

About the Book

Text Type: Fiction/Fantasy Page Count: 12 Word Count: 109

Book Summary

Sloth wants to snooze, but everywhere she goes is too noisy. The monkeys, the bugs, even the lizards are making too much racket for her to get any rest. What will she do? *Sloth Wants to Snooze* introduces students to one of nature's more unusual animals, the sloth, and its favorite activity, sleeping. Colorful illustrations add humor and detail. The story also presents opportunities to study sequencing events and verbs.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Make, revise, and confirm predictions to understand text
- Sequence events
- Discriminate initial consonant *s/-* blends
- Identify initial consonant *s/-* blends
- Identify and use verbs
- Recognize and use onomatopoeia

Materials

Green text indicates resources are available on the website.

- Book—*Sloth Wants to Snooze* (copy for each student)
- Chalkboard or dry-erase board
- Photographs or illustrations corresponding to the vocabulary words
- An extra copy of the book (copied single-sided)
- Paper for writing and drawing
- Highlighters
- [Sequence events, initial consonant s/-blends, verbs worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- High-frequency words: *into*, *she*, *too*, *were*
- Content words:
 Story critical: *forgot* (v.), *noisy* (adj.), *rainforest* (n.), *sloth* (n.), *snooze* (v.), *tired* (adj.)

Before Reading

Build Background

- Ask students to lay their head on the desk and shut their eyes. Then, have them think about what makes them feel sleepy, such as hot days, riding in cars, or staying up late. Invite volunteers to share their ideas with the rest of the class.

- Write the word *sloth* on the board and read it aloud with students. Explain to students that a sloth is an animal that lives in the rainforest, and it sleeps through most of the day.

Book Walk

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Remind students that effective readers make predictions about what will happen in a story. Review with students that predictions are made on the basis of clues from the story and the reader's prior knowledge. Emphasize that knowing how to make predictions is more important than whether the prediction is confirmed, or right.
- Explain to students that making predictions can help readers learn new information and better remember the story. Point out that readers continue to make new predictions, or revise their predictions, as they read.
- Model making predictions using the cover and title page.
Think-aloud: *On the cover, I see a picture of a yawning sloth. The title of the story is Sloth Wants to Snooze. Using these clues from the text, I predict that the story will be about a tired sloth who wants to take a nap. When I want to sleep, I use my bed, but a sloth doesn't sleep in a bed. I predict that the sloth will sleep outside, in a tree, because I see a tree in the picture. As I read, I will watch to see if my predictions are confirmed.*
- Record your predictions on the board, using key words and pictures. Have students think-pair-share a prediction for the story: think about it, pair with a partner and discuss the prediction, and then share it with the class. Record student predictions on the board.
- Explain to students that as they read, they might learn new clues that change their predictions. Explain that they can change, or revise, their predictions when they read new details. Encourage students to revise or confirm their predictions as they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Review or explain to students that stories usually must be told in a particular order from the beginning to the end. The correct order of a story is called the *sequence of events*.
- Explain that certain words are often used to describe a sequence of events. Write the transition words *first*, *next*, *then*, *after that*, and *finally* on the board. Encourage students to listen for these words as you describe to them the sequence of events from a story they know.
- Model sequencing events using a familiar tale, such as *Little Red Riding Hood*.
Think-aloud: *If I want to tell someone the story of Little Red Riding Hood, I need to tell the events in the right order, or the story will not make sense. First, Little Red Riding Hood finds out that her grandmother is sick. Next, she takes a basket from her mother and heads out through the woods to her grandmother's cabin. Then, the Big Bad Wolf sees Little Red Riding Hood on the path and tricks her into stopping to pick flowers. After that, the Big Bad Wolf rushes to grandmother's house.*
- Record the sequence on the board using key words and pictures, underneath the appropriate transition words. Invite volunteers to share the next event that happens in the story, and record it on the board under a transition word. Continue until the end of the story, using the transition word *finally* for the last event.

