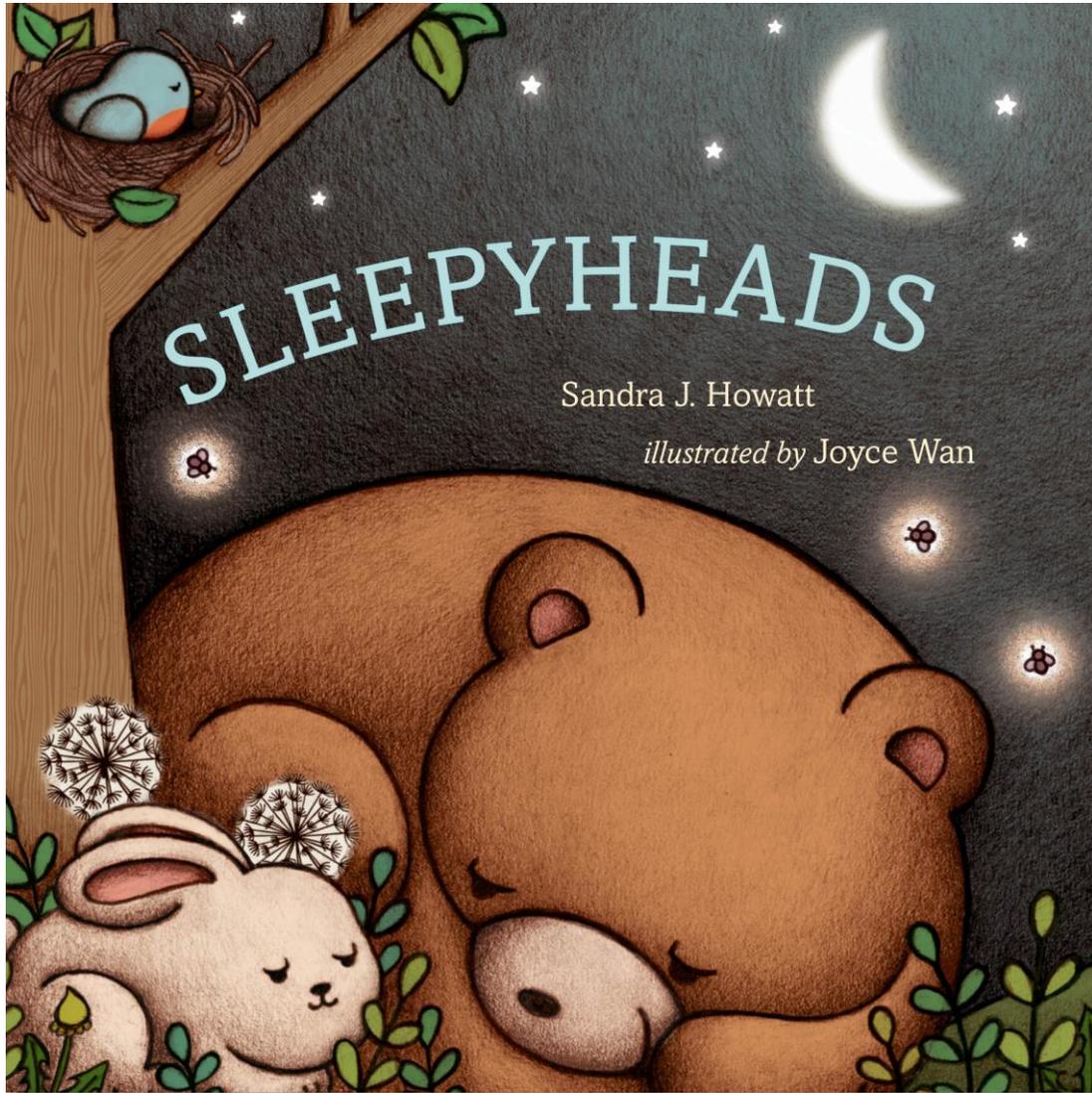


SLEEPYHEADS

A teacher's guide created by Marcie Colleen
based upon the picture book
written by Sandra J. Howatt and illustrated by Joyce Wan



Published by
Beach Lane Books,
Simon & Schuster



Sandra J. Howatt
Author, *Sleepyheads*

Sandra J. Howatt taught dance in New Hampshire and Massachusetts for many years. Each night she became a sleepyhead with extremely sleepy feet. Now she lives with her husband in Texas where she writes stories. At sleepy time, she likes looking for the moon, snuggling into comfy jammies, and curling up in bed like a bear cub in a cave. She especially likes it when a good story dances into her dreams. Visit her at sandrajhowatt.com.



