



Grade 1  
Classroom Guide

## **Susanna Leonard Hill**

*Author, Can't Sleep Without Sheep*

Susanna Leonard Hill grew up in New York City with her parents, one sister, two brothers, and an assortment of cats. Susanna began writing as soon as she could hold a pencil, lying on the kitchen floor and asking her mom how to spell things. She wrote her first book in second grade, called *The Girl and The Witch*. Later she earned degrees from Middlebury College and Columbia University, and worked for many years teaching dyslexic students. Now she spends her time being a mom, writing, and visiting schools. Since *The House That Mack Built* was published in 2002, she has published eight more books, including *April Fool*, *Phyllis!* Susanna lives in New York with her husband, children, and two beloved rescue dogs.

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*Illustrator, Can't Sleep Without Sheep*

Ever since Mike can remember he knew he wanted to be an artist. His dad would bring home reams of paper that Mike would fill with race cars, snowmobiles, baseball players, and super heroes. In high school his art teacher, Mr. Chase, encouraged Mike to pursue art as a career. This, along with a scholarship, led him to the Savannah College of Art and Design in Savannah, Georgia. Since graduating with a B.F.A. in Illustration, Mike has worked with Random House, Dutton Children's Books, Clarion Books, Holiday House, Cricket Magazine Group, Peaceable Kingdom Press, Scholastic School Productions. Mike also enjoys visiting schools and talking to students about illustrating children's books. He lives in Minneapolis with his wife and children.

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Visit Shannon at <http://dailypie.blogspot.com>

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## Author's Note

For me, stories rarely come from one place. Usually, I'll get part of an idea, and while I'm thinking about it, I'll notice something else that seems to make it complete. The inspiration for *Can't Sleep Without Sheep* came from two things. The first was, I heard a commercial for mattresses on the radio that said, "Tired of counting sheep? Buy our mattresses!" (or something along those lines) and I thought, *What if the sheep got tired of being counted?* This resonated with me because of my kids. One of them (and though Ava in the story is a girl it was actually my son) used to have trouble falling asleep because his mind was always so busy. He would get in bed and have what he called his "thinking time", which frequently resulted in his coming into our room quite awhile after I thought he was asleep and asking me questions like, "What is the temperature of the sun?" and "How much does a dinosaur's brain weigh?" and "Why do bats hang upside down when they sleep?" Of course I never knew the answers off the top of my head, so I would say, "That's a very interesting question. We'll look it up in the morning. But right now it's time to go to sleep." And this would lead to the suggestion that he try counting sheep . . . I don't know if it was the sheep that did it, but he usually ended up going to sleep . . . eventually . . . . So I got to thinking about him counting sheep, and about sheep getting tired of being counted over and over by a child with a busy mind, and that's where *Can't Sleep Without Sheep* came from.

— Susanna Leonard Hill  
2011

## How to Use This Guide

This classroom guide for *Can't Sleep Without Sheep* is designed for students in first grade. It offers activities to help you integrate *Can't Sleep* into English language arts (ELA), mathematics, science, social studies, art, and drama curricula.

All activities in this guide are linked to content standards.

ELA and math activities are linked to the Common Core standards currently being adopted by most states. Science, social studies, art, and drama activities are linked to relevant content standards for Connecticut, Massachusetts, New Jersey, New York, and Pennsylvania. At the back of this guide, you will find a list of the guide activities and their related content standards.

A table of contents follows this page for easy reference.

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## 1-1: Story Comprehension

Before you read or listen to *Can't Sleep Without Sheep*, look at the cover.

- What do you think the book will be about? Why do you think so?

Now read or listen to the book.

- Who is the main character? Why do you think so?
- Who are some of the other characters?

What is Ava's main problem?

- How does Ava's mother try to help? Does Ava take her advice?
- Why do the sheep want to quit?
- What happens when other animals try to jump the fence?
- What does Ava learn at the end of the book?
- Have you ever had a hard time falling asleep?
  - If so, why?
  - What did you do to fall asleep? Did it work?



