



# Why Do I Need to Sleep?

TEACHER'S GUIDE

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# Why Do I Need to Sleep?



## I. BEFORE READING ACTIVITIES

### QUESTIONS

#### 1. Anticipatory Questions

Before reading *WHY DO I NEED TO SLEEP?* with the children ask:

- Do you like to sleep?
- What time do you usually go to bed?
- Do you ever stay up late?
- How do you feel when you do not get enough sleep?

#### 2. Book Knowledge

Show the children the book. Invite 2 or 3 children to read the title aloud, one at a time. Then ask:

- Who is the author?
- Who is the illustrator?

#### 3. Predicting Story Events

Prior to reading the book aloud to the children, show them pages 2 - 5 of the story so they can “read” the illustrations to predict what the story is about. If the children cannot answer a particular question, say “We will read the story to find out.”

Page 2: What do you think is happening?

Pages 3 and 4: Is something wrong?

Page 5: What do you think is wrong?

Page 6: What are the children doing?

Page 7: What is the girl doing?

*Let's read WHY DO I NEED TO SLEEP? and find out what is going to happen to this girl.*

### K-W-L ACTIVITY (Know, Want to Learn, Learned)

Draw a three-column chart on a White or Black board and label as on the chart below.

<b>K</b> What I <b>KNOW</b>	<b>W</b> What I <b>WANT</b> to Know	<b>L</b> What I <b>LEARNED</b>

Ask the students what they already **know** about why we need to sleep. Write their answers in the K column.

Then allow students to discuss what they **want** to learn. List their answers in the W column.

# Why Do I Need to Sleep?



Later, after reading the story, come back to the chart and fill in what the students **learned** in the L column.

Review what they already knew in the K column and determine if their knowledge was accurate; correct any inaccurate statements.

Review the W column to see if there are more things to learn. If so, either give the children the information or where to find the information.

## II. COMPREHENSION QUESTIONS

After reading the book to the children, return to the beginning. Show children each page and encourage them to discuss each question.

- Page 2: Why isn't Lily playing with the other children?
- Page 3: How does Lily feel?
- Page 4: What do you think is wrong?
- Page 5: Do you think Lily wants to be at school today?
- Page 6: Why are the children laughing?
- Page 7: Why is Lily sleeping?
- Page 8: What are the other children doing?
- Page 9: What do the other children think of Lily's sleeping?
- Page 10: Are the children having fun? How do you know?
- Page 11: Are you surprised that Lily is still sleeping?
- Page 12: How does Lily feel when she wakes up?
- Page 13: Why do you think she doesn't want lunch?
- Page 14: Why do you think Mr. Tap is wearing pajamas?
- Page 15: Why is Mr. Tap pretending to be sleepy?
- Page 16: Why do you think Lily is interested in what Mr. Tap is saying?
- Page 17: What does sleep do for you?
- Page 18: What else does sleep do for you?
- Page 19: How does getting enough sleep help you get along with others?
- Page 20: Who needs sleep?
- Page 21: What makes us sleep?
- Page 22: What does the morning light do?
- Page 23: What happens when you sleep?
- Page 24: What happens in your body when you sleep?
- Page 25: What happens to your eyes when you sleep?
- Page 26: Where do nightmares come from?
- Page 27: How can you make nightmares go away?
- Page 28: How many hours should you sleep each night?
- Page 29: How should you keep your room?
- Page 30: How can you go to sleep easily?
- Page 31: Why did Lily go to bed on time?

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## III. ORAL AND AUDITORY ACTIVITIES

### 1. Listen for Your Word

Write each of the following words on a piece of paper. Give each child one word; that will be his/her word. Read the story again. Each time a child hears his/her word, the child should hold up the card.

Words:

**sleep playing sleeping night bed yawns eyes fun art music  
surprise awake children learn grow think good dark light**

### 2. Clapping to the Syllables

Read each line of the story slowly and ask children to listen to each word. Then read the line again and demonstrate clapping for each syllable. For example

*Playing is fun*  
Clap-clap \* clap \* clap

Say each child's name. Lead children in clapping out the syllables in each name.

### 3. Rhyming Game

Say a word and invite each child in a small group (2 -3 children) to say other words that rhyme.