- Use the key words and pictures representing the sequence of events to retell the story in the wrong order. Have students nod their heads if this version of the story makes sense or shake their heads if it does not. Ask students to describe to a partner why the order of events is important. *Invite volunteers to share their ideas with the class.*

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *This sleepy sloth wants to snooze. What does the word snooze mean? That's right; snooze is another word for sleep.*
- Place around the room photographs or illustrations that represent each story-critical vocabulary word. For example, use a photograph of the rainforest for *rainforest*, an illustration of kids singing and dancing to loud music for *noisy*, and so on.
- Write the vocabulary words on the board. Read them aloud with students. Have students look around the classroom, and explain that they are going on a scavenger hunt to find these words. Hidden in the classroom are pictures, one for each word. Have students work in groups to walk around the room and find all six pictures corresponding to the vocabulary words.
- Ask students to return to their seats. Say one of the vocabulary words and have students point to its picture. Discuss with students the meaning of the word. Repeat with the remaining words.
- Have students write each word on a separate sheet of paper. Then, have them draw their own pictures for each word.
- Have students work with a partner to correctly use the vocabulary words in oral sentences. Call on random students and have them share their sentence with the rest of the class.


Set the Purpose

- Have students read to find out more about the sleepy sloth. Remind them to think about the sequence of events in the story, and to make and check predictions as they read.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 3 to the end of page 5. Encourage those who finish early to go back and reread.
- **Model making and revising predictions.**
Think-aloud: *Now that I have read the beginning of the story, I can stop and check my predictions. One of my predictions was that this story would be about a tired sloth who wants to take a nap. I was right, so my prediction is confirmed! My other prediction was that the sloth would sleep in the tree. So far, the sloth has tried to sleep in the bushes and over the pond, and not in the tree, but both places were too noisy. On the basis of these clues, I want to revise my prediction. I predict that the sloth will sleep in the tree because it will be the only quiet place she can find. I also predict that other animals will be too noisy and will keep her from sleeping. What new predictions can you make using the details we just read?*
- Adjust your revised prediction on the board. Write the letter C next to the confirmed prediction. Have students share with a partner at least one new prediction for the story. Invite students to share new predictions with the rest of the class and record them on the board.
- Review with students the predictions they made earlier. Have students point to any predictions that were confirmed, and write the letter C next to each one. Invite students to share any revised predictions they want to make, and change the predictions on the board accordingly.
- Cut out the pictures from an extra copy of the book. Place the pictures from pages 3 through 5 on the board. Have students describe the sequence of events to a partner, using the pictures as a guide. Encourage students to use the transition words *first*, *next*, and *then* as they share the sequence.
- Invite a volunteer to describe the sequence of events to the rest of the class. Record the words *first*, *next*, and *then* on the board above the appropriate pictures.

- Discuss with students whether the events from pages 4 and 5 have to be told in that order. Explain to students that some details in a story might be interchangeable, but some have to come in a certain order. For instance, in this story, the reader has to know that Sloth wants to sleep before we see her trying out different locations to rest. The order in which she visits each location does not affect the meaning of the story, but not describing the first event at the beginning would.
- **Check for understanding:** Have students read to the end of page 9. Remind them to continue making and revising predictions as they read. Discuss with students confirmed predictions and what details prompted them to revise predictions.
- Place the pictures from pages 3 through 9 on the board in the wrong order. Have students work with a partner to sequence the events. Invite volunteers to share the correct sequence of events with the class, and encourage them to use transition words to link events. Invite a volunteer to share the sequence with the class, and rearrange the pictures on the board.
- Invite volunteers to come to the board and record the appropriate transition word above each picture. Point out that the word *first* can only accompany the first event, but the words *next*, *then*, and *after that* can be rearranged and repeated for all of the events in between the first and last event.
- Discuss with students the events on pages 4 through 9. Would it change the story if the sloth visited the cats before the bugs? Explain to students that the story wouldn't change if these events were told in a different order, but students can still sequence them according to the order the author wrote them.
- Have students read the remainder of the book. Remind them to make, revise, and confirm predictions as they read and to pay attention to the correct sequence of events in the story.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.
- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Have students share with a partner any final predictions they made as they read the end of the story. Invite volunteers to share predictions with the rest of the class, and record them on the board, using key words and pictures.
- Review the predictions recorded on the board. Ask students to share if they revised any of their predictions, and record these revisions on the board. Have students point to confirmed predictions, and invite volunteers to come to the board and write the letter C beside them. Reinforce with students that making valid predictions is more important than the predictions being confirmed.
- **Think-aloud:** *Now that the story is over, I can review all of my predictions. One of my predictions was that other animals would be too noisy and keep her awake. Reading more of the story confirmed that prediction. I also predicted that the sloth would sleep in a tree because it would be quiet there. That prediction was partially confirmed—the sloth did fall asleep in the tree, but not because it was quieter, rather because the sloth realized that she could sleep anywhere. I don't mind that my prediction was not confirmed, because making predictions is more important than whether they are right or not. Making predictions made me interested to read more and helped me remember the story well.*
- Discuss with students how making, revising, and confirming predictions helped them to better understand and remember the story.