Joyce Wan
Illustrator, *Sleepyheads*

Joyce Wan is a night owl who loves drawing in the wee hours when everyone else is fast asleep. She is the author and illustrator of several picture books for children, including *Greetings from Kiwi and Pear*, *You Are My Cupcake*, and *We Belong Together*. She also runs a design studio whose stationary and gift products are sold worldwide. Joyce lives with her husband in New York City. Visit her at WanArt.com.

Marcie Colleen
Curriculum Writer

Marcie is a former teacher with a bachelor's degree in English Education from Oswego State and a master's degree in Educational Theater from New York University. Marcie lives in Brooklyn, NYC and although the city NEVER sleeps, Marcie once fell asleep in Grand Central Station! Visit her at www.thisismarciecolleen.com.

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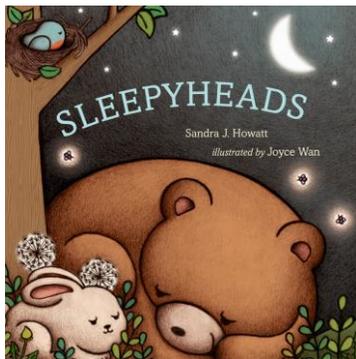
How to Use This Guide

This classroom guide for *Sleepyheads* is designed for students in kindergarten through second grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Sleepyheads* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

Book Information



SLEEPYHEADS

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"Both spirited and soothing, this bedtime read-aloud story is the perfect preface for a trip to dreamland.

The sun has set, and sleepyheads all across the land are tucked into their cozy beds. Rabbit is snoozing in the weeds, and Duck is snuggled in the reeds.

Bear is nestled in his cave, and Otter is rocking on a wave.

But there's one little sleepyhead who's *not* in his bed.

Where, oh where, could he be?

This sweet, snuggly, and silly bedtime book with irresistible illustrations is sure to prepare little ones for a cozy night's sleep."

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English Language Arts

Reading Comprehension

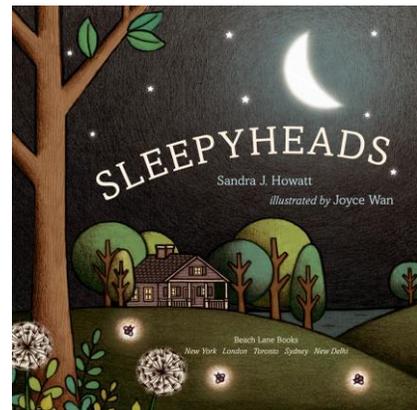
Before reading *Sleepyheads*,

Help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.



The Front Cover & Title Page~

- Describe the cover illustration. Who are the characters? What are they doing? Where are they?
- Mimic what the animals are doing. How does it make you feel?
- Describe the illustration on the Title Page.
- Can you guess what the story might be about? What are some clues you can find in the cover and title page illustrations?



The Back Cover~

- Describe what you see.
- How does this illustration compare with the cover? Is there anyone in this illustration who is not asleep?
- Does this illustration change what you think the story will be about?

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- In your own words, describe what a “sleepyhead” is.
- Have you ever been a sleepyhead? When? How did you feel?
- Describe each of the sleepyheads in the book: how and where they are sleeping.
 - Bird?
 - Squirrel?
 - Bear?
 - Otter?
 - Duck?
 - Etc.
- Why is the owl not a sleepyhead? When does the owl sleep?
- Where did the narrator expect to find the child sleepyhead?
- Where is the child sleepyhead found?

Let’s talk about the people who made *Sleepyheads*.

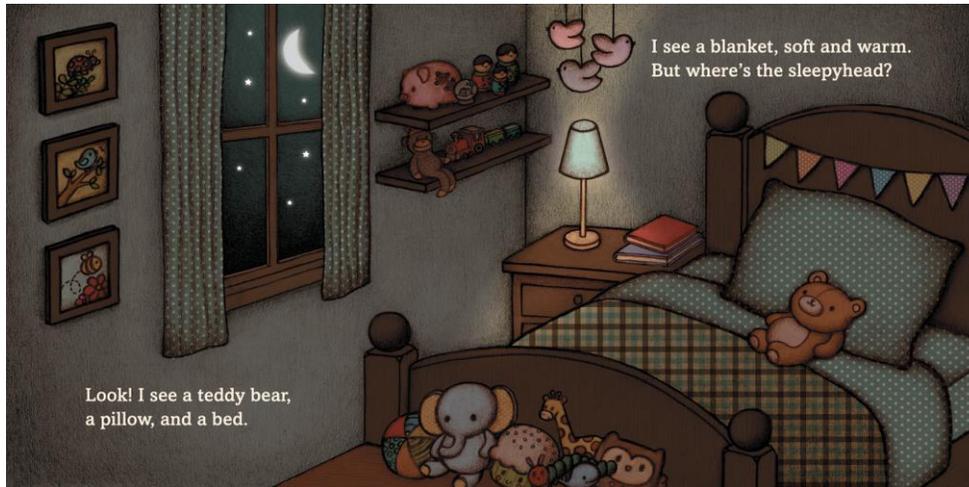
- Who is the author?
- Who is the illustrator?
- What kind of work did each person do to make the book?

