Teaching Activities

for

Teaching Activities are intended for use at home, in the classroom, and during story-times.

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Questions to ask children before reading the book

- What do you think the book is about by looking at the cover? (or one or two of the inside illustrations) *Sometimes it is easy to tell from the cover, other times it is not.*

- What are "hiding" in the clouds on the cover?

- Does the title tell you what the book is about?

What do children already know?

- Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking "beyond the box" about a particular subject.

- The children should write down their "concepts" (or adults for them if the children are not yet writing) on the provided chart found on the next page.

- Use the questions to get children thinking about what they already know. Feel free to add more questions or thoughts according to the child(ren) involved.

What do children already know—activity chart

Ask children to write down what they think they know before reading the book. If the information is verified while reading the book, check "yes." If the information is wrong, mark "no" and cross it off. Write the correct information in another section, below. Make a note of how you verify the information.

What do I think I know?	Yes	No	Verified
How do flamingos sleep?			Text Illustration Info in FCM Other
What do sloths do when they sleep?			Text Illustration Info in FCM Other
Where do clownfish sleep for protection?			Text Illustration Info in FCM Other
Where do lizards and other reptiles like to sleep?			Text Illustration Info in FCM Other
Where do groundhogs sleep during the winter?			Text Illustration Info in FCM Other
How do polar bears sleep to say warm?			Text Illustration Info in FCM Other

What do I think I know?	Yes	No	Verified
How do harbor seals sleep?			Text Illustration Info in FCM Other
What do elephants sometimes do with their trunks when they sleep?			Text Illustration Info in FCM Other
How many hours a day might a lion sleep?			Text Illustration Info in FCM Other
What animal sleeps about 5 minutes at a time?			Text Illustration Info in FCM Other
What animal spends 18 to 20 hours a day sleeping tucked into an eucalyptus tree?			Text Illustration Info in FCM Other
When does an owl sleep? Day or night?			Text Illustration Info in FCM Other
Where do human children sleep?			Text Illustration Info in FCM Other
On average, how many hours a day do you sleep?			Text Illustration Info in FCM Other

Use this chart for any other thoughts the children might have.

What do I think I know?	Yes	No	Verified
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other

What do children already know activity conclusion

- Do the children have any more questions about how wild animals sleep? If so, write them down on the chart.

- Identify whether the information was verified and how.

- If the concept is correct, make a note of how the information was confirmed (illustration, in text, in fun fact notes)

- If the concept was not correct, what IS the correct information – with above confirmation notes as above.

- If the concept was neither confirmed nor denied, look the information up in a reliable source and note where it was confirmed.

- Wrap it all up by adding notes with new information that they learned either through the reading or the research while looking up something else.

Language Arts

Developing a vocabulary "word wall"

If using the book as a way to introduce a topic or subject, this is also a great way to introduce subject-related vocabulary words. If you don't have the time (or the inclination) to develop the word wall by playing the Vocabulary Game (below), we have provided a vocabulary list for you.

Vocabulary words for the "word wall" may be written on index cards, on a poster board, or on a chalk board. If writing on poster board or chalk board, you might want to sort into noun, verbs, etc. right away to save a step later. Leaving the words posted (even on a refrigerator at home) allows the children to see and think about them frequently.

Vocabulary game

This activity is designed to get children thinking of vocabulary words which will then be used as the beginning vocabulary list for a science lesson.

Select an illustration and give children a specific length of time (five minutes?) to write down all the words the children can think of about the particular subject. *If you do not have classroom sets of the book, it is helpful to project an illustration on a white board. Check Web site (www.ArbordalePublishing.com) for book "previews" that may be used for this purpose.*

Their word list should include anything and everything that comes to mind, including nouns, verbs and adjectives. At the end of the time period, have each child take turns reading a word from his/her list. If anyone else has the word, they do nothing. If however, they are the only one with the word, they should circle it. While reading the list, one person should write the word on a flashcard or large index card and post it on a bulletin board or wall.

At the end, the child with the most words circled "wins." And you have a start to your science vocabulary list. *Note if children use an incorrect word, this is a good time to explain the proper word or the proper usage.*

Putting it all together

The following activities may be done all together or over a period of several days.

- Continue to add words to the vocabulary list as children think of them.
- Sort vocabulary words into nouns, verbs, adjectives, etc. and write what it is on the back of the card. When the cards are turned over, all you will see is "noun," etc. *(These can then be used to create silly sentences, below)*
- Now sort the vocabulary words into more specific categories. For example, nouns can be divided into plants, animals, rocks, minerals, etc. They can be divided into living/non-living, or into habitat-related words.
- Have children create sentences using their vocabulary words. Each sentence could be written on a separate slip of paper.
- Have children (individually or in small groups) sort and put sentences into informative paragraphs or a story.
- Edit and re-write paragraphs into one informative paper or a story.