Where and when do you think the story takes place?

- Can you find clues in the story or the pictures?

Look at the page on which Ava's mother suggests she count sheep. Describe where Ava's bed is.

- Now look at the next page. Where is Ava's bed now? Why do you think it changed?

Let's talk about the people who made *Can't Sleep Without Sheep*

- Who is the author?
- Who is the illustrator?
- What kind of work did each person do to make the book?
- If you could make a book for children, would you want to be the author or the illustrator? Would you want to be both? Explain your answer.

Compare the illustration on pages 16-17 [the cow breaking the fence] to that on pages 26-27 [the buffalo breaking the fence].

- What is happening in each illustration?
- How are the illustrations alike?
- How are they different?

Look at pages 28-29, when Ava cries, "Stop!"

- What is different about the background compared to the pages before?
- Why do you think it changed?

As a class, read *In the Night Kitchen*, by Maurice Sendak.

- How is it similar to *Can't Sleep Without Sheep*?
- How is it different?

## 1-2: Adjectives

Each of the following words appears in *Can't Sleep Without Sheep* on the page shown. Read each word in its sentence. Then discuss that word's meaning as a class.

- hard (4)
- busy (4)
- full (6)
- many (6)
- exhausted (8)
- best (10)
- beautiful (10)
- wider (10)
- ridiculous (13)
- slow (14)
- complete (16)
- impatient (25)
- fluffy (30)
- peaceful (30)
- perfect (30)



**1-3: Write a Story**

In the space below, write a story about a time you had trouble falling asleep. What kept you awake? Did you try a trick (like counting sheep) to fall asleep? Did it work?

TITLE: \_\_\_\_\_

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**1-4: Word Problems**

1. Ava counts 7 sheep before she gets sleepy. She counts 5 more before falling asleep. How many sheep has Ava counted?

$$7 + 5 = ?$$

2. Ava's father brings home 18 tomatoes from the market. After he makes dinner, there are 10 tomatoes left. How many tomatoes did he use to make dinner?

$$18 - ? = 10$$

3. Ava takes 20 steps from her bed to the bathroom. On the way back, 12 steps brings Ava to her doorway. How many more steps must Ava take to get to her bed?

$$20 - 12 = ?$$

4. Ava's grandmother is in her garden, picking cucumbers. Ava decides to help and picks 6 cucumbers. Together, she and her grandmother pick 13 cucumbers. How many cucumbers did Ava's grandmother pick?

$$? + 6 = 13$$

5. On Tuesday, Ava makes 3 drawings. On Wednesday, she makes 5 drawings. By the end of Thursday, Ava has made 14 drawings in all! How many drawings did Ava make on Thursday?

$$3 + 5 + ? = 14$$

6. Ava is at the library with her friend Sumi. Ava picks 9 books to show to Sumi. Sumi picks 7 books to show to Ava. After they share their books, they put 12 of them back on the shelf. How many books do Ava and Sumi check out all together?

$$9 + 7 - 12 = ?$$



## 1-5: Place Value and Comparison

The table below shows how many sheep Ava counted during one week. For each day's number, write how many tens and ones it stands for.

Day	Sheep Counted	Tens	Ones
Sunday	31	_____	_____
Monday	44	_____	_____
Tuesday	58	_____	_____
Wednesday	31	_____	_____
Thursday	62	_____	_____
Friday	9	_____	_____
Saturday	17	_____	_____

Now compare the numbers using these symbols:

- > (is greater than)
- = (is equal to)
- < (is less than)

For example, compare Thursday to Sunday:  $62 > 31$

Compare Monday to Friday:  $44 \underline{\hspace{1cm}} 9$

Compare Saturday to Monday:  $17 \underline{\hspace{1cm}} 44$

Compare Tuesday to Sunday:  $58 \underline{\hspace{1cm}} 31$

Compare Friday to Saturday:  $9 \underline{\hspace{1cm}} 17$

Compare Wednesday to Sunday:  $31 \underline{\hspace{1cm}} 31$



## 1-6: Making Tables

Look at this illustration from pages 18-19 of *Can't Sleep Without Sheep* ("This was harder than the sheep thought!").



Make a table to answer these questions:

- How many animals have fur?
- How many animals have feathers?
- How many animals have neither fur nor feathers?
- Which group has the highest number?

Make a second table to answer these questions:

- How many animals have two legs?
- How many animals have four legs?
- Are there any animals with no legs? How many?
- Which group has the highest number?

Make a third table to answer these questions:

- How many animals are shorter than the fence?
- How many animals are taller than the fence?
- Which group has the highest number?

For extra practice using data, make graphs for your tables.

- Use bar graphs for side-by-side comparison.
- Use pie graphs for proportional comparison.

## 1-7: Sleep Journal

People (and all other animals) need sleep. Your body works inside and out while you're awake. After several hours, your body needs to rest and get ready for the next day's — or night's — work. In general, babies and children need more sleep than adults.

But even though your body rests while you sleep, your brain is still very active. It stays awake to make sure certain parts of your body keep working, like your heart and lungs. Your brain also thinks about things you experienced while you were awake, and it imagines things. This thinking and imagining becomes your dreams.

Like Ava in *Can't Sleep Without Sheep*, sometimes you may have trouble falling asleep. Scientists suggest these things to help you get the best sleep:

- Go to sleep at the same time every night
- Wake up at the same time every morning
- Get plenty of exercise during the day, but...
- Do something relaxing before bedtime, like reading a book or listening to music
- Make your bedroom as dark and quiet as possible

Are you getting good sleep? One way to find out is to keep a sleep journal like the one below. Every day for one week, write down when you go to bed and when you wake up (don't forget naps!). At the end of one week, look at your journal to see how you did. Compare your sleep journal to your classmates' journals. How are they alike? How are they different?

### MY SLEEP JOURNAL

A	B	C	D	E	F	G	H	
Day	Began Nap	Ended Nap	Nap Total (C - B)	Went to Bed	Woke Up	Night Total (F - E)	Total Sleep (D + G)	How Did You Sleep?
1								
2								
3								
4								
5								
6								
7								

For more information about sleep, visit the National Sleep Foundation ([sleepfoundation.org](http://sleepfoundation.org)).

## **1-8: Famous Sleepers**

Even though everyone needs sleep, everyone sleeps differently. Some people in history and folklore have become famous for the way they slept.

Many people are famous for needing fewer than 5 hours of sleep every night. These include:

- Thomas Edison (inventor)
- Nikola Tesla (inventor and engineer)
- Salvador Dali (painter)
- Bill Clinton (former United States President)
- Madonna (singer, dancer)
- Jay Leno (comedian)
- Michelangelo (painter, sculptor)
- Napoleon Bonaparte (military general, former French Emperor)
- Florence Nightingale (nurse)
- Leonardo da Vinci (artist, engineer, inventor)

Japanese writer Haruki Murakami keeps a very strict sleep schedule. He goes to sleep at 9:00 every night and wakes up at 4:00 every morning — every day, no exceptions.

French mathematician Abraham de Moivre found he slept longer and longer as he grew older — 20 or more hours every day!

There are strange sleepers in folklore, too:

- Sleeping Beauty fell into a deep sleep when she was 16 years old. When she woke up 100 years later, she hadn't aged at all.
- In *The Princess and the Pea*, a young woman is so sensitive she can feel a single pea under a stack of many mattresses.
- Rip Van Winkle fell asleep for 20 years and missed the American Revolution. When he woke up, his beard was very long, his son had grown up, and George Washington was President of a new United States.
- Gregor Samsa, the main character in a book by author Franz Kafka, woke up one morning after a night of strange dreams to discover he had turned into a giant insect!

Can you think of other famous sleepers?



## 1-9: Dream Collage

A collage is a two- or three-dimensional work of art. It uses color, texture, and images to represent a subject. Using materials provided by your teacher, create a collage that represents the dreams you have when you're sleeping. Your collage may show a scene, a character, a thing, an event, or it may describe a feeling.

When you finish, share your collage with the class. Answer these questions:

- What does your collage show or describe?
- Is there a character in your collage?
  - If so, what is he or she doing?
- Does your collage represent something that can't be seen, like a feeling?
- Describe the materials you used to make your collage.
  - Why did you choose the colors and textures you used?
  - How did you build it?
  - How did you decide where to place different materials?
- Look at all of the collages your class made.
  - How are the collages similar?
  - How are they different?
- Can you learn anything from the collages your classmates made?
  - Are their dreams like yours? How are they different?
  - Does anyone in your class have scary dreams? How can you tell?

Teacher:

For this activity, provide collage materials with a variety of colors and textures, as well as structural materials, such as cardboard and glue. Equalize student access to materials by making this an in-class exercise, rather than homework.

Materials to consider include:

- scrap paper
- magazines
- newspaper articles / advertisements
- cloth samples
- carpet samples
- yarn
- twine
- cotton balls
- plastic grocery bags
- pipe cleaners
- twigs
- natural stone pebbles
- dry beans
- raffia
- glass pebbles
- beads



## **1-10: Animal Masks**

Below is a list of animals that appear in *Can't Sleep Without Sheep*.

- sheep
- horse
- chicken
- pig
- cow
- giraffe
- elephant
- crocodile
- flamingo
- moose
- walrus
- armadillo
- loon
- buffalo
- beaver
- bear
- hippopotamus
- penguin
- monkey
- duck
- turtle
- snail



Let each student choose an animal to make a mask of. Using paper plates as bases, help students create their masks by providing a variety of craft materials and binders (see material suggestions for Activity 1-9, page 13).

When students have completed their masks, talk about the animal each mask represents.

- Is this animal big or small? (Use Ava or student for comparison.)
- What shape is it?
- Does it have legs? How many?
- Does it have wings?
- What color is it?

Encourage students to act out each animal:

- What sounds does it make?
- How does it travel?
- Does it move quickly or slowly?
- How does it find food?
- What happens when two of the animals meet?



**COMMON CORE STANDARDS**

**(ELA & Math only)**

<u>Activity</u>	<u>Standard(s)</u>
1-1	ELA 1.RL.1-3, 7, 9-10; 1.SL.1-2
1-2	ELA 1.L.1, 4-5
1-3	ELA 1.W.3
1-4	Math 1.OA.1-8
1-5	Math 1.NBT.2-3
1-6	Math 1.MD.4

**CONNECTICUT**

1-7	Science 1.2.a.1; 1.4.a.8
1-8	Soc Studies 1.1.2-3, 1.2.1-2, 1.2.4
1-9	Visual Arts 1-3, 5-6
1-10	Theatre 1-3

**MASSACHUSETTS**

1-7	Science Life 1, 8
1-8	Soc Studies 1.7-8
1-9	Visual Art 1.1-2, 2.1-6, 3.3, 5.3
1-10	Theatre 1.3-4, 1.6, 4.1, 5.1-2

**NEW JERSEY**

1-7	Science 5.1.4.B.1-2; 5.3.2.B.1
1-8	Soc Studies 6.1.4.D.12
1-9	Visual Art 1.1.2.D.1-2, 1.3.2.D.1-5
1-10	Theatre 1.1.2.C.3, 1.3.2.C.2-3

**NEW YORK**

1-7	Science 1.M1.1, 1.S1.1, 4.1.1, 4.5.3
1-8	Soc Studies 1.1-4, 2.1-2, 3.2
1-9	Visual Arts 1-3
1-10	Theatre 1-3

**PENNSYLVANIA**

1-7	Science 3.1.3.A2, 3.1.3.C2
1-8	Soc Studies 8.1.3.A, 8.4.3.C
1-9	Visual Arts 9.1.3.A-C, E, J; 9.3.3.A
1-10	Theatre 9.1.3.A-C, J; 9.3.3.A