

Pre-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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Shannon Morgan writes, in ascending order by size: tweets, blog posts, short stories, and grant proposals for The Magik Theatre, which has produced two of her plays for young audiences. She is currently writing a fantasy novel for middle grade readers. When she isn't writing, Shannon loves to read, run, and travel. She lives in San Antonio, Texas, with her husband, Dave.

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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 pre-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, math, 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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P-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?
- 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 Waiting Place*, by Marc Sutherland.

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



P-2: Finish the Sentence

Teacher: After reading *Can't Sleep Without Sheep*, ask students to finish these sentences.

Ava can't fall _____ .

Ava's mother suggests she count _____ .

The sheep quit because they are _____ .

Ava sees that horses can jump very _____ .

The chickens make Ava _____ .

The cows have trouble getting over the _____ .

The other animals waiting begin to get _____ .

The buffalo break the fence, sending up clouds of _____ .

To get the animals' attention, Ava stands up and cries, " _____ !"

In the end, Ava discovers that she can't sleep without _____ .



P-3: Rhyming Words

Teacher: All of these words appear in *Can't Sleep Without Sheep*. For each word, ask students to give at least two other words that rhyme with it.

- sheep
- three
- night
- stop
- quit
- fun
- jump
- pig
- slow
- cow
- plan
- beaver
- cloud
- line
- you
- count
- us
- did



Related activity: for each word, ask students to give examples of words that begin with the same consonant or vowel sound.



P-4: Word Problems

1. Ava counts 3 sheep jumping over the fence, and then she yawns. She counts 2 more before she falls asleep. How many sheep has Ava counted?



2. Ava checks out 5 books from the library. If she returns 1 of them early, how many books does she have left?



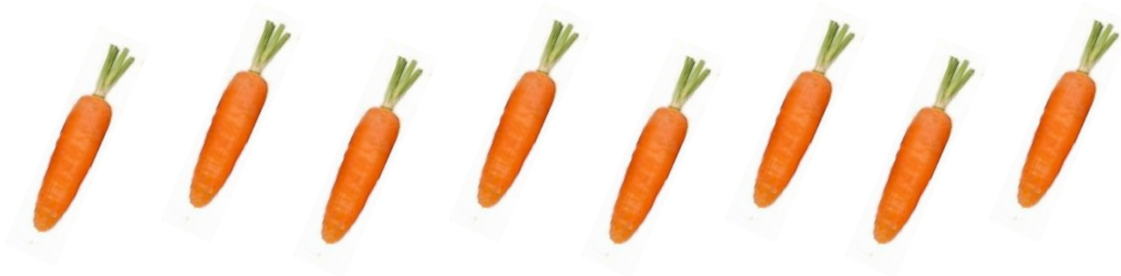
3. Ava asks for 4 bedtime stories. Her mother says she can have 2 stories. How many bedtime stories must Ava wait for?