Animals are Sleeping

Suggested vocabulary list

nouns- animals	nouns	verbs	adjectives
flamingo	ground	sleep	pink
sloth	water	perch	slow
clownfish	snow	float (floating)	bright
groundhog	tree	hang	sleepy
polar bear	rock	stand	white
birds	daylight	hide	standing up
lizard	night	stretch	upside down
seal	pit	snuggle	below
lion	day	curl	curled
koala	night	tuck	warm
giraffe	hour	fly (flying)	deep
chick	minutes		still
owl			shallow
elephant			underground
human child			

Animals are Sleeping

Silly sentence structure activity

This is a fun activity that develops both an understanding of sentence structure and the science subject. Use words from the "word wall" to fill in the blanks. After completing silly sentences for fun, have children try to fill in the proper words by looking for the information in the book.

Some animals sleep at _____ but other animals
                           noun
_____ during the day.
        verb

Some animals sleep for hours at a time but other animals sleep only a few _____s.
                       noun

We _____ into cozy beds but some animals have to
       verb
sleep while _____ing or _____ing.
           verb   verb

Flamingos _____ on one leg to sleep.
         verb

Sloths hang _____ _____ to sleep.
              adjective

Harbor seals sleep while _____ing or on land.
                 verb

Animals are Sleeping

Riddle me this
Word Bank:

Flamingo	Sloth	Groundhog	
Polar bear	Human Child	Lizard	Seal
Lion	Koala	Owl	Elephant

I sleep standing on one leg. Who am I? _____

I sleep in the cold snow. Who am I? _____

I sleep in my burrow all winter. Who am I? _____

I sleep snug in my bed in a house. Who am I? _____

I take cat naps up to 20 hours a day. Who am I? _____

I sleep tucked into tree branches. Who am I? _____

I hand upside down to sleep. Who am I? _____

Sometimes I use my trunk as a pillow. Who am I? _____

I sleep in the ocean or crawl onto land. Who am I? _____

I sleep basking on a rock in the sun. Who am I? _____

I sleep during the day. Who am I? _____

Animals are Sleeping

Word search

Find the hidden words. Even non-reading children can try to match letters to letters to find the words! Easy – words go up to down or left to right.

For older children, identify the coordinates of the first letter in each word (number, letter).

	A	B	C	D	E	F	G	H	I	J
1	D	O	C	A	N	I	M	A	T	A
2	A	F	L	A	M	I	N	G	O	D
3	G	R	O	U	N	D	H	O	G	O
4	K	O	W	L	S	B	E	E	I	T
5	O	L	N	S	L	I	Z	A	R	D
6	A	I	F	E	O	R	O	D	A	P
7	L	O	I	A	T	D	O	M	F	O
8	A	N	S	L	H	I	M	Y	F	L
9	S	O	H	U	M	A	N	A	E	A
10	E	L	E	P	H	A	N	T	A	R

__, __ FLAMINGO   __, __ SLOTH   __, __ HUMAN

__, __ GROUNDHOG   __, __ POLAR   __, __ BIRD

__, __ LIZARD   __, __ SEAL   __, __ LION

__, __ KOALA   __, __ GIRAFFE   __, __ OWL

__, __ ELEPHANT   __, __ CLOWNFISH   __, __ BEE

Science

Edible sorting and classifying activity

Gather together a cup of edible "sorting items." For example:

- As many different kinds of M&Ms as you can find
- Chocolate & peanut butter chips
- Hershey kisses
- Peanuts or other type of nuts

Ask the child to sort the items into groups. There is no right and wrong, only what makes sense to the child. When finished, ask the child:

What criteria or attribute (color, size, ingredient, etc.) did you use to sort the items?

- Are there some items that fit more than one group or don't fit any group?
- Is it easy to sort or were there some items that were a little confusing?

If more than one person did this, did everyone sort by the same criteria? To really extend the learning, graph the attributes used to sort the items. *(blank graph below)*

Sorting by attribute graph

Graph the attributes that children used to sort their items.
What was the most common attribute (size, shape, color, etc.) used?

10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
Attribute:					

Classifying animals

Animals can be sorted too. What are some attributes you might use to sort animals?

- By habitat
- Do they have backbones?
- Do they have arms or legs?
- How many legs do they have?
- Do they have stripes or patterns on their bodies?
- Do they walk, swim, jump, or fly?