Words:

**bed light sing did at will fun wakes how play dark need**

### 4. Retell the Story

Working with a small group (3-5 children), show each page of *WHY DO I NEED TO SLEEP?* Ask the children to tell what is happening on each page.

### 5. Dramatize the Story

Let children play the parts of Lily, Mr. Tap, Mr. Tap dressed in pajamas. Use props and costumes that are available.

### 6. Pretend You are a Brain That is Giving a Child a Dream

Ask children to pretend they are making up a dream for a child. Have the children tell about the dream and how they think the child will like it.

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## IV. ACTIVITIES TO INCREASE COMPREHENSION, VOCABULARY, AND WORD ATTACK SKILLS

### WORD WALL

Make cards, first with the high-frequency words (see **bold words** in the Word List) and later, with the remaining words. As children learn the words as sight words, place the words on the Word Wall.

Play the **Word Wall Game**. Each day, for 5 minutes, lead children in choral reading of the words on the Word Wall, pointing to each word before saying it. As children's sight vocabularies grow, let the children take turns leading the choral reading. Encourage children to read the words to one another during the day.

Keep the book *WHY DO I NEED TO SLEEP?* near the Word Wall so they can find the words in the story.

### BULLETIN BOARDS

- **EVERYONE AND EVERYTHING NEEDS SLEEP.** Let children cut or tear pictures of people and animals sleeping. Call attention to the positions in which people and animals sleep. Also, call attention to the closed eyelids of most animals.
- **MY BEDROOM.** Encourage children to bring photographs of their bedrooms for the bulletin board display. Call attention to the differences in children's bedrooms: some share rooms with other family members, some sleep on a couch, some sleep on the floor, and so on.

Alternative: Encourage children to draw pictures of their bedrooms. Display the pictures with the child's name beside his/her drawing.

- **FAVORITE NIGHTMARES.** Encourage children to draw and color their night fears and/or nightmares. Encourage them to make an additional drawing showing the nightmare going away. Display their creations.

### WORD GAME

#### **Sorting Game** (Small group of 2-3 children)

Reinforces knowledge of sight words.

- In preparation, decide what beginning letters you want to emphasize. For example, you might use the two high-frequency consonants, **b** and **f**.
- Make cards with the **b** and **f** words in the story (see the Word List).
- Set up the game. First place a card with the upper-case and lower-case **B/b** written on it and a card with the upper-case and lower-case **F/f** on it.
- Explain the game. You will give the children cards that have words from the story on them. They will place each card under the **B/b** card if the word on the card begins with the **b** sound or under the **F/f** card if the word begins with the **f** sound.
- Model the game so that everyone understands. "This word is **bad**. **Bad** begins with /b/. So, I'll put the word **bad** under the **B/b** card."
- Distribute a few cards to each player with these directions: "Say the word on your card. Does it begin with b (/b/) or f (/f/)? Where will you put your card?" Reinforce correct placement. Correct errors quickly and simply. "**Fast** begins with /f/ and goes under **F/f**." Emphasize how each beginning sound feels as it is pronounced.

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## POCKET CHART AND WORD BUILDING

- Build words by adding beginning letters (onsets) to word patterns (rimes). Prepare for the activities by making cards for beginning consonant sounds – high-frequency consonants: **s, f, m, t, d, r, l, b, c, p** and the others: **n, g, v, j, h, w, k** = /k/, **c** = /s/, **g, y, z, x** = /gs/, **x** = /ks/, **x** = /gs/ and the high-frequency consonant digraphs: **ch, sh, th, wh**.

Make cards for the word patterns (rimes). Rimes for short e include **-ed, -ell, -em, -en, -end, -ent, -est, -et**.

Since the word **let** is in the story and the children know it as a sight word, place the consonant card for **l** in a pocket of the chart. Nearby, place the rime card for **-et**. Point to the card with **-et** and ask the children what letter should be placed at the front to make **let**. When someone replies, place the **l** next to the **-et** and carefully enunciate it. Have the children enunciate it with you several times. Then ask: “Can you think of another word that rhymes with **let**?” The children may respond with **get** or **pet**. Encourage them to select the beginning consonant cards to replace the **l** and make the new word.

Continue building words with the word patterns for the short vowels, the long vowels, r-controlled vowels, and the other vowels.

- Invite the children to make words in the pocket chart. They can practice forming the words on the Word Wall.