Take a close look at the illustrations throughout the book.

- Can you guess what drawing tool Joyce Wan used to make the lines and shading in the illustrations? Show the children how to get three different shades with a color pencil. If you press lightly with a brown colored pencil you get light brown; if you press a little harder you get a medium brown and if you press hard you get dark brown. Grab a drawing tool of your choice and see if you can make similar lines and shading.
- There are many examples of light and dark in the book. Talk about the importance of light. (Without it we could not see.) Brainstorm a list of the many different sources of light that help people see at night, such as lamps, flashlights, car headlights, the moon, candles, fire, etc. Can you find some of the light sources in the book?



Look closely at the following spreads:



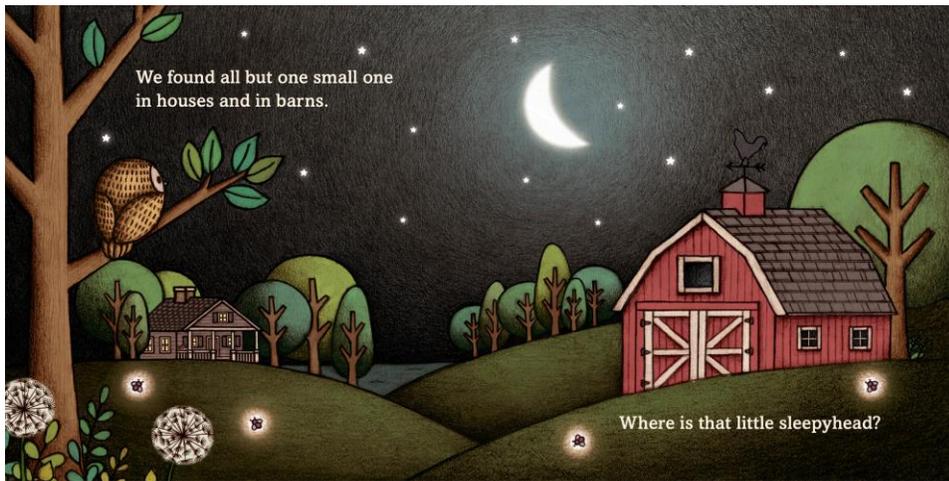
The "bedroom" spread

- Can you find
 - The very hungry caterpillar?
 - A cupcake?
 - A piggy bank?
 - A sock monkey?
 - A ladybug?
 - A snow globe?



The "dog and cat" spread

- Can you find
 - Two squirrels?
 - A baby?
 - Three cats?



"We found all but one small one in houses and in barns" spread

- Can you find the child and mama?

As a class, read *Goodnight, Gorilla* by Peggy Rathmann.

- Describe in your own words what the story is about.
- How is this bedtime story similar to *Sleepyheads*? How is it different?
- Compare the animals in *Sleepyheads* to the animals in *Goodnight, Gorilla*. How are they similar? How are they different?
- Both stories are written as bedtime stories. Which story is more calming? Which story makes you laugh? Which story would be best to put you to sleep?
- *Goodnight, Gorilla* is a picture book without words. As a class, create text page for the book. Experiment with words that might soothe and put someone to sleep. Then try to write the story with funny and wild words that would wake someone up.

Writing Activities

The Craziest Place to Fall Asleep!

The animals in *Sleepyheads* sleep in a variety of different places.

Ask your students about some of the places they have fallen asleep (ie. the car, couch, someone's arms, etc)

Have the students write a story about the craziest place to fall asleep. What if a sleepyhead fell asleep at the dinner table? Or in school? The crazier the better.

Each story should include a beginning, a middle and an ending.

Optional: Create the story together as a class.