Reflect on the Comprehension Skill

- **Discussion:** Place the cut-out pictures from the entire book on the board. Have students work with a partner to sequence events from the beginning to the end. Encourage them to use words like *first*, *next*, *then*, *after that*, and *finally* to create their sequence. Remind students that the word *first* only describes the first event and the word *finally* only describes the last event. Invite volunteers to share their sequence of events with the rest of the class, and have them come to the board to rearrange the pictures into the correct order.
- Discuss with students which events must come in a set order (Sloth wanting to sleep comes first, Sloth talking to the bat comes after visiting the different places, and Sloth falling asleep comes last), and which events could be rearranged without changing the meaning of the story (Sloth visiting different places and finding noisy animals). Discuss with students how they could simplify the middle section as one event: Sloth tries to sleep in different places, but the other animals are always too noisy.
- Have students share with a partner how sequencing events helped them to better remember and enjoy the story. Invite volunteers to share their ideas with the rest of the class.
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). Discuss their answers.
- **Enduring understanding:** In this story, Sloth wants to snooze, but everywhere she goes is too noisy! Have you ever wanted something that was hard to get? What did you do?

Build Skills

Phonological Awareness: Initial consonant *sl*-blends

- Say the word *sloth* aloud to students, emphasizing the initial /sl/ sound. Have students say the word aloud and then say the /sl/ sound.
- Say the words *sip* and *slip* aloud. Have students discuss with a partner the difference between the two words.
- Point out that the second word has an extra sound in the initial phoneme, which gives the word an entirely different pronunciation. Have students practice saying the /sl/ sound with a partner.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word begins with the /sl/ sound: *sad*, *slap*, *slim*, *say*, *slob*, *sock*, *sleep*, and *sly*.

Phonics: Initial consonant *sl*-blends

- Write the word *sloth* on the board and say it aloud with students.
- Have students say the /sl/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /sl/ sound in the word *sloth*.
- Ask students to share with a partner what the word would sound like if they removed the letter *l*. Discuss with students how the two letters *sl* blend together to create a new sound.
- Have students practice writing the letters *sl* on a separate piece of paper while saying the /sl/ sound.
- Have students find and circle all of the words in the story that begin with the *sl*-blend.
- **Check for understanding:** Write the following words that begin with the /sl/ sound on the board: *slime*, *slat*, *slice*, *slope*, *slug*, and *slurp*. Say each word, one at a time, and have volunteers come to the board and circle the initial consonant *sl*-blend while the rest of the students trace the letters *sl* in the air.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant sl-blends worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Verbs