## WORD PATTERNS (RIMES)

Short Vowels	/a/	-ab, -ack, -ad, -ag, -am, -an, -and, -ang, -ank, -ap, -ask, -at
	/e/	-ed, -ell, -en, -end, -ent, -est, -et
	/i/	-id, -ig, -ill, -im, -in, -ing, -ink, -ip, -it
	/o/	-ob, -ock, -od, -og, -op, -ot
	/u/	-ub, -uck, -uff, -ug, -um, -ump, -un, -ung, -unk, -ut
Long Vowels	/a/	-ace, -ade, -ake, -ale, -ame, -ane, -ate, -aid, -ail, -ain, -ay
	/e/	-eak, eal, -eam, -eat, -eed, -eep, -eet
	/i/	-ice, -ide, -ime, -ine, -ive, -ind, -y
	/o/	-oke, -one, -ope, -old, -ow
r Vowels	/air/	-air, -are, -ear
	/ar/	-ar, -ark, -arm, -art
	/schwa + r/	-ear, -eer
	/or/	-ore, -orn
Other Vowels	/aw/	-all, -aw, -ought
	/oi/	-oil, -oy
	/oo/	-ook
	/oo/	-ew, -oot
	/ow/	-out, -ow

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## WORD LIST

High-frequency words are in **bold**.

**a**

**about**

**after**

along

**and**

**are**

art

**asked**

asleep

**at**

awake

**away**

bad

**be**

bed

**before**

body

brain

breathe

breathes

**but**

cats

children

clay

close

closed

closes

cool

Dad

dance

dark

deep

deeply

**did**

**do**

**does**

dogs

dream

dreams

each

easy

enjoy

everyone

except

eyes

**fall**

**fast**

feel

**first**

fun

**funny**

**get**

**gets**

**go**

**goes**

**good**

**grow**

happen

happens

**has**

**have**

having

**he**

heart

**helps**

**her**

hours

**I**

**into**

**is**

**it**

**just**

**keep**

**last**

late

**laughs**

learn

**light**

Lily

listen

lunch

**makes**

Mom

morning

move

Mr. Tap

music

need

needs

night

nightmares

**not**

**on**

others

**our**

paint

pajamas

**play**

**playing**

plenty

pretends

quiet

**reads**

rest

rests

room

rubs

same

scary

**she**

**sing**

**sleep**

**sleeping**

sleepy

slows

**someone**

**sometimes**

**soon**

stay

stays

still

story

surprise

talk

talks

**tell**

**tells**

**the**

**them**

**then**

**there**

**they**

**think**

time

**to**

today

tonight

**up**

**us**

wakes

**want**

**wants**

**we**

wearing

**what**

**when**

**why**

**will**

**with**

**work**

wrong

yawns

**you**

**your**

Z-z-z-z-z-z-z-z

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### V. ACTIVITIES TO INTEGRATE *WHY DO I NEED TO SLEEP? INTO YOUR CURRICULUM* ART

#### **Night Scenes: Crayon Resist**

- Prepare for this activity by asking parents to take the children out after dark to look at the night sky and the landscape.
- Talk with the children about how things look at night, how the stars and moon look, what colors they see, etc.
- Provide each child with construction paper or watercolor paper. Encourage each child to color a scene with crayons, leaving some of the paper blank. Then, let each child paint the entire paper with a dark-colored wash. Let the painting dry.
- Display the crayon resists on a bulletin board.
- Encourage the children to discuss their artwork and to use art vocabulary such as ***light, dark, bright, dull, names of colors.***

#### **Collage Portraits of Sleeping People and Pets**

- Prepare for this activity by asking children to observe people and animals sleeping.
- Provide a variety of materials: pictures from magazines, catalogs, newspapers, yarn, fabric, etc.
- Encourage children to create collages depicting family members including pets as they sleep.

#### **Montage: Everyone Sleeps**

- Let children tear or cut pictures of people of all ages who are sleeping. Include pictures of babies, young children, adults, and the elderly.
- Provide colored construction paper and glue for each child.
- Let each child arrange the pictures and glue them to the paper in an arrangement pleasing to the child.
- Display the montages with the title “EVERYONE SLEEPS.”

### **MUSIC and RHYTHM**

#### **Songs on CD**

The CD includes a song that complements the story.

