

The Sloth Who Came to Stay

By Margaret Wild & Illustrated by Vivienne To

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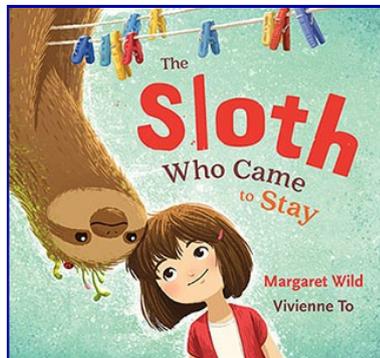
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A wryly amusing story about a fast family who are taught to slow down when an adorable sloth comes to stay by the award-winning author of *Fox* and *Ruby Roars*.

Amy's family is speedy! They are always in such a rush that there is no time to talk or play - until the afternoon Amy brings home a sloth. Then things start changing very, very slowly ...

A timely tale about enjoying the little things in life from award-winning author Margaret Wild.



Teacher Notes have been based on those supplied by the publisher. A full version will be available from their website www.allenandunwin.com.

Themes:

- Sloths
- Family Time
- Busy Lives
- Slowing Down

Discussion Questions:

- Read the story through once and ask students if they think the sloth's visit was a good thing for Amy's family. Encourage them to explain what in the story helped them come up with their answer, and guide them to think about how the family changed and why this was a good thing.
- Turn to the first page of the story and re-read the text, 'Amy's family was the speediest family in the world.' Ask students to look very carefully at the image of Amy's family running and come up with things in the picture that show us just how 'fast' they are moving.
- What jobs do students think Amy's mum and dad have? What clues in the illustrations lead them to this conclusion? What jobs do Amy's mum and dad do around the house?
- How do the students' own families compare to Amy's family? For example, do both parents work? Do they have siblings? Who does the household chores?
- Turn to the page where Sloth is sitting in the bathtub and ask students to think about how the words LONG and BUBBLES are presented. Explain that these words are in a different font to the others on the page and talk about how font can influence how we read something. Now ask students how these words make them feel in this font. Try creating your own font to represent another word, such as 'tall', 'short', 'wobbly' or 'icy'.
- Turn to the page where Amy is explaining to her parents about her day and ask students to re-tell the details based on the pictures they can see. At the end of the exercise, point out that we don't always need words to tell a story.
- Amy and her family look for the red star in the night sky. What is the red star? Why does it look red? Is it really a star? What times of the year might we be able to see the red star in the Australian sky?
- Turn to the last double-page spread and find as many clues in the picture to show that Amy's family have slowed down and are enjoying life more.
- After finishing the story, ask students to write a letter to Sloth asking him to come and live with them, explaining why they might need him, too.
- Research sloths. Where in the world do they live? What do they eat? Why do they move so slowly? Would they make good pets? Why/why not? Are sloths endangered? What measures are being taken to protect the species?