

The Speedy Sloth by Rebecca Young, Illustrator: Illustrated by Heath McKenzie

The Great Race is on, and Spike is ready to race. Many different animals will take part, but Spike knows she will do well. After all, she has been training for a whole week!



ISBN: 9781760974893



MAIN MESSAGE

Be proud of your achievements, don't compare yourself to others:
"Yes, Spike was slow, but for a sloth she was fast."

STAGES

Early Stage 1 to Stage 1

SUPPORTING CONCEPTS

- imagery, symbol and connotation
- text structure and organisation
- noun groups and verb groups
- character
- Narrative – problem/resolution
- Narrative – plot
- comprehension strategies – predicting, summarising, inferring, main idea
- identities and change

TEXT FEATURES: OVERVIEW

Alliteration: speedy sloth; sweaty sloth, moonwalking meerkat, Peter the cheetah, furry feet flew

Adjectives: Great Race, speedy sloth, sweaty sloth, mischievous cub, moonwalking meerkat, burrowing mole, old armadillo, daydreaming cougar

Rhyming words: pays/days, soar/door, ready/spaghetti, blew/flew, quicker/snicker; blur/fur, steady/already, fast/last, winner/dinner

Compound words: race car, pushbike, daydreaming, moonwalking

Named Characters: Spike (Sloth), Spike's mum, snail, loris, grub, hare, tortoise, cub, meerkat, chimp, mole, giraffe, armadillo, cougar, elephant, cheetah

Unnamed Characters: mouse, wilderbeast, gemsbok, zebra, hyena, macaque monkey



Concepts	Activities	Australian Curriculum v 9.0 suggested links
----------	------------	---

comprehension strategies

FIRST READING

Predicting: (discuss cover) – What do you notice about the cover? Are sloths normally speedy? Why do you think the sloth is dressed up in these clothes? Why would it be wearing running shoes?

Predicting: (from starting line) – Stop reading at this point and talk about the animals preparing to race. Identify any of the known animals with students. Which animals look faster and why? Predict who might win the race?

AFTER READING

Clarifying (discuss Spike crossing finishing line) – How did Spike feel about coming last? Why does Spike say she was a ‘winner’ even though she finished last?

Compare and Contrast (discuss other challenges of animals)

What challenges made it harder for some animals to run fast?

Chimp – flipping along is slower than running

Giraffe – trips over a lot, and is using crutches

Armadillo – using a walking frame and is very old

Cougar – distracted by the butterfly, would not concentrate on the race

Elephant – the broken down scooter was not very fast,

and elephant was very large.



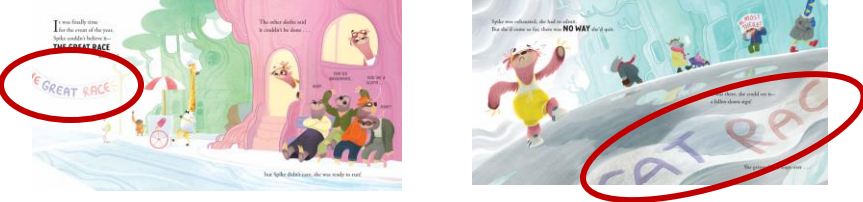
Main Idea – What message did the author want to give in the book? (look back at the page where Spike has just crossed the finishing line for reference)



Examples of responses

- Be proud of your achievements
- Don't compare yourself to others
- Don't give up
- Stay positive


Year 1 English: Literacy
AC9E1LY05 use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures

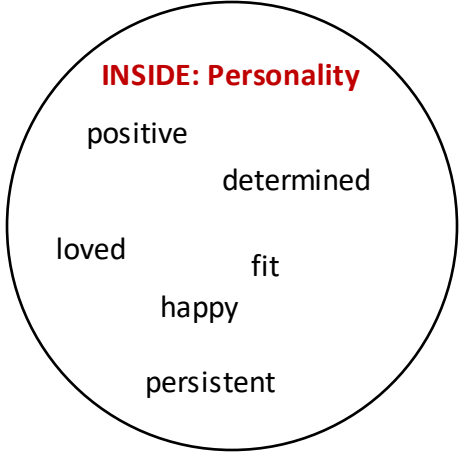
Year 2 English: Literacy
AC9E2LY05 use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning

Concepts	Activities	Australian Curriculum v 9.0 suggested links
<p>narrative</p>	<p>Problem-Resolution What was the main problem at the <i>beginning</i> of the story? (Spike the Sloth wanted to run in a race). How did she get ready? (she trained for a week). What happened in the <i>middle</i> of the book? (Lots of different animals are shown racing along the streets.) How did the <i>end</i>/What was the resolution? Spike didn't win the race, but she was happy. She made it home in time for dinner.</p> <p>Setting Look closely at the first page of the book. What is unusual about the houses in the background? (different colours, unusual shapes, arched windows). Study the green house. What object in nature does this remind you of? (a large tree). What do you think the smaller arches near the bottom might be? (tree roots)</p> <p>Inferring <i>How do we know that the race track was circular?</i> As students to study these two images from the text. Prompt children to look at the sign if needed, and the text that says: <i>It was there, she could see it – a fallen down sign.</i></p>  <p>Language features of Texts (Year 2) Do you think the story is fiction or non-fiction? Why? Is it an imaginative, informative or persuasive text? What is the purpose of this book? (to entertain)</p>	<p>Year 1 English: Literacy AC9E1LY05 use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures</p> <p>Year 2 English: Literacy AC9E2LY05 use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning</p>
<p>narrative - plot</p>	<p>Story Path Drag and drop the events from the story into the correct TIME order. (SLIDE)</p> <p>What happened BEFORE the story began? (one week of training at the gym) Innovate on Text What might happen straight after the text (have dinner, Spike's mum congratulates her) What might happen much later? (Spike might train for another challenge or race. Maybe she will try swimming, or bike riding?)</p>	<p>Year 1 English: Literacy AC9E1LY01 discuss different texts and identify some features that indicate their purposes</p>

Concepts	Activities	Australian Curriculum v 9.0 suggested links
<p>imagery, symbol and connotation</p> <p>character</p>	<p>Compare cartoon images from the text with photographs of the animals: Match each photograph to the named and unnamed animals in the book, and then use the name plates to label each photograph.</p> <p>(SLIDE:)</p> <div style="text-align: center;">  →  </div> <p>Discuss: What differences are visible between the illustrations and the animals (some clothing, human facial expressions)</p> <p>Discuss: would these animals normally live so closely together? (talk about cheetah being predator and the gemsbok and wildebeast being prey)</p> <p>Some children may notice that the monkey has no tail. This probably means that the monkey is a macaque. Some macaque monkeys don't have any tails!</p> <p>Discuss: Why did the author probably use such a range of different animals? (all different speeds, interesting to look at)</p>	<p>Year 1 English: Language AC9E1LA08 compare how images in different types of texts contribute to meaning</p>

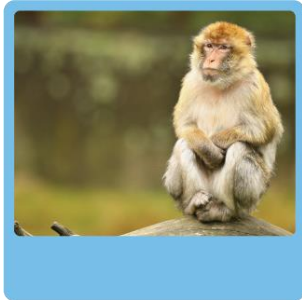
Concepts	Activities	Australian Curriculum v 9.0 suggested links
<p>noun groups and verb groups</p>	<p>Noun Groups Make a list of animals listed in the story and their descriptions.</p> <p>Noun and Verb Groups - Spike Make a list of simple nouns and verbs in the story that describe Spike: Eg She'd (<i>pronoun</i>) been (<i>verb</i>) in the gym (<i>place</i>) for the last seven days (<i>time</i>). Spike took off (<i>past tense phrasal verb</i>) fast (<i>adverb</i>)—her (<i>pronoun</i>) furry (<i>adjective</i>) feet (<i>object</i>) flew (<i>verb</i>)!</p> <p>Suffixes Locate some base words with <u>simple</u> suffixes throughout the text. Identify the suffix and brainstorm other endings, and how this changes the meaning of the base word:</p> <ul style="list-style-type: none"> - the others lookeded quickerer - There was no sloth who'd ever run fasterer before. - She bolted like lightning, she practically soareded! - Spike was exhausteded, she had to admit. (discuss multiple meanings of 'exhaust') - The other sloths gasped, they reeled back, unsteady. <p>Identify how the 'ed' suffix in the story indicates that these things happened in the past. Discuss how the words would change to make the story happen in the present. Identify that the 'er' suffix in these two sentences indicate a comparison between the animals. Create some sentences that use these base words to create other comparison sentences about the animals in the race. eg Spike was quick. The snail was quicker than Spike. The cheetah was the quickest.</p> <p>Spike ran fast. The Loris ran faster than Spike in the Great Race. The cheetah was the fastest animal in the race.</p>	<p>Year 2 English: Language AC9E2LA07 understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups</p>