***It Was All a Dream*** by Hap Palmer. From ***More Babysongs*** © 2001 Educational Activities, Inc.

This song addresses night fears and nightmares. It reassures children that their parents will keep them safe.

#### **Vocabulary:**

monster, window, pillow, closet, harm, dream, ghost, goblin

## Why Do I Need to Sleep?



### **Discussion:**

Show the illustration on page 27. Ask the children to look at the illustration and tell what is happening. Here are some discussion starters:

- Why is Lily sitting up in bed, what happened?
- Why is the mother in her room?
- Why is it important to tell an adult if you have nightmares?
- Describe a bad dream you had.
- Describe a good dream.

### **Lullabies and Music to Help You Sleep**

- Sing “Rock-a-Bye-Baby” and let children make rocking motions with their arms.
- Play recordings of lullabies and encourage children to hum, sway, and move in rhythm with the lullabies. Call attention to the way lullabies quiet and soothe the listener and make him/her want to relax and go to sleep.

**Sleep Chant:** to encourage clear pronunciation and rhythm in chanting.

The teacher says each line of the chant and the children repeat it with him/her.

When the children have mastered the words, encourage them to march in time with their chanting.

*It is dark, dark, dark.  
Time to sleep, sleep, sleep.  
Time to dream, dream, dream.  
Time to sleep, sleep, sleep.*

*It is light, light, light.  
Time to be up, up, up.  
Time to play, think, learn.  
Time to enjoy the day, day, day.*

**The Monster Chant:** to encourage clear pronunciation and rhythm in chanting.

The teacher says each line of the chant and the children repeat it with him/her.

When the children have mastered the words, encourage them to march in time with their chanting. Then, encourage them to clap the rhythm of the syllables as they chant.

*There’s a scary nightmare in my head.  
There’s a huge monster ‘neath my bed.  
Neither are real, neither are real.  
You can’t scare me, you can’t scare me!*

*Go away, you bad nightmare!  
Go away, you mean monster!  
You are not real, you are not real!  
You can’t scare me, you can’t scare me!*

# Why Do I Need to Sleep?



## **DRAMA**

### **Sleep Clinic**

- Provide a cot, sheets, blanket, bedspread, pillow and pillow cases, bedside rug.
- Provide props for a doctor (e.g., white coat), a nurse (a cap or a white coat), a mother (a purse), a father (a hat), a child (grumpy expression) who doesn't want to go to bed on time.

Let the children dramatize the situation: The child refuses to go to bed on time and is sleepy and grumpy the next day. The parents need help in getting the child to go to bed when they tell him or her to. They appeal to the doctor and the nurse for help. The doctor and the nurse tell the child the reasons he/she needs to go so sleep at the same time each night. Finally, if reason doesn't work, one of the "adults" should tell the child "Go to bed and RIGHT NOW!" The child should obey, lie down on the cot, and pretend to go to sleep.

### **Get That Nightmare!**

Discuss night fears and/or nightmares that bother the children. Reinforce the idea that these nightmares are something the brain makes up.

Let two or more children dramatize a child and a mom or other adult talking about the child's nightmare and another child acting the role of the nightmare. The "mom" should reinforce the idea that the nightmare comes from the child's brain/imagination and is a dream. The child who plays the nightmare should dramatically slink away as the child and the mom shoo him/her away.

### **Face Exercises**

To explore facial expressions and selected actions.

The teacher should model each activity.

- Stretch your mouth wide open.
- Yawn and stretch your mouth as wide as possible.
- Yawn and cover your mouth with your hand.
- Make your face look cross and grumpy.
- Make your face look sleepy.
- Put your front teeth together, pull your lips back, and growl like a nightmare would.
- Make your face look like you are thinking.
- Smile and make your face look happy.
- Frown and look cross.
- Make a sad face.

Let children do these face exercises in front of a mirror.

# Why Do I Need to Sleep?



## **MATH**

### **Compare Bedtimes**

- Ask each child what time he/she went to bed last night. Make a chart of the times and the number of children who reported each time.
- Encourage the children to talk about and compare the bedtimes. Encourage them to use the words *early, earlier, late, later*

### **Keep Track of Bedtimes for One Week**

- Each day, ask the children what time they went to bed the previous night.
- Prepare a chart showing each day of the week, the bedtimes, and the number of children reporting each time.