Some things are very easy for scientists to sort or classify, other things are not so easy. The first question they will ask is whether the item is (or was) alive or not. Both plants and animals are living things.

If the item in question is an animal, like the animals in the story, scientists will then ask other questions:

- Does it have hair or fur, feathers, or dry skin or scales?
- Does it breathe oxygen from air (lungs) or water (gills)?
- Are the babies born alive or from eggs?
- Does the baby eat milk from its mother?
- Is it warm or cold-blooded?
- How many body parts does the animal have?

By answering these (and other) questions, scientists can sort or classify the animals into "classes" such as mammal, bird, reptile, fish, amphibian, or insect.

Animal classification chart at class level (vertebrates)

Information on the five classes of **vertebrates** (animals with backbones) is given in the table below. Using information found in the book or below, fill in the blanks for each of the animals mentioned in the book (text and the *For Creative Minds* section). Some of the information may be determined by looking at the illustrations. For example, if the animal breathes water, it will be shown living in the water. If the information is not in the book, it has already been filled in.

Have the children use the chart to determine to which class of animals each animal belongs (mammal, bird, fish, or reptile). The chart may also be used to complete a Venn diagram.

|	Breathes oxygen from air or water	Warm or cold-blooded	Lays eggs or live birth	Hair, scales, or feathers
Mammals	Air	Warm	Mostly live	Hair
Birds	Air	Warm	Eggs	Feathers
Fish	Water	Cold	Varies	Scales
Reptiles	Air	Cold	Mostly eggs	Scales
Amphibians	Water, then air	Cold	Eggs in water to larva	Moist skin that is naked & smooth
barn owl	air	warm	eggs	feathers
giraffe	air	warm	live	hair
lizard	air	cold	eggs	scales
clownfish	water	cold	eggs	scales

A barn owl is a _____.

A giraffe is a _____.

A lizard is a _____.

A clownfish is a _____.

Animals are Sleeping

Sorting Cards

groundhog

Koala

lion

lizard

bee eater birds

boy

clownfish

elephant

flamingo

giraffe

owls

polar bears

harbor seal

sloth

swifts
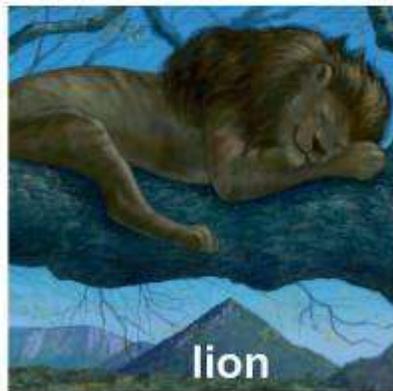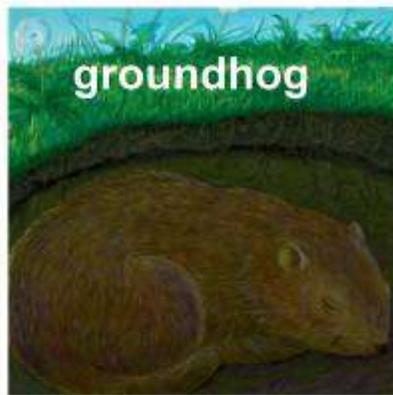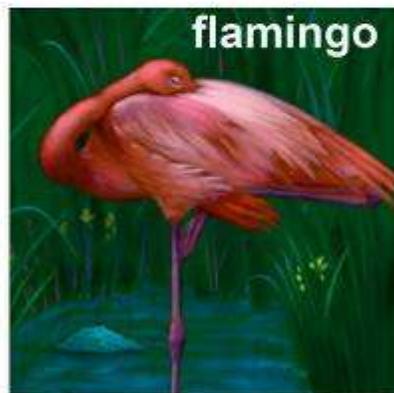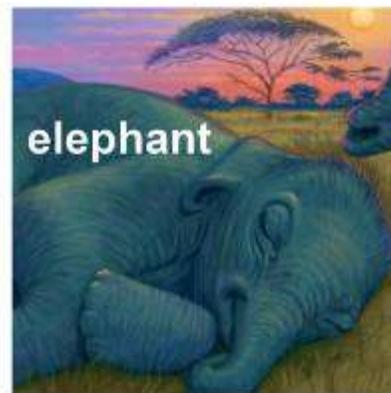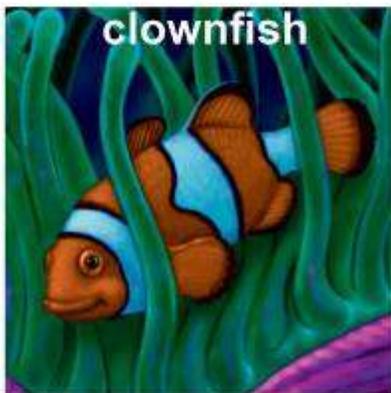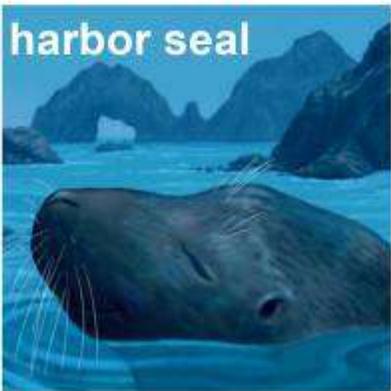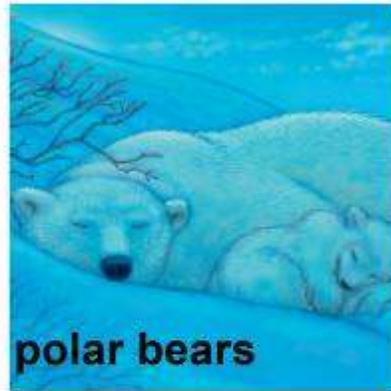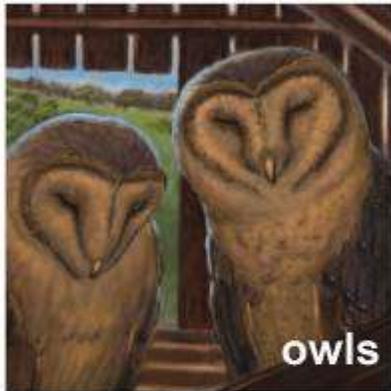
Animals are Sleeping

