

A teacher's guide
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based upon the picture book
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This classroom guide is designed for students in kindergarten through third 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 *Penguin & Tiny Shrimp Don't Do Bedtime!* across the curricula.

All activities were created in conjunction with the Common Core and other relevant content standards.

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Before You Read...

Before reading *Penguin & Tiny Shrimp Don't Do Bedtime!*, show entire book. Help students identify the basic parts of a picture book: front cover, back cover, title page, dedication page, spine, jacket, and jacket flap.

The Front Cover ~

- Describe what you see. Point to Penguin. Point to Tiny Shrimp.
- Stand up and pretend to be one of the characters in this illustration. How do you think he/she feels? How does this pose make you feel?
- Can you predict what the story might be about based on the title and the cover illustration?
- Who is the author? What is her job?
- Who is the illustrator? What is his job?

The Title Page ~

- How is this illustration different from the front cover illustration?

Dedication Page ~

- Describe in your own words what you see on this page.

Language

Action! Learning about Verbs

Penguin & Tiny Shrimp Don't Do Bedtime!, but what do they do? Here are some activities to help introduce action words, or verbs, to your class.

Verb Detectives

There are so many fun verbs throughout *Penguin & Tiny Shrimp Don't Do Bedtime!*, and readers will have fun trying to find them all.

Re-read *Penguin & Tiny Shrimp Don't Do Bedtime!* aloud and ask students to listen carefully for verbs.

- As soon as they hear a verb, they should raise their hand.
- If there is a page without a verb, look closely at the illustration and list verbs that can be assigned to that page.
- Repeat the phrase using the verb. What might it mean, based on context?
- Look up the verb in the dictionary. (*Depending on the level of your students, a student volunteer can do this or the teacher can.*) Read the definition.
- Get up on your feet and act out the verb! *Using Total Physical Response, students can create an action that symbolizes the word and helps them remember it.*
- Create a list of the verbs and hang it on the wall. Indicate whether or not each verb is a “sleepy verb” or a “wide awake” verb.

Simon Says Verbs

The Simon Says Verbs game is a fun verb activity that will help students both identify verbs from other parts of speech and distinguish action verbs from state of being verbs. The students will also get some healthy exercise while playing this game.

Have the children all stand up in an area large enough for each child to move around safely such as in the school gym or outside on the playground.

The teacher will stand in front of the class and say, "Simon says..." followed by a verb. You may refer to the list of verbs from *Penguin & Tiny Shrimp Don't Do Bedtime!* for examples to start with. The students should then do or be what Simon said. For example, if the teacher says, "Simon says jump," then all the children should jump. If the teacher says, "Simon says dance," then the students should dance.

The teacher can also include some words that are not verbs to show children the difference between verbs and other parts of speech. For example, if the teacher says, "Simon says table," the students should stop moving because table is a noun, not a verb.

Optional: Instead of the teacher making all the commands, individual students can take turns playing Simon

Literature

Create a Bedtime Library

Penguin & Tiny Shrimp Don't Do Bedtime! is categorized as a bedtime story. Why do you think?

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 words to describe the illustrations in these books?
- What are some 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

Under Where? Spatial Sense

Using illustration spreads in *Penguin & Tiny Shrimp Don't Do Bedtime!*, focus on developing students' spatial sense.

Look at the Serengeti spread in *Penguin & Tiny Shrimp Don't Do Bedtime!*

Describe where the elephants are standing.

[examples: in the grass, between the rhino and the giraffe, behind the sheep]

Describe where Penguin is.

[example: in front of Tiny Shrimp, below the rhino, in the grass]

Describe where the lion is.

[examples: behind the sheep, near the yak, far away from giraffe]

Have students pick another spread in *Penguin & Tiny Shrimp Don't Do Bedtime!* 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?

Science

Penguin and Tiny Shrimp Research Project

Create two teams: Team Penguin and Team Tiny Shrimp. Both teams will be responsible for Internet research regarding their assigned animals.

Information to be gathered must include:

- Type of animal
- What it eats
- Where it lives
- It's sleeping habits
- Draw a picture of the animal
- Write three words that describe your animal
- Interesting fact #1
- Interesting fact #2
- Interesting fact #3

Night, Night, Sleep Tight: tracking sleep

A good night's sleep is very important so that we function properly. Sleep helps us think clearly, stay healthy and feel our best. When you sleep, your body takes care of itself deep inside. In general, children need more sleep than adults because they have a lot of growing to do. In fact, kids ages 5 to 12 need 10-11 hours of sleep each day.

