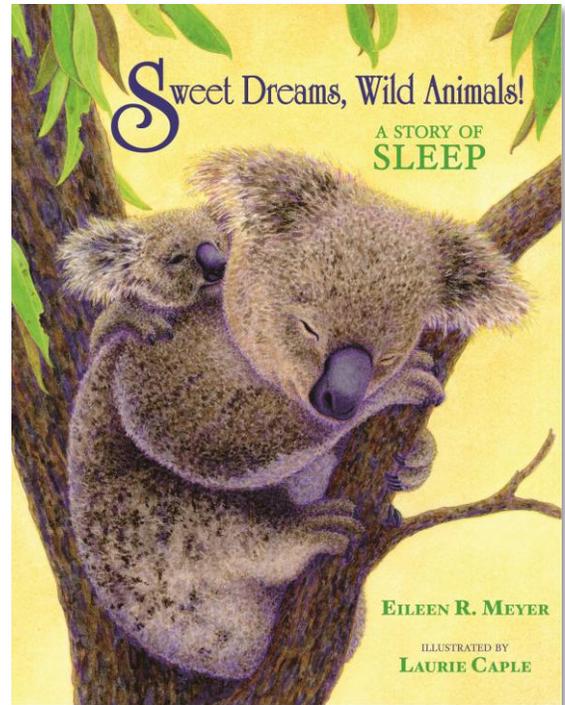


A Common Core State Standards
and Next Generation Science
Standards Aligned Discussion &
Activity Guide for

Sweet Dreams, Wild Animals! A Story of Sleep



Ages: 4-8 ISBN: 9780878426379

Written by Eileen R. Meyer

Illustrated by Laurie Caple

Published by Mountain Press Publishing Company

Fourteen animals, including the cuddly koala, the hairy anteater, and the wise owl, are featured in this lyrical bedtime story about the unusual ways that animals sleep. Natural history notes explain how each animal sleeps, from the magnificent frigate bird, which naps while flying hundreds of feet above the sea, to the walrus, which sleeps with its tusks anchored in floating ice. Whimsical watercolors of dozing animals will help any weary child fall to sleep with a smile.

Guide created by Debbie Gonzales



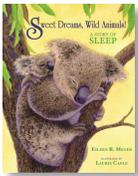


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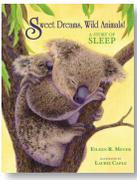
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Discussion Questions

Study the illustration featured on the front cover.

- Describe the action depicted in the illustration. Tell exactly what you see.
- Identify the type of animal featured in the illustration. Have you ever seen an animal such as this? If so, where and when?
- Explain what the animals are doing in this illustration.
- Discuss the animals' relationship.
- Where are these animals resting? Do you find this location to be an odd place to rest? Why or why not?
- Tell the story of this illustration.

Consider the title of the book – *Sweet Dreams, Wild Animals! A Story of Sleep*.

- Describe a sweet dream.
- Tell what you know about wild animals.
- Tell what you know about sleeping. Do you sleep? If so, how often? When and where? Does everyone sleep in the same way?
- After studying the illustration on the front cover and considering the book's title, predict what this story is going to be about.

Meet the author – Eileen Meyer!

- List the tools an author uses to tell stories.
- Explain how words can create pictures in a reader's mind.
- On her website, Ms. Meyer states that she has always loved to read. Do you think that reading helps a person become a good writer? Explain your answer.
- Learn more about Ms. Meyer by accessing her website at www.eileenmeyerbooks.com.



Author Eileen Meyer

Meet the illustrator – Laurie Caple!

- Explain how pictures tell stories.
- Describe the tools an illustrator uses to tell stories.
- Ms. Caple believes every child is talented, original and has something important to say through creative expression. How about you? List your talents. Writing? Drawing?
- Tell what you'd like to say in a creative way.
- Learn more about Ms. Caple by accessing her website at www.lauriecaple.com.



Illustrator Laurie Caple





A Hibernation Craft

Objective: To demonstrate the connection between a specific image and the text in a craft-like manner.