illustrations by Gary R. Phillips
Sylvan Dell Publishing

Animal card games

Memory Card Game Make two copies of each of the sorting card pages and cut out the cards. Mix them up and place them face down on a table. Taking turns, each player should turn over two cards so that everyone can see. If the cards match, he or she keeps the pair and takes another turn. If they do not match, the player should turn the cards back over and it is another player's turn. The player with the most pairs at the end of the game wins.

Who Am I? Copy or download the cards. Poke a hole through the card and tie onto a piece of yarn. Each child should put on a "card necklace" so that the card is on their back. Each child should ask "yes/no" questions to guess what animal they are.

Go Fish Make two copies of the cards to play "Go Fish." Deal four cards to two players or three cards to three or four players. Instead of asking for the animal by name, the child must ask for the card using some kind of animal description, such as "do you have an animal that sleeps standing up?" The other player verifies the animal with "do you want a flamingo?" before giving away the card. If the person does not have a match, they say "go fish" and the first child draws a card from the pile. A match is set down and the child continues with his/her turn until he/she has no more matches and the play goes to the next child. The first child to get rid of all his/her cards, wins.

A day in the life of . . .

- Pick an animal from the book and pretend that you are that animal.
- Explain where you live (habitat).
- What do you eat?
- What animals might eat you?
- How do you protect yourself from those animals?
- Where do you sleep or rest?
- Write a paragraph about what do you do during the day (or night if nocturnal).

Life Cycles

Pick an animal from the book and research the life cycle of that animal.

- What are the babies called?

- How are the animals born? (hatched from eggs, born alive, etc.)

- How many brothers and sisters might be born at the same time?

- How big is the baby (length, height, weight, etc.) when born?

- What is the "house" like if applicable (nest, den, burrow)?

- Where is it found (underground, in trees, etc)?

- Which parent(s), if any, are involved in raising the young?

- What does the baby eat and for how long?

- How long will the babies stay with the parent (if parents are involved)?

- When is the "baby" considered an adult?

- How will it find a mate and have babies?

- Who prepares the nest/den and how (if applicable)?

- Some animals are only born at specific times of the year (to coincide with food availability). Is the animal born any time or just during special times of the year?

Adaptations

Adaptations help animals to live in their habitat: to get food and water, to protect themselves from predators, to survive weather, and even to help them make their homes.

- Physical Adaptations include body shape. (teeth, feet, body covering, hair, blubber, ability to move, climb, etc.)
- Camouflage: color of skin or pattern to blend into background.
- Mimicry: Pretending to be something else to fool predators (Katydid)
- Behavior: opossum plays dead, social groups
- Migration: the seasonal movement of animals from one location to another
- Hibernation: a long, deep sleep in which the animals breathing and heartbeat are lower than usual.

Pick an animal from the book and try to figure out some of the animal's adaptations.