Where's the Little Sleepyhead? ~ Writing Directions

Have each student take turns hiding a "sleepyhead"—simple object--within the classroom or school. Students must then create a list of directions for the others to follow to locate the hidden object.

Simple instructions like "walk 3 steps" "turn right", "turn left" and "look" must be introduced.

Additional Challenge: In addition to writing the directions, students can use their artistic creativity to create a map.

Language Activities

It's Rhyme Time

Sleepyheads is written in rhyme. Here are some activities to help introduce rhyming to your class.

Engine and Caboose

Introduce the concept of producing rhyming words with train engines and caboose pictures or objects. Explain that when you make rhyming words, the caboose will always stay the same but the engines will be different. Pick a sound for the caboose (e.g., "at") and place many different engines in front to make rhyming words (e.g., h-, m-, c-).

"I Spy"

Start the activity by sitting with the children in a large circle. Provide the children with a sentence containing two rhyming words, e.g. "I spy a chair and a bear." The first object name is something in the room and the second object name doesn't have to be visible in the room. Have the child on your right create her own "I Spy" sentence. You may want to place objects around the room that are easy to rhyme so you can point them out to the children if they need suggestions.

Fill in the Blank

Re-read *Sleepyheads* aloud. When you get to the end of a rhyming sentence, pause and have the children raise their hands and give the correct rhyming word to complete the sentence.

For example:

"See the moon? It's sleepy time.

Let's look for little beds

And find where all the little ones

Lay their sleepy _____.

Offer opportunities for the children to make up silly sentences using other words that rhyme but don't make sense. Continue with the rest of the book until all the children have had opportunities to rhyme.

This can be done with other rhyming books, as well.

Rhyming Sounds Cube

For this activity, you'll need several cubes made from wood blocks or foam. Write a different consonant on each side of the cubes. On a piece of paper (or blackboard) write a two-letter combination beginning with a vowel and ending with a consonant, such as "it," "un" or "ed" six times. Have the student roll a cube to reveal a consonant. Have the student write the consonant from the cube in front of one of the two-letter combinations. For example, if the student rolls a "B," she can place it in front of "ed" to create "bed." Repeat the procedure until the student creates six rhyming words.

Create a Bedtime Library

Gather bedtime stories from the library or ask students to bring some in from home.

- What makes these books good bedtime stories?
- What are some adjectives to describe the illustrations in these books?
- What are some of the similarities between the stories?
- What are some differences? One by one, read the books aloud to the class and discuss.
- Make a list of some of the soft, soothing words in the story.

Then, as a class or individually, write an original bedtime story using some of the elements discovered and discussed.

Math

Word Problems

For younger students, the use of pictures or props might be needed to figure out word problems.

- 1) Five little birds are snuggled in a nest. One flies away. How many birds are snuggled in the nest?

$$5 - 1 = ?$$

- 2) The owl gives 4 hoots and no one answers. Everyone is asleep. The owl gives 3 more hoots. How many hoots does the owl give?

$$4 + 3 = ?$$

- 3) A little girl likes to sleep with her 6 stuffed animals. 1 of the animals falls on the floor during the night. How many stuffed animals are still in the bed?

$$6 - 1 = ?$$

- 4) The bear cub circles around 2 times to make a spot to sleep in the leaves. She then circles 1 more time. How many times does the bear cub circle to make a nest?

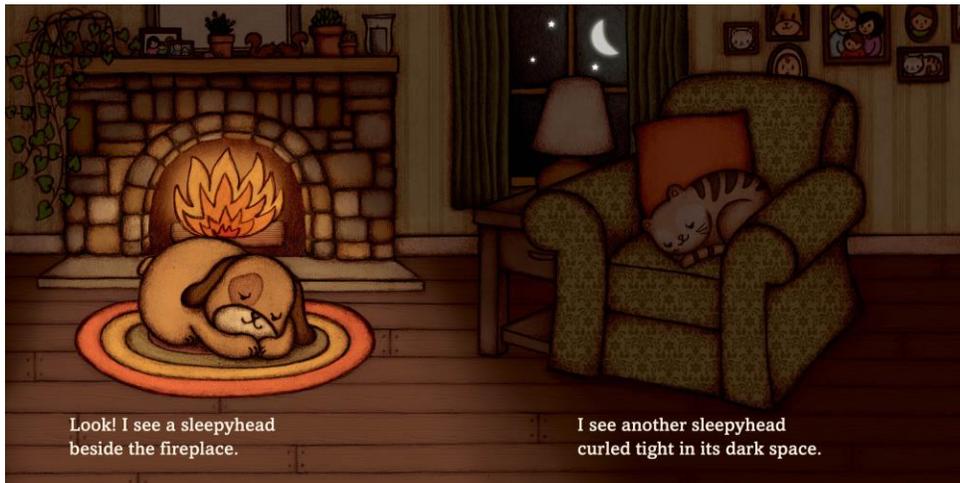
$$2 + 1 = ?$$

- 5) The rabbit rests in 9 dandelion weeds. She sneezes and blows the seeds off of 7 of the weeds. How many fluffy dandelion weeds are left?