Materials:

- A brown paper lunch bag
- A Brown Bear Cut Out (Guide, pg. 6)
- Scissors
- Tape or glue sticks
- Markers
- Dried grass, small sticks, stones (optional)

Procedure:

- Print brown bear cut out.
- Using scissors, trim around the edges of the **Brown Bear Cut Out**.
- Note the tab at the base of the **Brown Bear Cut Out**. Fold it back.



- Lay the paper bag flat on a table top so that the bottom is facing up. Cut the bag off about an inch below the folded bottom.



- Unfold the bag and cut a U-shaped opening on one side.





- To shape cave, place the bag so that one side rests on the table with the U-shaped opening resting at an angle.

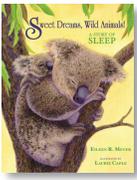


- Place brown bear inside the cave opening. Secure it there by taping or gluing the folded tab to the base of the cave.
- Create a lifelike cave by decorating inside and outside with markers, dried grass, small sticks, stones, and anything else you'd like. Make a hibernation spot for your brown bear!

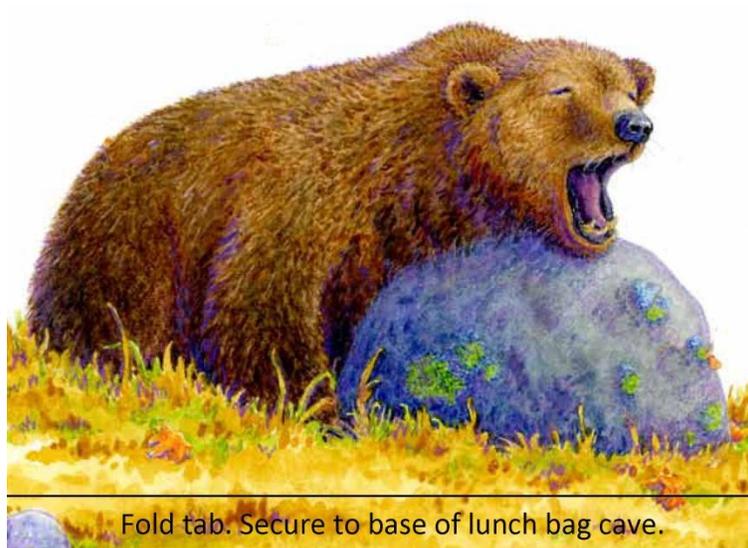


Reference: "Welcome to Westcott." *Westcott*. Web. 13 Feb. 2015. <http://www.westcottbrand.com/Teacher/Teacher_Activities—Winter_Snooze/Classroom_Activities—Winter_Snooze/1754>.