## **COOKING and SNACKS**

### **Good Bedtime Snacks**

- Discuss why drinking sodas, hot cocoa, or other beverages with caffeine should be avoided before bedtime. These beverages keep many children awake.
- Discuss snacks that would be good bedtime snacks: milk, cereal, fruit.
- Prepare good bedtime snacks.

### **I-Had-Enough-Sleep Happy Face Rice Cakes**

Discuss with children how they feel when they have had enough sleep. Ask them to make an I-Had-Enough-Sleep happy face and to show one another their happy faces.

For the snack, you will need:

Small rice cakes/crackers

Cream cheese

Assorted veggie strips and pieces

Small pieces or strips of pickles

Black pitted olives cut crosswise into rounds

Let each child decorate his/her rice cake with cream cheese, veggies, pickles, and olives to make a happy face. Let the children compare rice cake faces and then enjoy the snack.

## **SCIENCE**

### **How Much Sleep Does Our Class Pet Need?**

- If a pet hamster, gerbil, or other rodent is in the classroom, encourage children to observe how much time the animal sleeps during the day.
- Place a two-column chart by the animal's cage and have the children record "Asleep" or "Awake" each time they observe. If possible, help them record the time at which they watched the animal.

## Why Do I Need to Sleep?



### How Soft is the Pillow?

Bring 3 to 5 pillows of different sizes and softness. Encourage the children to feel each pillow with their hands. Let them sort the pillows by softness or hardness or by size or color. Encourage them to use descriptive words such as **soft, softer, softest, hard, harder, hardest**, etc.

### Science Center

- Display sheets and pillow cases of different thread counts. Encourage children to feel the differences between and among the fibers.
- Make pillows of varying softness and size available for children to place their heads on. (You may want to cover each pillow with a clean towel or wash cloth for each child.) Encourage them to try lying on each pillow to see how it feels: lying on one's back, on one's right side, on one's left side, on one's stomach.
- Using a clean but old pillow, let children open it and find out what is inside.

## LITERACY

### Books About Sleep

Hoban, Russell. *Bedtime for Frances*. New York: Harper, 1960.

Hurd, Thacher. *Sleepy Cadillac: A Bedtime Drive*. New York: HarperCollins, 2005.

Sandow, Paris and Brandon, Taylor. *The Bear Who Couldn't Hibernate*. Imperius Pub, 1999.

Scotton, Rob. *Russell the Sheep*. New York: HarperCollins, 2005.

Seibold, J. Otto and Walsh, Vivian. *Penguin Dreams* (I Can Sleep Book). San Francisco: Chronicle Books, 1999.

Seuss, Dr. *Dr. Seuss's Sleep Book*. New York: Random House, 1962.

Waber, Bernard. *Ira Sleeps Over*. Boston: Houghton Mifflin, 1972.

## RESOURCES FOR TEACHERS

### Web Sites for Information, Posters, Pamphlets

[www.sleepforkids.org](http://www.sleepforkids.org) Helps parents and teachers learn more about children's sleep issues; teaches children about the importance of sleep.

[www.nhlbi.nih.gov](http://www.nhlbi.nih.gov) Gives information and promotes guidelines for sleep. Includes lesson activities, resources and printable sheets (including a sleep diary and sleep meter).

[www.kidshealth.org](http://www.kidshealth.org) Gives guidelines for the amount of sleep children of various ages need.

[www.sleepfoundation.org](http://www.sleepfoundation.org) Information on a variety of sleep-related topics including "Children and Sleep."

# Why Do I Need to Sleep?



## VI. CLASSROOM ACTIVITIES

Activity Sheet 1. Draw a picture of a boy or a girl who stayed up late last night and is sleepy.

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_



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## VI. CLASSROOM ACTIVITIES

Activity Sheet 2. Draw a line from each picture to the correct name.