Concepts	Activities	Australian Curriculum v 9.0 suggested links
<p>character</p> <p>text structure and organisation</p>	<p>Perspective and Making Connections</p> <p>Some of the story doesn't appear to match the images. Reread the pages where Spike is starting the race:</p> <p><i>Spike took off fast— her furry feet flew! She bolted like lightning, she practically soared!</i></p> <p><i>She sprinted so fast, she was all but a blur of speed and technique and sweaty sloth fur. Snail overtook her— but that guy was a beast! As fast as a racecar, or pushbike, at least!</i></p>  <p>Is Spike really running very fast? How do you know? (She is still right near the starting line and the starter horn. We know that both a snail and a sloth can't move quickly.) Who thinks that Spike and the snail are moving quickly? (Spike)</p> <p>Pronouns Spike: her/she Snail: him/he</p>	<p>Year 1 English: Literature AC9E1LE02 discuss literary texts and share responses by making connections with students' own experiences</p> <p>Year 2 English: Language AC9E2LA04 identifying the organisation and language features in texts such as narratives, recounts, information reports, simple procedures, expression of opinion and responses to texts (including poetry), and discuss their purposes</p>

Concepts	Activities	Australian Curriculum v 9.0 suggested links
<p>identities and change</p>	<p>Map of Spike the Sloth – inside and out Draw a large circle on the whiteboard. Label the outside of the circle ‘What Spike looks like’. Label the inside of the circle ‘What Spike is like inside’ Brainstorm descriptive words together to describe Spike: Outside: pink fur, long arms, medium height, spikey hair on her head, long claws, round tummy Inside: positive, determined, loved, happy, fit, persistent</p> <p>Discuss: What might have happened at the end of the race if Spike was negative? (she would have been upset or angry about coming last)</p> <p>Outside: Looks</p> <p>round tummy pink fur long arms long claws spikey fur on head</p>  <p>INSIDE: Personality</p> <p>positive determined loved fit happy persistent</p>	<p>Year 1 English: Literature AC9E1LE02 discuss literary texts and share responses by making connections with students’ own experiences</p> <p>Year 2 English: Language AC9E2LA04 identifying the organisation and language features in texts such as narratives, recounts, information reports, simple procedures, expression of opinion and responses to texts (including poetry), and discuss their purposes</p>

Animals on the Starting Line

(Not named in the story)



hyena

monkey

zebra

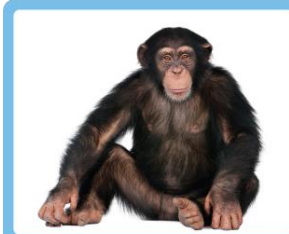
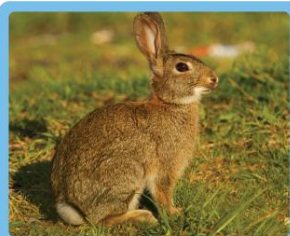
mouse

wildebeest

gemsbok

Animals in the Race

(Named in the story)



cougar

armadillo

cheetah

hare

elephant

meerkat

sloth

chimpanzee

ostrich

tortoise

bear cub

loris

snail

grub

giraffe

Animal Cards

(with correct labels)



loris



grub



monkey



wildebeest



armadillo



meerkat



mouse



hyena



giraffe



snail



tortoise



zebra



bear cub



sloth



hare



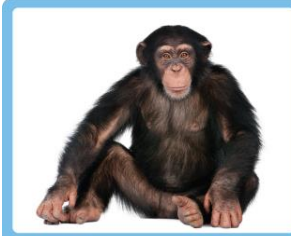
gemsbok



elephant



cougar



chimpanzee



cheetah



ostrich