

A Common Core State Standards–Aligned  
Discussion/Project Guide for Grades PK–K

# When Your Monkeys Won't Go to Bed

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Written by Susanna Leonard Hill

Illustrated by Daniel Wiseman

Published by Simon & Schuster

Do your monkeys go wild at bedtime?

When your monkeys won't go to bed, you'll have to be smart. After you race them upstairs and trick them into the tub, it's time to convince them to get into bed. Let them pick out a good book—or five—and snuggle in close. But be careful...or you just might fall asleep, too!

Guide created by Debbie Gonzales, MFA



## Table of Contents

Meet the Author: Susanna Leonard Hill .....	3
Meet the Illustrator: Daniel Wiseman .....	3
Discussion Questions:	
Pre-Reading Discussion .....	3
Post-Reading Discussion .....	3
Vocabulary Folder Game .....	4
Vocabulary Folder Game Cover & Inserts .....	5
Vocabulary Folder Game Word Cards .....	6-8
Vocabulary Folder Game Tracing Paper .....	9
Time for Bed Foldable .....	10
Time for Bed Foldable Template .....	11
Common Core State Standards:	
English Language Arts Standards » Reading: Literature .....	12
English Language Arts Standards » Foundational Skills .....	12
English Language Arts Standards » Writing .....	12
English Language Arts Standards » Speaking & Listening .....	12

### Meet the Author: Susanna Leonard Hill

Susanna Leonard Hill grew up in New York City with her mom and dad, one sister and two brothers, and an assortment of cats. She went to the Brearley School for K – 12, then received her B.A. in English and Psychology from Middlebury College. She then went on to get her M.A. and M.Ed. in Counseling Psychology and Special Education of Children With Learning Disabilities from Teacher's College, Columbia University.

She worked for many years teaching dyslexic students, but stopped after her third child was born. Now she spends her time being a mom, writing, teaching writing, and visiting schools whenever she gets the opportunity.



### Meet the Illustrator: Daniel Wiseman

Daniel Wiseman likes to draw. A lot. He likes it so much, he's made a career out of it. Usually he draws animals wearing clothes, or kids enjoying a good dance party. However, when prodded, he's been known to draw pretty much anything else. Daniel currently lives in St. Louis, Missouri, with his beautiful wife and his equally beautiful son. When he isn't drawing, he can usually be found doing one of these great things: perfecting his biscuit recipe, hiking up a mountain in some faraway location, singing loudly in his car, riding his bike on the mean streets of STL, or napping.



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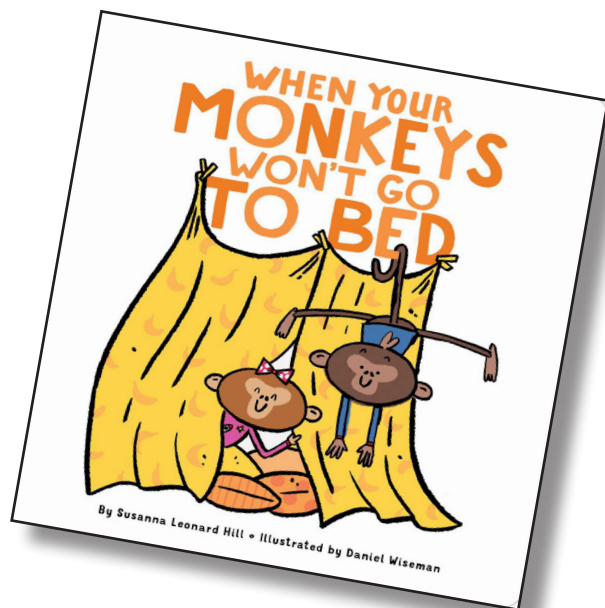
## Discussion Questions

### Pre-Reading Discussion Questions:

- Describe the action taking place in the illustration featured on the front cover.
- The title of this book is *When Your Monkeys Won't Go to Bed*. Do you think the monkeys in this illustration are in the mood to go to bed? Explain your answer.
- Do the monkeys featured in the illustration appear to be sleepy? Why or why not?
- What sorts of things do you do before going to bed?
- Predict what this story is going to be about. List the clues in the illustration that support your prediction.

### Post-Reading Discussion Questions:

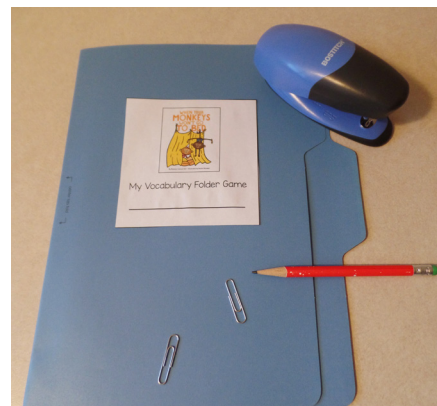
- Describe what it means to be sleepy. Do the monkeys featured in the first part of the book appear to be sleepy? Why or why not.
- Do you agree that playing games with the monkeys is helpful in getting them to go to bed? How so?
- Tell what it means to *relax*. Explain why taking a warm bath is relaxing. Do you think the monkeys will be relaxed enough to go to bed? Discover clues in the illustration that communicate your observation.
- Explain why reading stories in a quiet tone is supposed to calm the monkeys down enough to go to sleep. Was this helpful? Explain your answer.
- Sometimes big yawns make people feel sleepy. Have you had that experience? Explain why this is so.
- Consider how, in the end, the monkeys tricked the child into snuggling down to sleep with them.