Scientists suggest these things to help you get the best sleep:

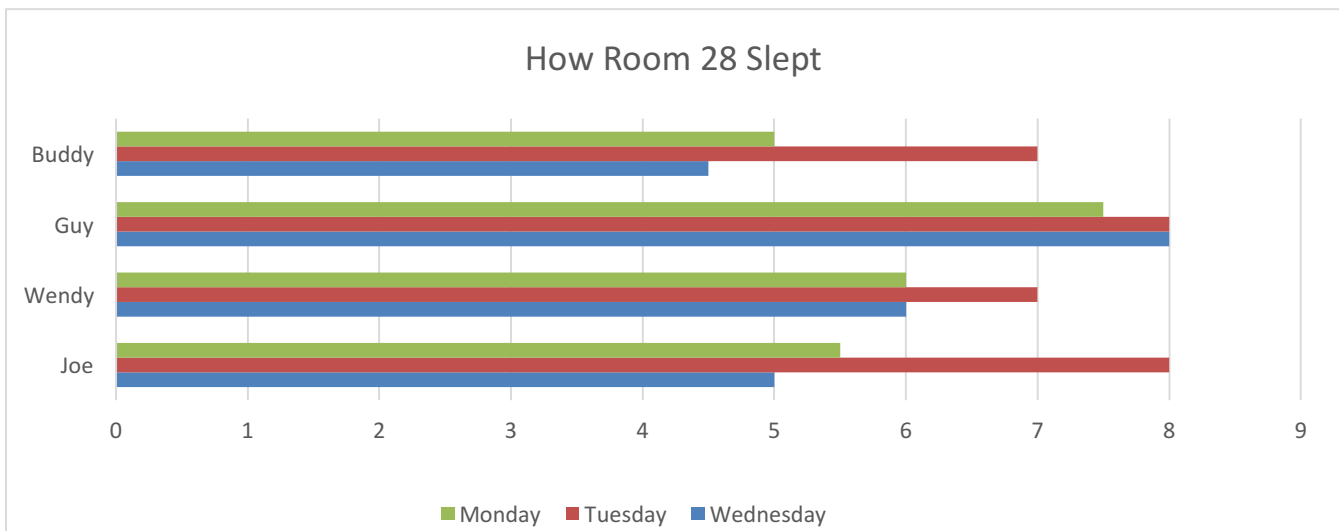
- Go to sleep at the same time every night
- Wake up at the same time every morning
- Get plenty of exercise during the day, but...
- Do something relaxing before bedtime, like reading a book or listening to music
- Make your bedroom as dark and quiet as possible

Have students create a Sleep Journal as a way of recording and tracking their sleep habits. Every day for one week, record the length and quality of each sleep time, including naps.

Day	Nap began	Nap ended	Nap total	Bedtime began	Woke up	Night total	Total sleep	How did you sleep?	How did you feel when you woke up?
1									
2									
3									
4									
5									
6									
7									

- Which day did you get the most sleep?
- Which day did you get the least sleep?
- On which day did you feel best after sleeping?
- On which day did you feel the worst after sleeping?
- Does this tell you anything about the connection between how much you sleep and how you feel afterward?

At the end of a week, have students create a bar graph of the sleep of each of their classmates.



- What is the class average for sleep per night?
- Who had the highest amount of sleep all week?
- Who had the least amount of sleep all week?
- Which day averaged the most sleep?
- Which day averaged the least sleep?

Ask Dr. Sleep

Invite a local doctor to your class or ask them to visit via Skype to teach about the science behind sleep.

Have students draft questions that they have about sleep and provide them to the doctor ahead of time.

- Do all animals sleep?
- Why do people sleep?
- What happens in our bodies when we sleep?
- What is a dream?
- What is sleepwalking?
- How can you get the best sleep?

During the visit with the doctor, students should practice taking notes and creating follow up questions.

After the visit, students should present what they learned to the class and create a bulletin board display to teach others the importance of sleep.

If a doctor is not available to meet with your class, have students draft up questions and then do research on the Internet for answers. www.SleepforKids.org is a wonderful resource and includes fun printable games and activities for use in the classroom.

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 answered questions and pictures. Yarn is 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.