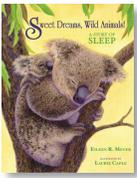


Snoozing Brown Bear Cut Out

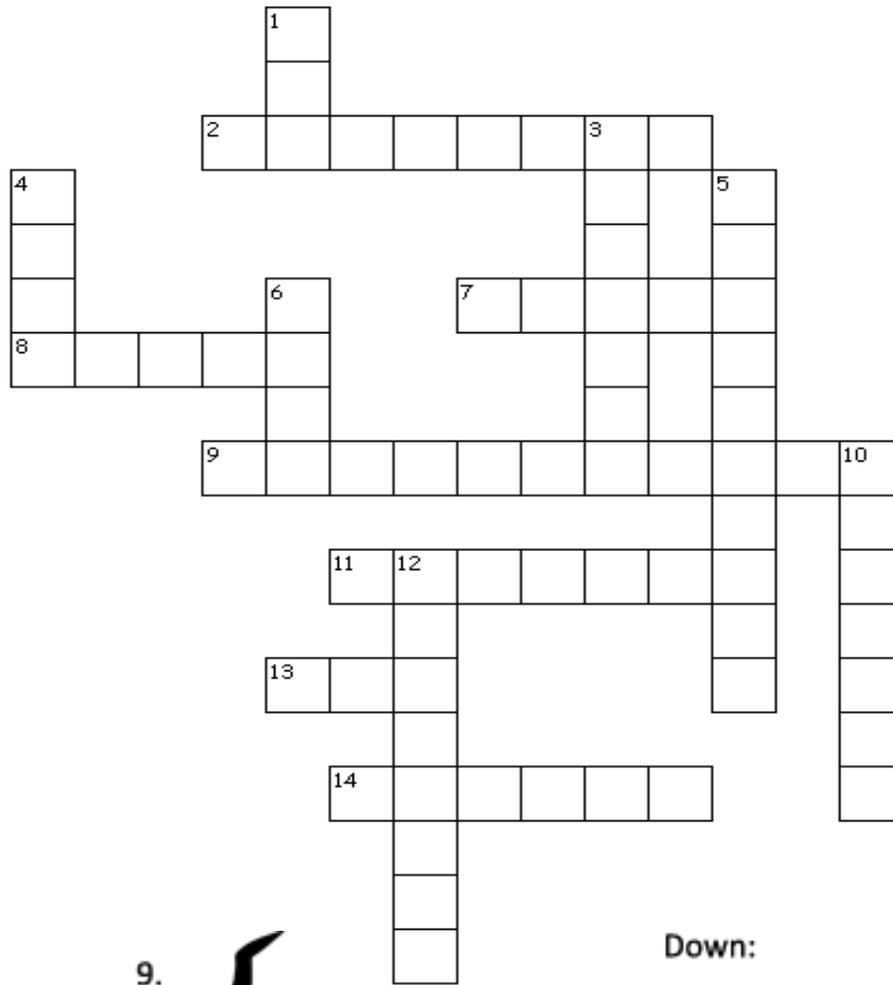


Fold tab. Secure to base of lunch bag cave.





Sweet Dreams, Wild Animals Crossword Puzzle



Across:

- 2. 
- 7. 
- 8. 

9.



11.



13.



14.



Down:

- 1. 
- 3. 
- 4. 

5.



6.



10.



12.





Who Am I? Bingo

Objective: To demonstrate the connection between the scientific ideas and/or concepts in the text.

Materials:

- *Sweet Dreams, Wild Animals: A Story of Sleep*
- Cardstock
- Scissors
- Who Am I? Bingo Board (Guide, pg. 10)
- Who Am I? Game Cards (Guide, pg. 11-12)
- Who Am I? Bingo Answer Sheet (Guide, pg. 13)
- 16 game pieces (pennies, buttons, beans, etc.) per player

Procedure:

- Depending on how many players will be competing, print 2 to 4 on **Who Am I? Bingo boards** cardstock.
- Print double copies of **Who Am I? Game Cards**.
- Use scissors to trim around the borders of the game board and the cards.
- To play the game, mix up game cards and stack them, face down.
- Each player manages their own game board and collection of game pieces. Players are also free to refer to *Sweet Dreams, Wild Animals: A Story of Sleep* for fact clarification.
- A player begins by choosing a card from the top of the stack. If the card matches a space on their board, they may mark the match with a game piece.
- Return card face down near original stack.
- As the game continues, a player loses a turn if they choose a card that has already been covered on their board.
- The winner has either blocked out 4 spaces in a row or covered all of the spaces, depending how the players decide they'd like to play.
- Definitions and description can be verified using the **Who Am I? Bingo Answer sheet**.

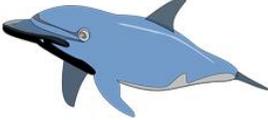
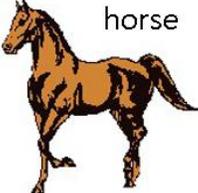


Reference: "Free Images - Pixabay." *Pixabay*. Web. 13 Feb. 2015. <<http://pixabay.com/en/>>

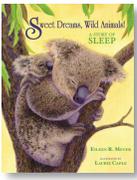




Who Am I? Bingo Game Board

 <p>fish</p>	 <p>bear</p>	 <p>giraffe</p>	 <p>prairie dog</p>
 <p>flamingo</p>	 <p>nighttime</p>	 <p>anteater</p>	 <p>frigate bird</p>
 <p>owl</p>	 <p>dolphin</p>	 <p>daytime</p>	 <p>walrus</p>
 <p>horse</p>	 <p>koala</p>	 <p>bat</p>	 <p>mallard</p>





Who Am I? Game Cards

Sometimes they sleep floating on their back or with tusks hooked into the ice to stay anchored in one place.