$$9 - 7 = ?$$

Under Where? Spatial Sense

Look at the “dog and cat” spread in *Sleepyheads*.



Describe where the puppy is lying.

[examples: on the rug, inside the house, in front of the fireplace]

Describe where the kitty is sleeping.

[example: on the chair, against the pillow, in the dark]

Describe where the lamp is sitting.

[examples: next to/beside the chair, in front of the window, on the tap, between the chair and the window]

Describe where the plants are sitting.

[examples: on the mantel/fireplace, above the fire, next to the photographs, above the puppy]

Describe where the pictures are hanging.

[examples: on the wall, next to the window, behind the chair]

Have students pick another spread in *Sleepyheads* and discuss where things are spatially within that illustration.

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?

Fireflies versus Stars: Counting and Comparison

As a class, create a table to record how many fireflies and stars appear in each spread of *Sleepyheads*.

Spread	How many fireflies?	How many stars?
<i>Ex. Front Cover</i>	3	7
Title Page		
Moon spread		
Bird/Squirrel spread		

Additional Challenge: Now compare the numbers of fireflies and stars on each spread, using these symbols:

> (is greater than)

= (is equal to)

< (is less than)

Example: On the front cover, the number of fireflies is < stars.

Science

Habitats are Homes

Different animal species require their own habitat or home. In *Sleepyheads* we see a nest for the bird, a cave for the bear, and water for the ducks and otters. These habitats provide shelter for good health and well-being.

Lead a discussion about the students' habitats and what items are in their homes to support good health and well-being of their families (ie. beds, refrigerators, televisions, toilets, etc). What items in our homes are necessary? Why? Which items are not necessary? Why?

Water and Land

Some animals are marine animals, meaning they live in the water. Others live on land and are called terrestrial animals. Look at the illustrations in *Sleepyheads*. Which animals are marine? Which are terrestrial? Create a list of each.

Habitat Creation

Lead the students in a discussion of their favorite animals. These can be animals shown in *Sleepyheads* or different animals.

Students should research their favorite animal and identify the creature's habitat (consider using both the library reference section and the internet for this activity).

The student should then create a drawing that illustrates the appearance of the animal's required habitat. Encourage the students to share creations with the group and explain each habitat.

Additional Challenge: Using a shoebox, create a three-dimensional diorama of an animal's habitat and/or their own bedroom.

Sleepyheads Research Project

Assign each student or pairs of students an animal to research on the Internet.

Information to be gathered must include:

- Type of animal
- A picture
- 3 words that describe your animal
- The sleeping habits of the animal

Once the research is completed, have the students write a lullaby for the animal, based on their research and scientific facts. Students can share their research and lullaby with the class.

Diurnal or Nocturnal?

Some animals are diurnal. They love the sun.

Other animals are nocturnal. They love the moon.

Lead your students through a discussion of which animals stay up all night while they sleep.

Can they find the two nocturnal animals in *Sleepyheads*? (answer: fireflies and owl).

You Be the Illustrator!

The text in *Sleepyheads* does not include any specific animals, just spots where they sleep. Therefore, Illustrator Joyce Wan was able to choose the animals to include.

What other animals might burrow in the hay or sleep in a hole?

Using plain folded paper to make a book, have students copy the *Sleepyheads* text on each page and then, taking into consideration other animals and their habitats, illustrate their own version of *Sleepyheads*.

SleepyHEADS, SleepyLEGS, SleepyARMS?

Ask students why they think the term is “sleepyheads”?

How does a “sleepyhead” act sleepy? (droopy eyes, snoring, nodding head)

How are some ways that the rest of your body can seem sleepy? Experiment with the arms, legs, feet, eyes, fingers, etc.

Additional Challenge: Try to make one part of your body sleepy while the other part is awake! (ie. sleepy head and awake legs)

Social Studies

It’s Bedtime for Me!

Ask students what bedtime is like in their house.