## Vocabulary Folder Game

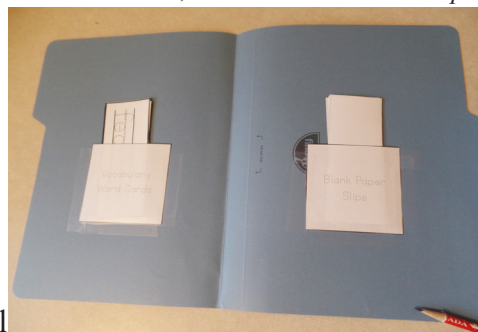
### Materials:

- *When Your Monkeys Won't Go to Bed*, the book
- Vocabulary Folder Game Cover & Inserts (Guide, pg. 5)
- Vocabulary Folder Game Word Cards (Guide, pgs. 6-8)
- Tracing Paper Slips (Guide, pg. 9)
- Letter-sized file folder
- Blank strips of tracing paper cut to the size of word labels
- Scissors
- Cardstock
- Glue stick
- Tape
- Paper clips
- Pencil
- Markers
- Stapler
- Tracing paper (optional)



*Folder Game Cover*

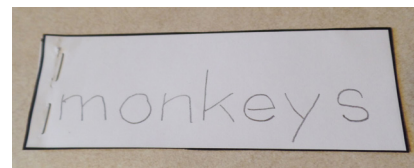
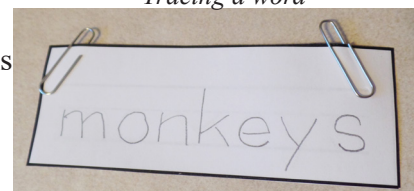
*Pocket inserts, Word Cards & Blank Slips*



### Procedure:

- Print Vocabulary Folder Game Cover & Inserts using computer paper.
- Using cardstock, print Vocabulary Folder Game Word Cards.
- Print 3 sheets of Tracing Paper Slips. Use scissors to trim around the Tracing Paper Slips borders. (Slips made from actual tracing paper is optional and most beneficial.)
- Using scissors, trim around the borders of the Game Cover, Inserts, and word labels.
- Using glue stick, secure the game cover to the front of the file folder. Use pencil to write child's name on the line provided.
- Using tape to create a pocket, secure the inserts to the inside sections of the file folder.
- Place Vocabulary Word Cards and Blank Paper Strips inside the file folder in designated pockets.
- Instruct students to use paper clips to secure a blank strip to a Vocabulary Word Card. Using the pencil, direct them to trace the word printed on the Word Label.
- Tell students to search through *When Your Lion Takes a Bath* to locate the selected word and the illustrated object.
- Encourage students to use markers and draw the object to the right on the word traced on the slip they've traced.
- Repeat this process with all of the Vocabulary Word Cards.
- Using the stapler, create a booklet once all of the Vocabulary Word Cards have been traced.

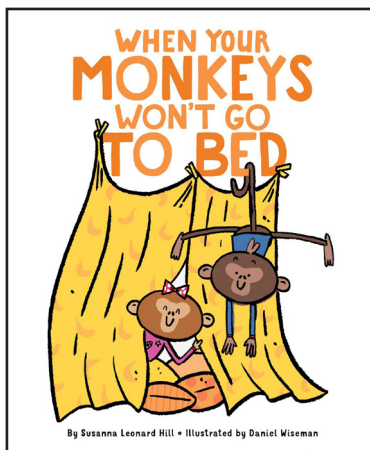
*Tracing a word*



*Vocabulary Word Booklet*



## Vocabulary Folder Game Cover & Inserts



### My Vocabulary Folder Game

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Vocabulary  
Word Cards

Blank Paper  
Slips



# Vocabulary Folder Game Word Cards

*print on cardstock*

monkeys

bed

sleepy

night



*print on cardstock*

bath tub

bath

pajamas

brush



*print on cardstock*

teeth

pillows

story

book



## Tracing Paper Slips

*print on computer paper*



## Time For Bed Foldable

### Materials:

- Time For Bed Foldable Template (Guide, pg. 11)
- Velcro dots
- Scissors
- Cardstock

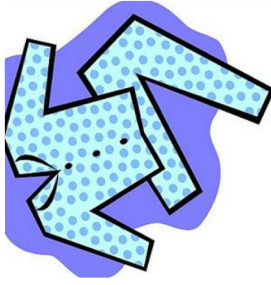
### Procedure:

- Print the **Time For Bed Foldable** on cardstock.
- Use scissors to trim around the border of the template. Create foldable tabs by carefully cutting along the dotted lines.
- Fold tabs along the solid line found at the mid-point of the template.
- Affix Velcro dots beneath the graphic and at the base of the inner fold of the tab.
- Instruct students to use the **Time For Bed Foldable** to cover each illustration by folding the tab after the bedtime preparation task is complete.





potty



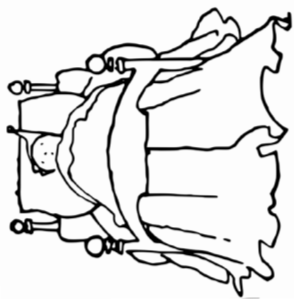
pajamas



brush  
teeth



storytime



bedtime

# Common Core State Standards

		Discussion	Folder Game	Foldable
<b>English Language Arts Standards » Reading: Literature</b>				
CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.	•		•
CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	•		•
CCSS.ELA-Literacy.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	•		•
CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	•		•
CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.	•		•
<b>English Language Arts Standards » Foundational Skills</b>				
CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.	•	•	•
CCSS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		•	•
CCSS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	•	•	•
CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.	•	•	•
<b>English Language Arts Standards » Writing</b>				
CCSS.ELA-Literacy.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		•	
CCSS.ELA-Literacy.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		•	
<b>English Language Arts Standards » Speaking &amp; Listening</b>				
CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	•	•	•
CCSS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	•		•
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	•	•	•
CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	•		•
CCSS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		•	•
CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	•	•	•