Sleeps at night in deep underground burrows with tunnels and nest chambers.

Hunts for food at night and sleep during the day. Roosts in trees, their natural camouflage keeping them safe.

Some animals are awake and active during the night.

Sleeps in flocks for protection. Shuts down one side of brain while the other side stays alert for tasks.

Sleeps during the day in a hunched position in a fork of a tree, trying to stay warm in cold weather.

Usually sleeps standing up with joints locked in place. Takes short naps that add up to a few hours each day.

Spends sixteen to twenty hours a day browsing for food, taking short naps of only a few minutes each.





Prefers to sleep in a quiet spot out of sight. Once settled, it sleeps curled up, using its long, bushy tail to cover its head and body.

Falls into a deep sleep with a slower heart rate and body functions for several months when food is scarce.

Some animals are awake and active during the day.

Sleeps with one half of the brain resting and the other awake. The alert side keeps them safe and signals when it is time to surface for air.

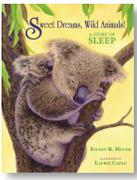
Have no eyelids. Are known to hide and rest near logs or coral reefs.

Lays its head on its body and tucks one leg under its belly.

Because they are always flying, these birds nap while soaring high in the sky.

Most sleep upside-down in caves, hollow trees, and old buildings.

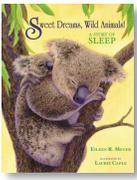




Who Am I? Bingo Answer sheet

anteater	Prefers to sleep in a quiet spot out of sight. Once settled, it sleeps curled up, using its long, bushy tail to cover its head and body.
bat	Most sleep upside down in caves, hollow trees, and old buildings.
bear	Falls into a deep sleep with a slower heart rate and body functions for several months when food is scarce.
daytime	Some animals are awake and active during the day.
dolphin	Sleeps with one half of the brain resting and the other awake. The alert side keeps them safe and signals when it is time to surface for air.
fish	Have no eyelids. Are known to hide and rest near logs and coral reefs.
flamingo	Lays its head on its body and tucks one leg under its belly.
frigate bird	Because they are always flying, these birds nap while soaring high in the sky.
giraffe	Spends sixteen to twenty hours a day browsing for food, taking short naps of only a few minutes each.
horse	Usually sleeps standing up with joints locked in place. Takes short naps that add up to a few hours each day.
koala	Sleeps during the day in a hunched position in a fork of a tree, trying to stay warm in cold weather.
mallard	Sleeps in flocks for protection. Shuts down one side of brain while the other side stays alert for tasks.
nighttime	Some animals are awake and active during the night.
owl	Hunts for food at night and sleeps during the day. Roosts in trees, their natural camouflage keeping them safe.
prairie dog	Sleeps at night in deep underground burrows with tunnels and nest chambers.
walrus	Sometimes they sleep floating on their back or with tusks hooked into the ice to stay anchored in one place.





Sweet Dreams, Wild Animals! A Poem of Sleep

Objective: To write a narrative poem based on scientific details presented in the text.

Materials:

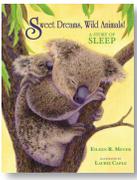
- *Sweet Dreams, Wild Animals! A Story of Sleep*
- Word Bank Cards (Guide. pg. 15)
- Poem Template (Guide, pg. 16)
- Pencil
- Scissors
- Markers

Procedure:

- Instruct students to choose the animal featured in *Sweet Dreams, Wild Animals! A Story of Sleep* whose way of sleeping they found most interesting.
- Tell them to imagine what it would be like to sleep in the way that this animal does. Explore various aspects of the way this animal rests.
 - What sounds would they hear?
 - How would this type of sleep feel?
 - What sorts of smells would they be surrounded with?
 - Would they sleep alone with a group of animals like themselves? How would that make them feel?
 - What colors do they see while they sleep?
 - Are they warm? Cold?
- Using a pencil and the **Word Bank Cards**, instruct students to write descriptors of the way they imagine the sleep experience might be for this animal.
- Once completed, use scissors to cut around the borders of the **Word Bank Cards**.
- Instruct students to review their **Word Bank Cards**, selecting six words that best describe their chosen animal's sleep experience.
- Using the **Poem Template**, tell students to write their chosen words in the spaces provided on the template.
- Write the animal's name in the space provided at the end of the poem template.
- Note the sample of a *Sweet Dreams, Wild Animals! A Poem of Sleep* on the right.
- Instruct students to illustrate their poem in the space provided at the top of the page.

Sleep
Dark sleep
Quiet, rustling sleep
Brown, rocky, shadowy sleep.
Sweet dreams, brown bear.
Sleep well.

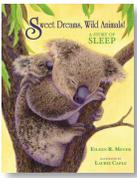




Word Bank Cards

Turn paper vertically to write descriptors.





Poem Template

Sleep

_____ **sleep**

_____, _____ **sleep**

_____, _____, _____ **sleep.**

Sweet dreams, _____.

Sleep well.





Academic Standards Alignment

Next Generation Science Standards		Discussion Questions	Hibernation Craft	Crossword Puzzle	Bingo	Poem of Sleep
K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.		x		x	x
K-ESS3-1.	Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.		x		x	x
2-LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats.		x		x	x

CCSS - English Language Arts Standards » Reading: Informational Text

CCSS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.	x		x	x	x
CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	x		x	x	
CCSS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.			x		
CCSS.ELA-Literacy.RI.K.5	Identify the front cover, back cover, and title page of a book.	x				
CCSS.ELA-Literacy.RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	x				
CCSS.ELA-Literacy.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	x	x		x	x
CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.	x	x	x	x	x
CCSS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.	x			x	x





English Language Arts Standards » Reading: Informational Text (cont.)

		Discussion Questions	Hibernation Craft	Crossword Puzzle	Bingo	Poem of Sleep
CCSS.ELA-Literacy.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.			x		
CCSS.ELA-Literacy.RI.1.7	Use the illustrations and details in a text to describe its key ideas.	x		x	x	x
CCSS.ELA-Literacy.RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	x	x	x	x	x
CCSS.ELA-Literacy.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	x			x	x
CCSS.ELA-Literacy.RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	x	x	x	x	x

CCSS - English Language Arts Standards » Reading: Foundational Skills

CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.			x	x	x
CCSS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			x	x	x
CCSS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.			x	x	x
CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.	x	x	x	x	x
CCSS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.			x	x	x
CCSS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			x	x	x
CCSS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.			x	x	x





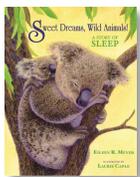
English Language Arts Standards » Reading: Foundational Skills (cont.)

		Discussion Questions	Hibernation Craft	Crossword Puzzle	Bingo	Poem of Sleep
CCSS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	x	x	x	x	x
CCSS.ELA-Literacy.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.			x	x	x
CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	x	x	x	x	x

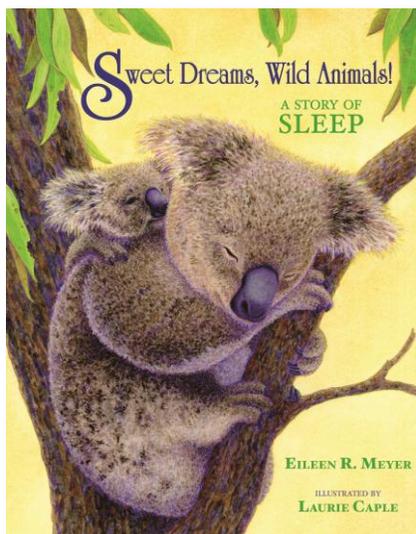
CCSS - English Language Arts Standards » Writing

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.					x
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.					x
CCSS.ELA-Literacy.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.					x
CCSS.ELA-Literacy.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.					x
CCSS.ELA-Literacy.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.					x
CCSS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.					x





Acknowledgements



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