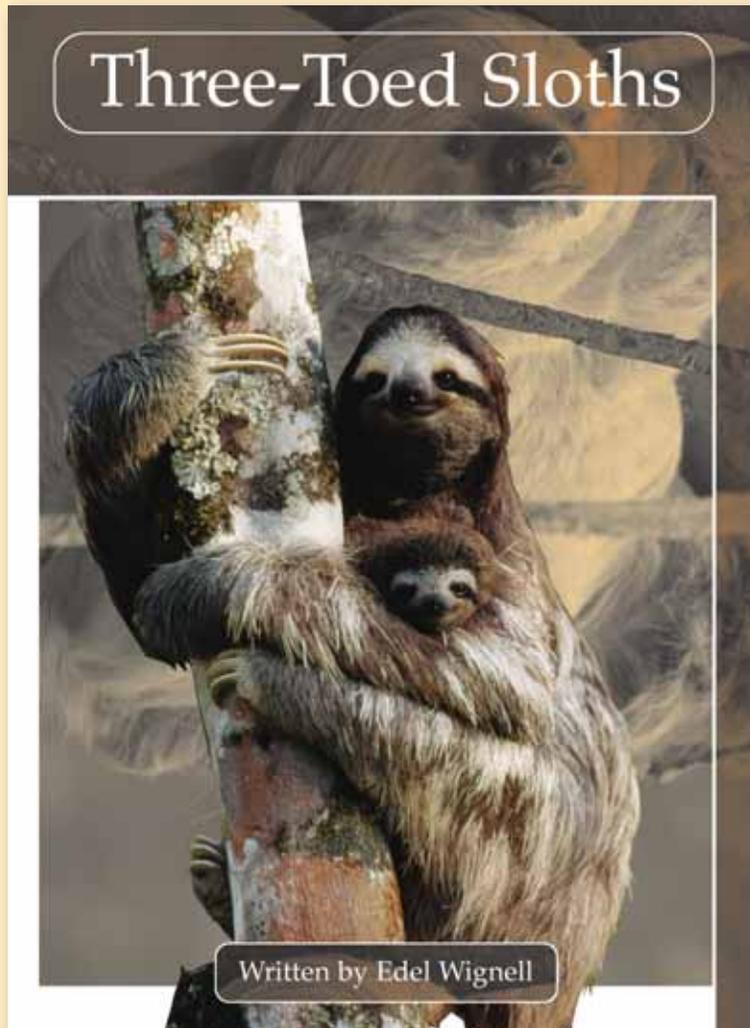




Level 29

Book f



Level	29
Word Count	922
Text Type	Factual Description
High-Frequency	hand
Word/s Introduced	



The Haunted House

Henry Morgan,
the Pirate

In Search of Food

So You Want
to Be a Writer?

Three Funny Tales

Three-Toed Sloths

Let's Get Those Stingers
Out of Here!

Spider Power

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the students have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of the students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding
(code breaker)*



*This symbol relates to use
(text user)*



*This symbol relates to comprehension
(meaning maker)*



*This symbol relates to critical analysis
(text critic or analyser)*

BEFORE READING

Have the students read the title and the name of the author on the front cover. Ask the students – *Have you ever heard of three-toed sloths? What do you know about them?* Record their responses on the board.

DURING READING

Set the students a purpose for reading, with a focus question for each page or several pages. Explain to the students that you will be asking a question before they read the text, and that they should read silently. They should be ready to answer when they have finished reading the page or pages.

Before the students read each section, ask –

Pages 2–3 *How big were giant sloths?*

Pages 4–5 *What are the two main groups of sloths? What are the three types of three-toed sloths?*

Pages 6–7 *How does a three-toed sloth usually hang? They have a similar weight to which animal?*

Pages 8–9 *What are the three-toed sloth's teeth like? How would you describe its claws?*

Pages 10–11 *How do green algae help the sloth?*

Pages 12–13 *Where do three-toed sloths live? Why is their habitat threatened?*

Pages 14–15 *How long do sloths sleep each day? What do they eat?*

Pages 16–17 *Why does the three-toed sloth not need to drink? How fast does the sloth move?*

Pages 18–20 *Name four enemies of the three-toed sloth. How does the sloth protect itself from predators?*

Pages 21–22 *How old is a baby sloth when it starts to eat leaves? How long does a young sloth stay in its mother's territory?*

AFTER READING

Ask the students to work with a partner. Have them reread the book aloud. Have one student read the body of text and the other student read the captions and labels. They can swap halfway through the book.

Remind the students to use the glossary to find the meanings of the words in bold type.

CODE BREAKER



Developing Specific Skills

Word building – *oth* – *sloth*, *moth*, *froth*

Add words from the glossary to spelling lists.

See the BLM.

TEXT USER



Are any other animals slow-moving tree dwellers? Are any native to this country? Which other animals have their habitat threatened by people cutting down trees? Work with the students to find out if there are any in your local area.

MEANING MAKER

Ask the students – *What does it mean to be called a sloth? Why are the giant sloths extinct? Why have sloths evolved to be much smaller animals? What is the greatest threat to three-toed sloths now? Why do you think a sloth buries its excrement (pooh)?*

TEXT CRITIC

Ask the students – *What was the most interesting fact you learnt about sloths from this book?*

Ask them to look at the list on the board about what they knew of sloths before reading this book. Ask – *Do you think the author has written in a way that created interest in sloths?* Have them explain their answers, giving two examples from the book.

29f Three-Toed Sloths

Name _____

Add the words from the glossary to your spelling list and practise them with your partner.

Make words, of three or more letters, from the glossary words –

camouflaged – age, flag, came

endangered _____

extinct _____

habitat _____

territory _____

tropical _____

Make a crossword puzzle using the glossary words and meanings, plus four other words from the book *Three-Toed Sloths*.

29f Three-Toed Sloths

Name _____

Use the book *Three-Toed Sloths* to fill in the information about three-toed sloths in the table below.

Use an encyclopedia, books, or the Internet to find out about two-toed sloths and complete the table.

	Three-toed sloth	Two-toed sloth
Food		
Habitat		
Description		
Predators		
Special Features		

On a separate sheet of paper, write a paragraph comparing the three-toed sloth and the two-toed sloth.

29f Three-Toed Sloths

Name _____

Three-toed sloths live in the treetops of the tropical rainforests of Central and South America. Find out more about these rainforests, then draw the habitat of the three-toed sloth. Remember to camouflage the sloth so that it cannot be seen well by its predators. Include in your drawing –

- The correct types of trees
- Waterfalls or rivers
- Other birds and animals that live in this environment
- At least two sloths
- At least one predator

Try to create your picture using accurate colours and cover the whole space.