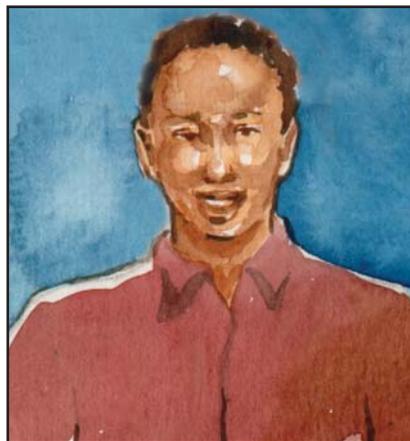


Mr. Tap



Lily

Nightmare



Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_



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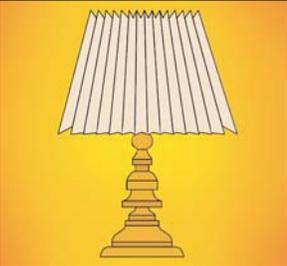
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## VI. CLASSROOM ACTIVITIES

Activity Sheet 3. Write the beginning letter of each picture.

1. c b g ____ed		2. l n m ____amp	
3. c b g ____ook		4. f c h ____at	
5. s t r ____un		6. p s m ____oon	
7. f g h ____at		8. s t r ____able	

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_



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## VI. CLASSROOM ACTIVITIES

Activity Sheet 4. For each box, say each word. Then, circle the words that are the same.

1. sleep      lunch      sleep	2. and      for      for
3. help      art      help	4. them      think      them
5. then      then      is	6. awake      awake      sleepy
7. there      fun      fun	8. talk      lunch      talk

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_



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## VI. CLASSROOM ACTIVITIES

Activity Sheet 5. For each box, say each word. Then, circle the words that rhyme.

1. sing            see            ring	2. stay            with            day
3. see            tell            bell	4. if            will            hill
5. had            bad            so	6. why            will            my
7. paint            day            clay	8. do            say            who

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_



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## VI. CLASSROOM ACTIVITIES

Activity Sheet 6. Fill in each blank.

1. **late sleep bed** Lily stayed up \_\_\_\_\_.

2. **awake sleep read** Lily went to \_\_\_\_\_ in school.

3. **story paper fun**

Mr. Tap read a \_\_\_\_\_ to the children.

4. **scary sad funny** The story was \_\_\_\_\_.

5. **fun sleep book** You need 10 to 11 hours of \_\_\_\_\_.

6. **good sad bad** Sleep helps you feel \_\_\_\_\_.

7. **everyone everything except**

Everyone had fun \_\_\_\_\_ Lily.

8. **eat sing paint** Lily did not \_\_\_\_\_ her lunch.

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_



CDB324 **Why Do I Need to Sleep?**

Educational Activities, Inc., P.O. Box 87, Baldwin, NY, 11510

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# Why Do I Need to Sleep?



## VII. HOME CONNECTION - Parent/Family Activities

### Dear Parents and Family,

Our class has read *Why Do I Need to Sleep?* This is a story about a young girl, Lily, who doesn't get enough sleep. The story tells why sleep is important.

Some of the reasons are:

- Sleep helps you grow.
- Sleep helps you think, listen, and work.
- Sleep helps you get along with others and feel good.

We are sending home some activities for family members to do with your child. Parent/Family Activities encourage communication and reinforce many concepts introduced in the story.

Thank you for working with your child. We think you will enjoy these activities.

Sincerely,

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_



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## VII. HOME CONNECTION - Parent/Family Activities

### Parent/Family Activities

**Activity 1.** Ask your child to tell you or someone in your family what happened to Lily.

**Activity 2.** Sit with your child and together read these sentences. Ask your child to decide if each sentence is TRUE or FALSE.

- *You should go to bed at the same time each night.*
- *Sleep helps you think better.*
- *Everyone needs sleep.*
- *You should stay up late when you want to.*
- *You should sleep for 10 or 11 hours each night.*
- *Tell someone about your bad dream and you will feel better*

**Activity 3.** Provide paper and crayons. Ask you child to draw a bed for each animal.

Dog      Bird      Fish      Cow      Snake

**Activity 4.** Ask you child to tell you or someone in your family about a good dream he or she had.

**Activity 5.** Give your child a magazine or catalog. Ask him or her to find a picture of a bed he or she would like to sleep in.

**Activity 6.** Bedtime routines are important. Routines include 15-30 minutes of quiet, soothing activities. (Calm children by reading, storytelling and talking about the day calm children; discourage television, exercise, computer and telephone use.) Talk about your child's bedtime routine. What does she or he like best?

If there is a bedtime snack, ask you child why she or he likes her snack. (Milk, cereal and fruit help children sleep; avoid caffeine found in soda pop, chocolate and other products.)

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