4. Ava's father tapes 2 of Ava's drawings to her wall. Ava adds 4 more. How many drawings are on Ava's wall now?

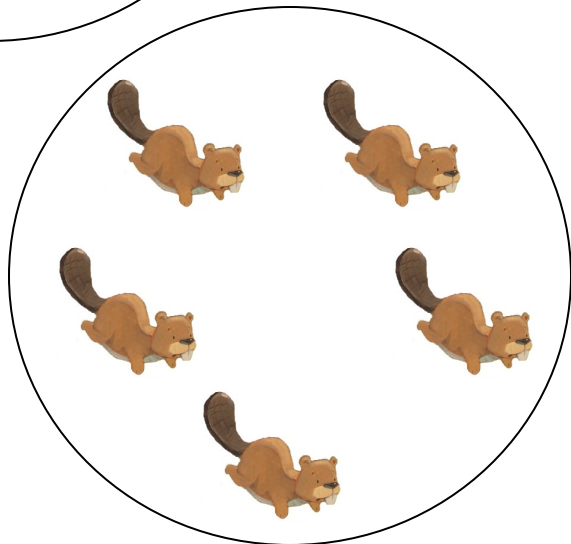
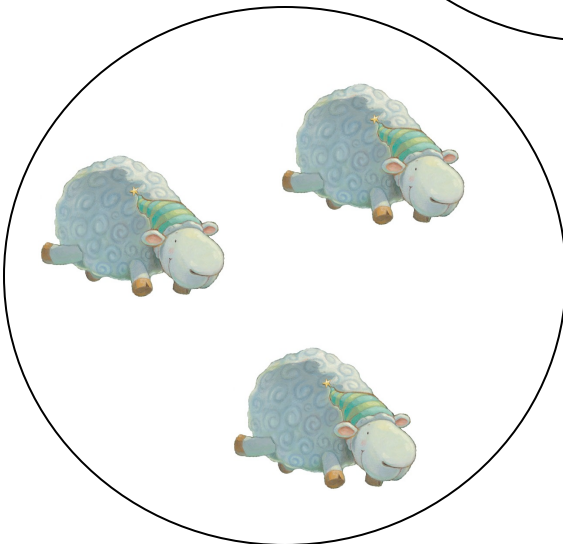
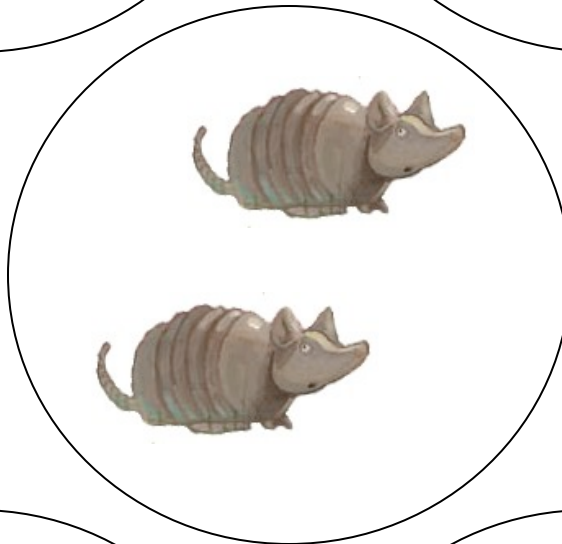
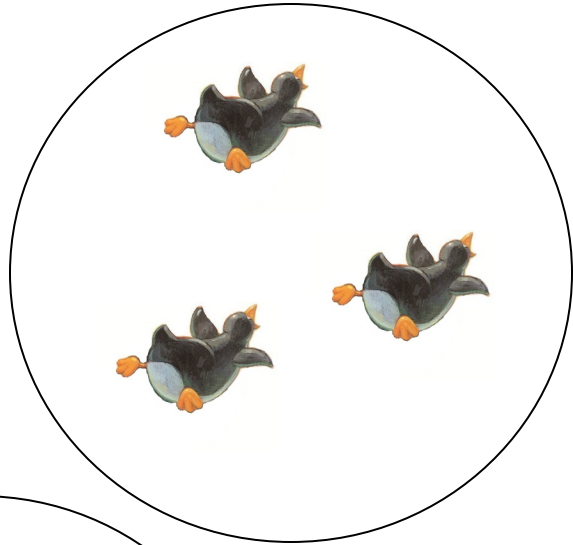
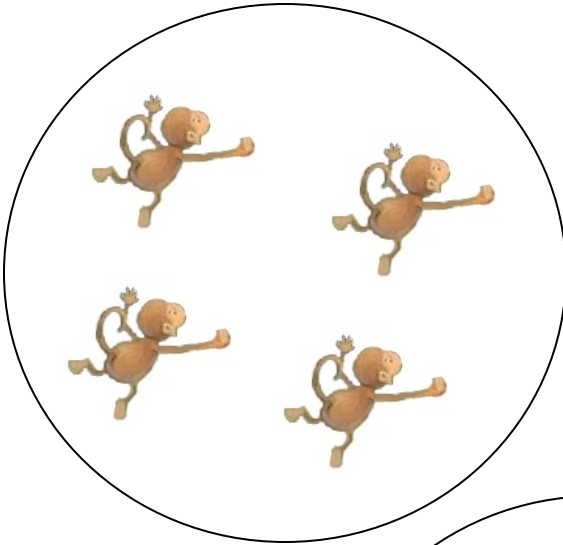


5. Ava has 8 carrots in her lunch. She decides to share them equally with her friend Tom. How many carrots do Ava and Tom each get?



P-5: How Many?

Each of these kinds of animals appear in *Can't Sleep Without Sheep*. How many are in each circle?



P-6: Sorting

Teacher: Below is a list of animals appearing 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



Lead students in sorting the above animals using the following criteria sets.

- 4 legs vs. 2 legs vs. no legs
- hair/fur vs. feathers vs. shells
- large vs. small (use Ava for comparison)
- tails vs. no tails
- hooves vs. no hooves

P-7: Day and Night

Let's talk about day and night.

