twenty to twenty-one**

What does it mean to hibernate?

**Pages twenty-two to twenty-five**

What type of bears is Koala Bare talking about on these pages? Are these real bears or imaginative bears? Can you name them?

**Pages twenty-six – FINAL**

What is it that makes a koala a koala? Check children's answers against original list they made at the beginning of the story.

**ACTIVITIES**

Let's Compare Table!

Allow the children to list/draw all the bears they saw in the story on the left side of the table, keeping only the koala on the right. (See Worksheet One) Ask children to sit in small groups and discuss what it is that is different about each of these bears to a koala bear. For

Example: food, activity, home etc. Write these in the middle column.

As a class, discuss the author's use of both imaginative and factual bears within the story KOALA BARE. Circle those bears within the 'Let's Compare Table' that are imaginative. ie: Teddy bears.

Ask the students if they can think of any other 'imaginative' bears used in stories such as Goldilocks and the Three Bears. Share and discuss.

### **RHYME AND RHYTHM:**

Use finger rhymes and poems to reinforce bear theme, onset and rime and use of imagination. For example:

*Teddy bear, Teddy bear, turn around,*

*Teddy bear, Teddy bear, touch the ground.*

*Teddy bear, Teddy bear, tie your shoes,*

*Teddy bear, Teddy bear that will do!*

*Teddy bear, Teddy bear go upstairs,*

*Teddy Bear, Teddy bear, say your prayers,*

*Teddy bear, Teddy bear, turn out the light,*

*Teddy bear, Teddy Bear, say Goodnight.*

## MINI INFORMATION REPORTS – Fact and Fiction.

Children create two mini information reports. Discuss what a report is for ..... to inform others. The first mini report is on a real bear. Children use texts from the library or online information to gather facts. The second mini report is on one of their teddy bears that they bring from home.

Discuss the difference between fact and fiction. Talk about the purpose of information text and the use of imagination.

How did Jackie French use both of these within her story, KOALA BARE?

### See Worksheet 2.

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**PREPARED BY**

Information about the author of the notes:

Kerry Brown is a qualified primary teacher with a Master's Degree in Education. She has had the privilege to work alongside some of the best imaginations in the country - the children she has taught!

Kerry's excitement and passion for children's literature is extended beyond the classroom and into her picture books. She is dedicated to developing early literature skills in children and enjoys helping children tap into their own magical worlds and words!



Worksheet One  
'Let's Compare!' Table

Bears	What's different?	Koala Bare
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For example:



Panda Bear

They eat different food.

Koala = gum leaves

Panda Bear = Bamboo





**It's a fact!**

**Bear Information Report**



Bear:

Colour:

Habitat:

Food:

Interesting Facts:

Drawing:



**It's all fiction!**

Teddy Bear Information Report



Bear:

Colour:

Habitat:

Food:

Interesting Facts:

Drawing:

