

Kindergarten 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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Mike Wohnoutka

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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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 kindergarten. 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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K-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?

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?

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?

As a class, read *The Princess and the Pea*, by Rachel Isadora.

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



K-2: New Words

Each of these words appears in *Can't Sleep Without Sheep* on the page number shown. Read each word in its sentence. As a class, talk about what that word means.

- exhausted (8)
- quit (8)
- replacement (8)
- ridiculous (13)
- decided (14)
- complete (16)
- disaster (16)
- waddled (22)
- forward (22)
- impatient (25)
- herd (25)
- stampede (26)
- charged (26)
- splinters (26)
- chaos (26)
- appreciated (31)



K-3: Class Story

As a class, write a story about a boy or girl who can't fall asleep. Here are some questions to answer in your story:

- What is your main character's name?
- Where do they live?
- Where do they sleep?
- Why can't they fall asleep?
- How do they tackle their problem?
- What do they learn?

In the space below draw a picture to illustrate your story. Compare your picture to your classmates' pictures. How are they alike? How are they different?



K-4: Word Problems

1. Seven (7) students put their backpacks in their cubbies in Ava's classroom. Then 3 more students store their backpacks. How many backpacks are in Ava's classroom now?



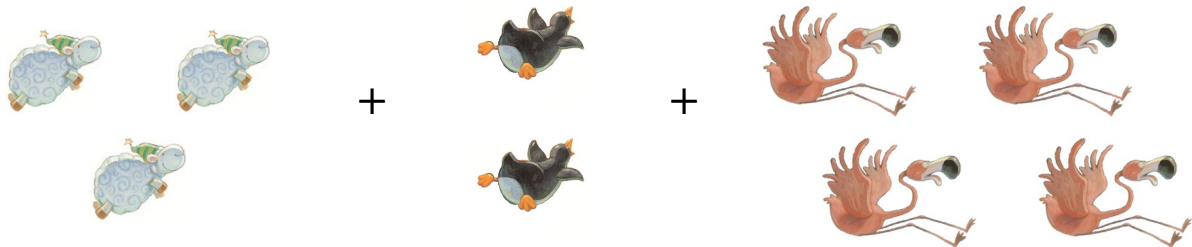
2. Ava can see 6 clouds through her bedroom window. A minute later, 1 of the clouds has moved away. How many clouds can Ava see through her window now?



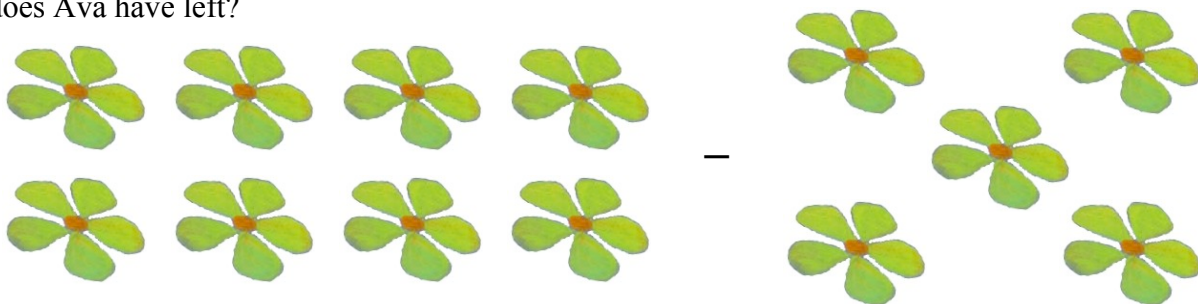
3. Ava helps her father do the laundry. He gives her 10 clean socks to put in her sock drawer. Ava decides to put on 2 socks. How many socks are left to put away?



4. Ava counts 3 sheep, 2 penguins, and 4 flamingos before she falls asleep. How many animals has Ava counted?



5. Ava picks 8 flowers in the meadow. She gives 5 flowers to her mother. How many flowers does Ava have left?



K-5: Spatial Sense

Look at pages 4 and 5 of **Can't Sleep Without Sheep** (Ava in her bedroom).

Describe where Ava is lying.

[examples: on the bed, under the covers, against the pillow, inside her bedroom]

Describe where Ava's backpack is sitting.

[example: on the floor, against the bed, below Ava, next to the soccer ball]

Describe where Ava's mother is standing.

[examples: next to/beside the bed, in front of the window, over Ava, between the bed and the window]

Describe where Ava's drawings are hanging.

[examples: on the wall, above Ava's bed]

Describe where the lamp is sitting.

[examples: on the night stand, next to the clock, above the books]

Now look around your classroom.

- Describe where your desk sits.
- Describe where your teacher is sitting or standing.
- Describe where the chalkboard/whiteboard is.
- Describe where the clock is.
- Describe where the door is.
- Can you describe where anything else is?



K-6: Patterns

What comes next?



K-7: Animals

Describe the differences between an animal and a plant.

How are animals similar to you? (Are you an animal, too?)

Think about the animals that live in your area.

- How are they alike?
- How are they different?
- How does weather affect them?
- What do they eat?
- How do they find their food?
- What do their homes look like?
- When do they sleep?
- What do their babies look like?

As a class, talk about the differences between mammals, birds, reptiles, fish, and amphibians.
Sort the animals in your part of the world into those three groups.

Mammals

Birds

Reptiles

Fish

Amphibians



K-8: Beds Around the World

People around the world and throughout history have slept on many different kinds of beds.

Prehistoric people often slept in caves, where they dug a shallow trench and filled it with grass and leaves to make a softer bed.

Kings and queens of medieval Europe often slept in beds with curtains to shut out light.



American pioneers, like Laura Ingalls Wilder, stuffed their mattresses with fresh hay a few times a year.

Sailors often slept in hammocks, which allowed them to sleep even if their ship rocked on the ocean's waves.



In Japan, people traditionally put their mattress (futon) directly on the floor at night, and then fold it up and store it during the day.



In the American South, people have long used sleeping porches, which are screened and sometimes have ceiling fans, allowing people to sleep more easily in very hot weather.

American explorer Andrew Skurka, who hiked a 4,680-mile loop through Alaska in 2010, slept in a sleeping bag on top of two thin, inflatable pads.

Discussion Questions

- Have you ever slept in a bed like these?
- Which of the above beds would you most like to try? Why?
- Have you ever seen an usual bed? Describe it.
- What do you sleep on?
- Do you share your bed?
- Is your bed different in summer from winter?

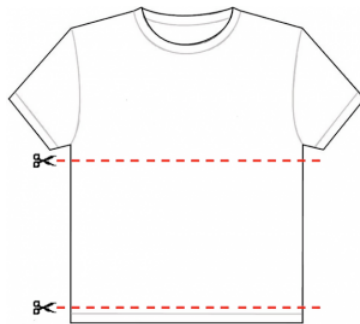
For more information about sleep, visit the National Sleep Foundation (sleepfoundation.org).

K-9: Make a Pillow

Teacher: This is a good activity to do near the end of the school year, so that your class has time to collect stuffing.

Set aside a large box or bag to collect stuffing throughout the school year. Encourage students to collect material that is soft and clean, such as plastic grocery bags, foam, packing peanuts, worn-out socks, etc.

When you have enough stuffing, ask each student to bring in an old, clean t-shirt from home. (If necessary, provide a few extra shirts for needy students.) Cut each shirt across under the arms.



Add the top and bottom pieces to the stuffing box to use later. The remaining tube of fabric will become the pillow.

Let students decorate their pillow fabric.

Next, turn the fabric inside out. Help students sew one end of their t-shirt pillow completely closed using a straight stitch or whip stitch. Next, have students sew the other end of their pillow, leaving a 2-inch opening.

Using that opening, turn the pillows right side out again. Stuff them using your collected material. Help students make the final stitches to close their pillows.

Let students break in their new pillows the next time you read a book to your class!



K-10: Animal Parade

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
- hippo
- penguin
- monkey
- duck
- turtle
- snail



Teacher: Name each animal. Then ask...

- Is this animal big or small? (Use Ava for comparison.)
- What shape is it?
- Does it have legs? How many?
- Does it have wings?
- What color is it?
- How does it move around? Show the class.
- What sounds does it make? Show the class.

Based on responses, choose a student to represent each animal. Form a parade to travel around the classroom and even into other classrooms. Encourage students to stay in character!

Afterward, discuss your parade:

- Did some animals move more quickly than others? Which animals?
- Were some animals louder than others? Which animals?
- Did any of the animals make people laugh?
- What do you think would happen if all of these animals really did get into the school?

COMMON CORE STANDARDS

(ELA & Math only)

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

CONNECTICUT

K-7	Science K.1.a.3; K.2.a.4
K-8	Soc Studies K.1.1, K.1.3, K.1.13
K-9	Visual Arts 1-3
K-10	Theatre 1-2

MASSACHUSETTS

K-7	Science Life 1, 3, 6-8
K-8	Soc Studies PreK-K.2, 8; Skill 2
K-9	Visual Art 1.1-2, 2.1-6, 5.3
K-10	Theatre 1.3-4, 1.6, 5.1-2

NEW JERSEY

K-7	Science 5.3.2.A.1; 5.3.2.B.1-3; 5.3.2.C.1-2
K-8	Soc Studies 6.1.4.B.6, C.16, D.13, D.20
K-9	Visual Art 1.1.2.D.1-2, 1.3.2.D.1-5
K-10	Theatre 1.1.2.C.3, 1.3.2.C.2-3

NEW YORK

K-7	Science 4.1.1-2, 4.3.1, 4.4.1, 4.6.1
K-8	Soc Studies 1.1-4, 2.1-2, 3.2
K-9	Visual Arts 1-3
K-10	Theatre 1-3

PENNSYLVANIA

K-7	Science 3.1.3.A1-3, 3.1.3.A5, 3.1.3.C2
K-8	Soc Studies 8.1.3.A, 8.3.3.A, 8.4.3.A, 8.4.3.C
K-9	Visual Arts 9.1.3.A-C, J; 9.3.3.A
K-10	Theatre 9.1.3.A-C, J; 9.3.3.A