How do you know when it's daytime?

- What kinds of things can you see then?
 - ...smell?
 - ...hear?
 - ...taste?
 - ...feel?

How do you know when it's nighttime?

- What kinds of things can you see then?
 - ...smell?
 - ...hear?
 - ...taste?
 - ...feel?

What are some words you say to describe day time?

- What words do you say to describe night time?

What kinds of things do you do during the day?

- How about during the night?
- Have you ever done a daytime thing during the night (e.g.: stayed awake, went for a hike)?
- Have you ever done a nighttime thing during the day (e.g.: saw a planet in the sky)?

On another sheet of paper, draw a picture of you doing something during your favorite time of day or night. Share your picture with the class.

- Does your picture show day or night?
- What are you doing in the picture?
- If your picture shows day, how would it be different at night?
- If your picture shows night, how would it be different during the day?



P-8: Time For Bed!

Think about bedtime in your home.

What do you do to get ready for bed?

- What do you do first?
- Does anyone help you get ready?
- What is the last thing you do before falling asleep?
- How is your bedtime routine similar to your classmates' routines? How is it different?

Name some other places you sleep besides home (e.g., car, grandparents' home, school, day-care, laundromat, etc).

Do you listen to bedtime stories?

- What is your favorite?
- Who reads your bedtime story?

Now think about ***Can't Sleep Without Sheep***.

- Have you ever had trouble falling asleep?
 - If so, did you count sheep, as Ava does?

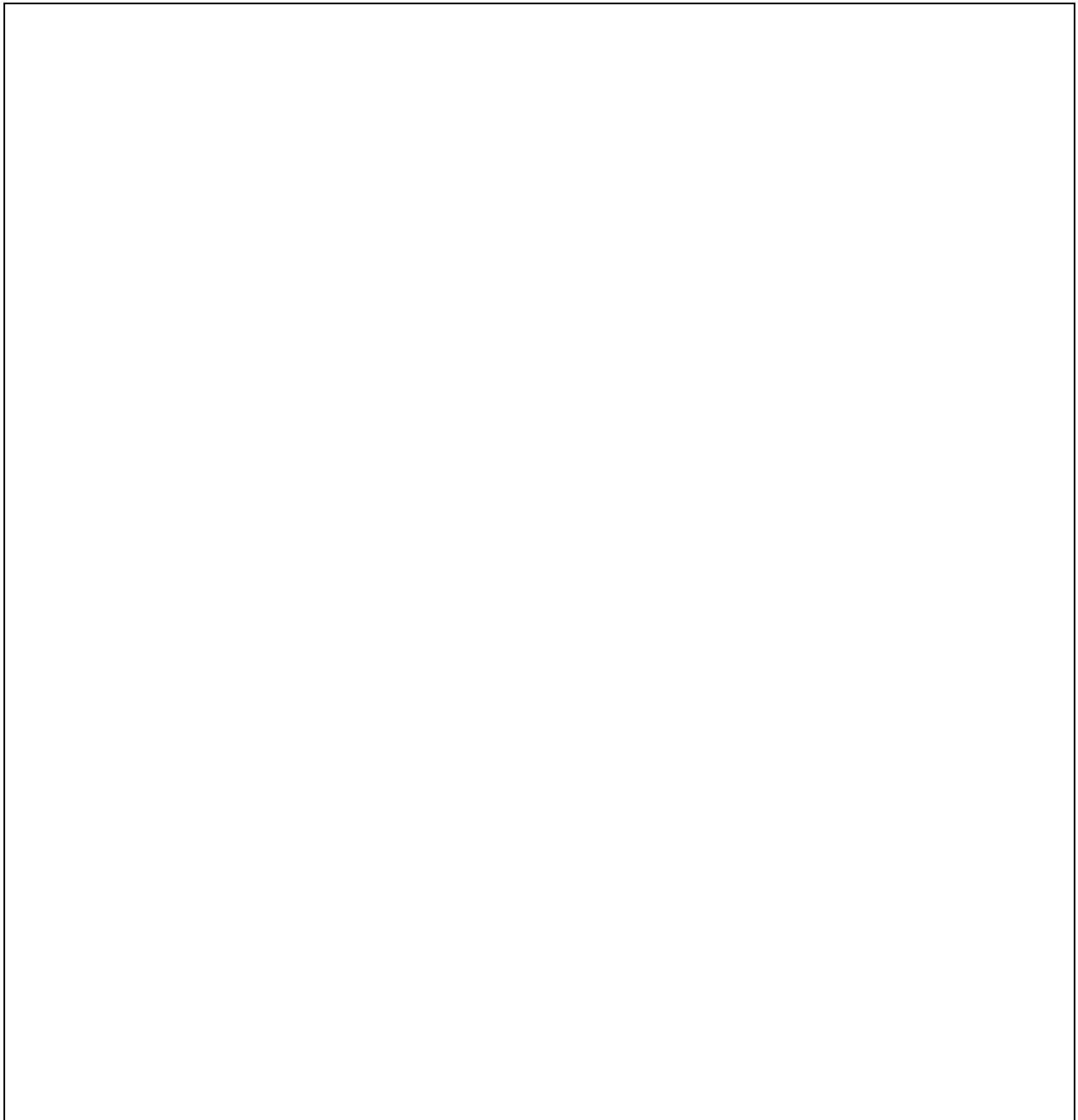


For more information about sleep, visit the National Sleep Foundation (sleepfoundation.org).

P-9: Draw Bedtime

In the space below, draw and color a picture of yourself at bedtime. Share your drawing with your class.

- Where are you?
- What are you wearing?
- What or who else is in your picture?
- What is happening in your picture?
- What colors did you use in your picture? Why?



P-10: Animals!

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?

Encourage students to act out each animal:

- What sounds does it make?
- How does it move around?
- How does it find food?
- What happens when two of the animals meet?



CONNECTICUT

P-1	ELA Reading 19, 21, 24-29
P-2	ELA Reading 27, 29
P-3	ELA Reading 6-7
P-4	Math 2.2.6-7
P-5	Math 2.2.6
P-6	Math 1.1.1, 2.1.2
P-7	Science PK.1.a.1, PK.3.a.1-2
P-8	Soc Studies PK.1.1.1, 1.3.3, 1.4.4
P-9	Art CRE 2
P-10	Drama CRE 3

MASSACHUSETTS

P-1	ELA Reading Lit 1-2, 6-7
P-2	ELA Reading Lit 2, Listening 2
P-3	ELA Language 5
P-4	Math PK.CC.MA.4, PK.OA.MA.1
P-5	Math PK.CC.MA.4
P-6	Math PK.CC.MA.4-5, PK.MD.MA.3
P-7	Science Earth 4-5
P-8	Soc Studies PreK-K.2
P-9	Visual Art 1.1-3, 3.3, 4.1, 5.1, 5.3
P-10	Theatre 1.3-4, 5.1

NEW JERSEY

P-1	ELA 3.3.B.4, 3.3.B.6
P-2	ELA 3.3.B.4
P-3	ELA 3.3.C.1-2
P-4	Math 4.1.1, 4.1.5
P-5	Math 4.1.1
P-6	Math 4.1.1, 4.1.3, 4.3.4
P-7	Science 5.1.5, 5.4.2-3
P-8	Soc Studies 6.1.1-2, 6.4.1
P-9	Art 1.4.2, 1.4.4, 1.4.7
P-10	Drama 1.3.1-3

NEW YORK

P-1	ELA Reading 1-3, Listening 2-3, Speaking 2-3
P-2	ELA Reading 2, Listening 2
P-3	ELA Speaking 1-2
P-4	Math PK.PS.5, PK.PS.8-9, PK.N.9
P-5	Math PK.PS.5, PK.N.1
P-6	Math PK.PS.5, PK.CM.5, PK.S.1, PK.S.3-4
P-7	Science 4.1.1 (Kinder)
P-8	Soc Studies 1.1-2, 5.4
P-9	Visual Arts 1.1, 3.3
P-10	Theatre 1.1

PENNSYLVANIA

P-1	ELA 1.1.3, 1.2.1, 1.2.5, 1.3.3
P-2	ELA 1.1.3-4
P-3	ELA 1.1.5, 1.3.4
P-4	Math 2.1.1, 2.1.3, 2.1.6, 2.2.2
P-5	Math 2.1.1, 2.1.6
P-6	Math 2.1.1, 2.1.6, 2.3.4, 2.5.2, 2.6.2
P-7	Science 3.3a.5-6, 3.3b.1
P-8	Soc Studies 5.2.1, 7.3.1
P-9	Creative 9.1c.2, Soc Studies 7.1.2
P-10	Creative 9.1b.1-2, 9.1c.1