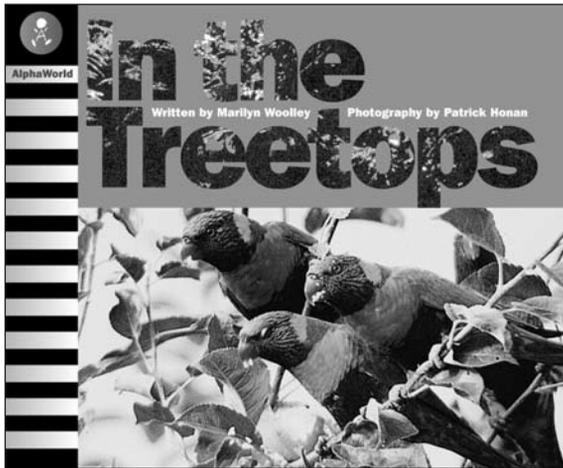


In the Treetops



Topic: Living Things

Curriculum link: Natural Science

Text type: Report

Reading level: 16

Word count: 366

Vocabulary: butterflies, caterpillars, forest, insects, koalas, lizards, monkeys, nectar, treetops

Possible literacy focus:

- Getting extra information from the text through the use of captioned pictures.
- Interpreting photos of animals taken from different angles.
- Using the text to make inferences about how these animals use the treetops.

Follow-up activities

Discuss and reflect

Ask the children:

Which animal did you find the most interesting? Why?

Why do these animals look for food in the treetops?

Why would the treetops be a good place to live?

Why do some animals only visit the treetops for food?

Which of the animals are herbivores (which means they only eat plants)?

Which of the animals are carnivores (which means they only eat meat)?

Are any of the animals omnivores (which means they eat both plants and meat)?

Subject-specific vocabulary

Write the following words on the board: treetops, nectar, case, silk, straw, sticky pads. Ask the children to find these words in the text. What do they mean? Point out to the children that sometimes there are subject-specific words used in a book.

Why did the author choose these particular words?

How did these words help you to understand the text?

Are there any other words in the text that you do not know the meaning of?

Where could you find out the meaning of these words?

Labelled pictures

Ask the children to turn to pages 6–7. Point to the labelled pictures and ask the children:

What do these pictures show?

What extra information do they tell us?

Why do you think that the author chose to use them?

How are they helpful?

What other things would you like to know about in this book?

Look at other labelled pictures in the book and discuss the information they add to the text.

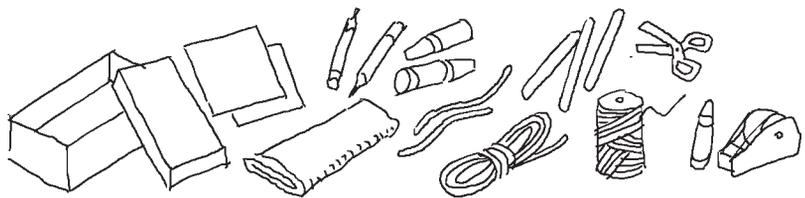
Action words

You will need:
paper, pencils

1. Hunt for action words in the book *In the Treetops* that describe how the animals move or eat. Here are some examples: “Some monkeys **leap** from tree to tree during the day.” “Butterflies use their long tongues to **drink** nectar from flowers.”
2. Write down the action words on a sheet of paper.
3. Share your list with a friend.

Treetop diorama

You will need:
shoebox, coloured
paper, crepe paper,
pencils, felt pens, pipe cleaners,
wool, matchsticks,
icy-pole sticks, string, sticky tape, scissors, glue



1. Make a diorama of the treetops.
2. Make models of some of the animals that live there.
3. Place them carefully in the treetops.
4. Write a list of the animals hiding in your treetops.
5. Display your list with your diorama.

Name _____

Treetop animals

Write about these animals.

Animal	Facts
<p>Green ants</p> 	<hr/> <hr/> <hr/>
<p>Bats</p> 	<hr/> <hr/> <hr/>
<p>Frogs</p> 	<hr/> <hr/> <hr/>
<p>Koalas</p> 	<hr/> <hr/> <hr/>
<p>Birds</p> 	<hr/> <hr/> <hr/>

Name _____

Cloze activity

Write the missing words in the spaces.

Facts	Draw and label the animal
<p>Caterpillars spend most _____ their time eating the _____ in the treetops. They _____ very fat. They stay on the leaves and _____ a case out of silk. The caterpillar rests in this case, and then _____ into a butterfly.</p>	
<p>Bats rest in the treetops _____ the day. They hang upside down _____ the branches. At night they _____ from tree to tree and eat fruit and flowers.</p>	
<p>Koalas _____ in the treetops. They eat leaves. Koalas come down to the ground to go to another tree to find _____ leaves. They _____ the new tree and keep eating!</p>	

Instructions Ask children to read on if they are having trouble thinking of a word that makes sense to fill the gap, and try again. The answers do not have to be the same as in the book, as long as they make sense.