- What do you do to get ready for bed?
- What do you do first? Second? Third?
- Does anyone help you get ready? Explain.
- What is the last thing you do before falling asleep?
- Where do you sleep? Describe.
- What is your favorite part of bedtime? Why?
- What don’t you like about bedtime? Why?
- Do you ever have trouble falling asleep? If so, what do you do?
- Do you ever wake up in the middle of the night? Why?
- Has your bedtime changed as you’ve grown older?
- Does everyone in your family have the same bedtime? Why, or why not?

Students can make a book that contain pages with the answered questions and pictures. Yarn can be used to bind the pages together. The book features the student's bedtime, and each student should have a special day that he or she reads their book to the class. Separate books (done in the future) can feature morning rituals, mealtime rituals, etc.

Optional Activity: Put a multi-cultural spin on this activity, by researching and answering these questions from the perspective of a child in another culture or country. Or, better yet, establish a pen pal type relationship with a class in another country and interview the students about their bedtime and sleep routines.

It's Bedtime around the World!

Around the world each night, children are told stories as they are put to bed. Through a library and Internet search, gather together a collection of bedtime stories from around the world. An Amazon.com search for "bedtime stories from around the world" will turn up a hefty list.

As a class, read many of these stories aloud. What do these stories tell of the cultures they come from?

Students should illustrate their favorite moments from one of the stories. Be sure to label the illustrations with the country of origin and place on a bulletin board. In addition, include a world map with a pin with yarn connecting the illustration to the country from where it comes.

Where Children Sleep

The book *Where Children Sleep* by photographer James Mollison is a book of large-format photographs of children's bedrooms around the world--from the U.S.A., Mexico, Brazil, England, Italy, Israel and the West Bank, Kenya, Senegal, Lesotho, Nepal, China and India--alongside portraits of the children themselves. Each pair of photographs is accompanied by an extended caption that tells the story of each child.

A slideshow of some of the bedrooms can be found online at:

http://www.huffingtonpost.com/2012/07/16/where-children-sleep-james-mollison-photography_n_1664731.html

As a class, discuss a few of the photographs.

- Describe where the child sleeps.
- Are there any similarities to your own bedroom? Any differences?
- What predictions might you make about the person who lives here?

- Where in the world could this be?
- How does this bedroom make you feel?

Then read the accompanying child's biography.

- Were any of your predictions about the child correct?
- Where in the world is this bedroom? Find it on the map/globe.
- What new information do you have about this child now?
- How does this bedroom make you feel?

Where I Sleep Diorama

Using their own bedrooms as inspiration, have students build a bedroom diorama.

Materials

- Large shoebox or gift box
- A variety of small boxes
- Various art supplies (ie: construction paper, craft foam, gift wrap paper, acrylic paint, paint brush, glue, scissors, self-hardening clay, pipe cleaners, beads, sequins, craft punches)

Instructions

1. Use a large shoe box or gift box to turn into your miniature bedroom. Think of a color scheme for your bedroom. Paint both the inside and outside of the large box with acrylic paint (or you can also cover with colored paper).
2. Cut craft foam or gift wrap paper to cover and glue onto the bottom of the large box for rugs or a floor covering.
3. Scout around for smaller boxes to make furniture such as a bed, bedside table, dresser, etc. You may need to trim off parts of these small boxes to obtain the desired size. Glue any open flaps on these small boxes.
4. You can also cut and glue box parts together to make custom furniture parts such as the shelves in a bookcase.
5. Paint the small boxes to make them look more like bedroom furniture such as adding drawers on the bedside table.

6. To make the bed, cut a headboard and footboard from construction paper. Glue them on either side of a smaller box you are using for the bed. If you have craft punches, punch out some designs on the bed's headboard and footboard.
7. Cut a piece of colored paper or gift wrap paper to cover and glue onto the bed.
8. Cut a smaller piece of colored paper and glue this onto the bed as the blanket.
9. Make a pillow by cutting a rectangular piece of craft foam. Apply glue on its surface and roll into a pillow shape.
10. Glue the pillow onto the bed.
11. Glue the furniture in place inside the bedroom.
12. Be creative and decorate your bedroom with miniature objects. (Some ideas include toys, stuffed animals, books, picture frames, plants, clocks, lamps, etc.) Create these objects using materials like self-hardening clay, paper, beads, pipe cleaners, or sequins.
13. When you are finished, arrange and glue the objects in place around the bedroom.

Afterward, have students share their dioramas with the rest of the class.

How many similarities can they find within the bedrooms? How many differences?