- Write on the board the following sentence from the book: *She crawled into the bushes*. Have students read the sentence aloud with you. Ask students to point to the word that identifies the action Sloth did in the bushes (*crawled*).
- Review or explain to students that *verbs* are words that name *actions*. Write several verbs on the board, such as *whisper*, *yell*, and *laugh*. Have students act out each verb. Emphasize that these words all express actions.
- Have students reread the story with a partner and pay attention to all of the actions that Sloth performs. Call on random students to share one verb they found in the story, and record it on the board. Have other students give a thumbs-up signal if they agree the word expresses an action.
- Write the words *climbed* and *wanted* on the board. Read them aloud with students. Ask students to discuss with a partner what the words have in common (they both end in *-ed*). Explain to students that these verbs use the suffix *-ed* to show that the action happened in the past. Point out that the word *swung* is the past-tense form of the verb *swing*. Explain to students that these verbs all show the story happened at some point in the past.
- **Check for understanding:** Write five sentences on the board. Have students read the sentences with a partner and locate the verb in each one. Invite volunteers to come to the board and circle the verbs. Have students work in groups to think of a new verb that could replace the verb in each sentence. Have groups write their new sentences on a separate sheet of paper, and invite volunteers to share their sentences with the rest of the class.
- **Independent practice:** Introduce, explain, and have students complete the [verbs worksheet](#). If time allows, discuss their answers.

Word Work: Onomatopoeia

- Have students follow along as you read page 4 aloud. Have students point to the words in the picture that describe the noises the bugs were making. Ask students to read the words aloud.
- Explain to students that authors sometimes use words that sound like the noises they describe. The words *click* and *buzz*, for example, sound like the noises you might hear a bug making.
- Explain to students that *onomatopoeia* is the usage of words that sound like the noise they are describing. Onomatopoeia in a story allows the reader to really hear what is happening. Point out that these words are like sound effects for the story.
- Pass out highlighters. Have students work with a partner to find and highlight all examples of onomatopoeia in the book. Remind students that these words must sound like noises when spoken aloud. Invite volunteers to share their examples with the rest of the class, and have other students give a thumbs-up signal if they agree the words are instances of onomatopoeia.
- **Check for understanding:** Write the following words on the board: *roar*, *buzz*, *monkey*, *splish*, *lizard*, *ribbit*, *eek*, *sleep*, *meow*, *sloth*, *vines*, *hiss*, and *crackle*. Read the words aloud with students. Have students discuss with a partner which words are examples of onomatopoeia. Invite volunteers to come to the board and circle the onomatopoeic words.
- **Independent practice:** Have students work with a partner to choose several of the circled words from the board and use them in oral sentences. Call on students to share a sentence with the rest of the class.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them discuss the connections they made to the book with someone at home.

Extend the Reading

Fantasy Writing and Art Connection

Discuss with students why *Sloth Wants to Snooze* is a fantasy story. Explain to students that any stories that use talking animals as characters are considered fantasy. Have students choose several animals, and ask them to imagine what it would be like if those animals lived in houses and went to school and had jobs, like people. Have students draw pictures of their animals doing human activities. Then, have students think about what two of the animals would say to each other. Explain to students the use of quotation marks and the word *said*, and have students write down at least four lines of dialogue between their animal characters. Invite volunteers to explain their characters to the rest of the class and then act out their dialogue with another student in front of the class.

Visit WritingA-Z.com for a lesson and leveled materials on fantasy writing.

Science Connection

Read a book about the rainforest to students. Hang brown bulletin board paper on the wall, draw lines on it to create tree trunks, and have students cut leaves and branches out of construction paper and glue them to the trees. Add a leafy canopy at the top. Explain to students that this is a rainforest habitat. Play a short video about the rainforest. Have students work in groups to choose from the video a plant or animal species that is native to the rainforest. Have groups research their subject using library books, books in the classroom, and the Internet. Ask groups to take notes on the plant or animal they study. Have students make their animal or plant out of construction paper and label it. Ask groups to present their plant or animal to the rest of the class, referring to their notes and their construction paper creation. Then, have students glue their plant or animal to the rainforest habitat, and remind them to place their subject in the appropriate layer of the forest.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the strategy of making, revising, and confirming predictions to understand text during discussion
- accurately sequence events during discussion and on a worksheet
- consistently discriminate initial consonant *s*/-blend sound during discussion
- correctly write the letter symbols that represent the *s*/-blend during discussion and on a worksheet
- properly use verbs during discussion and on a worksheet
- accurately use onomatopoeia during discussion and in oral sentences

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)