- How does it move and what parts of its body does it use to move?
- How does it see?
- How does it hear?
- How does it get its food?
- What parts of its body does it use to gather the food?
- How does it eat its food?
- What parts of the body does it use to eat the food? (teeth are different for carnivores than herbivores…)
- How does it hide from predators or prey (so it can catch the prey)?
- How does it protect itself from predators?
- In what habitat does it live?
- What adaptations does the animal need to help it survive in that habitat? (heat, cold, land, water, underground, high altitude, et.)
- Where does the animal live and does it make a "house?"
- Does it live alone or with a group?
- How does it "communicate" with others of its kind?
- How does it sleep?
- When does it sleep?
- Is food readily available all year?
- How does the animal deal with seasonal changes (if applicable)?

Have children draw a picture to define the vocabulary word or concept

sleep while flying

sleep while floating

**sleep during the day**

sleep standing up

sleep underground

sleep in a warm, cozy bed

Two Animal Comparison
Pick any two animals and compare and contrast them.

Common
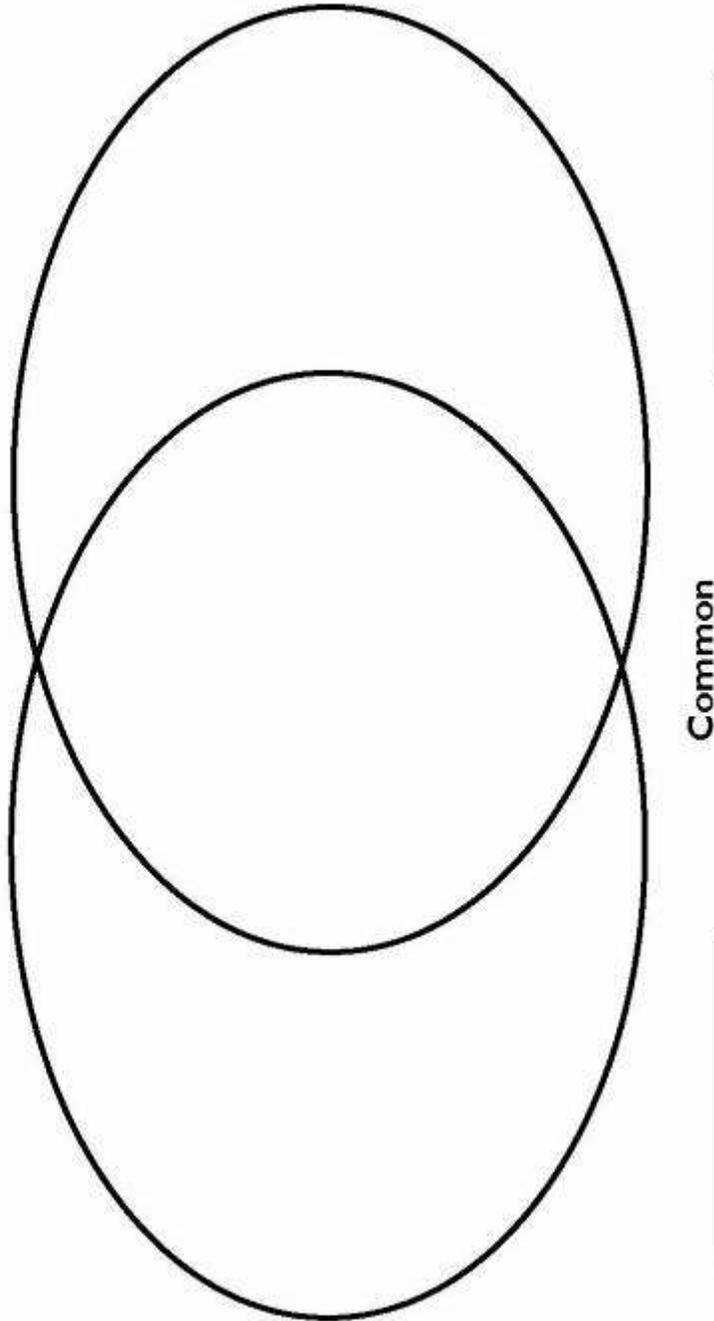
Animals are Sleeping

1 flamingo $+$ 2 flamingos $=$ _____ flamingos

2 flamingos $+$ 3 flamingos $=$ _____ flamingos

3 flamingos $+$ 4 flamingos $=$ _____ flamingos

4 flamingos $+$ 5 flamingos $=$ _____ flamingos

5 flamingos $+$ 1 flamingo $=$ _____ flamingos

Research and geography
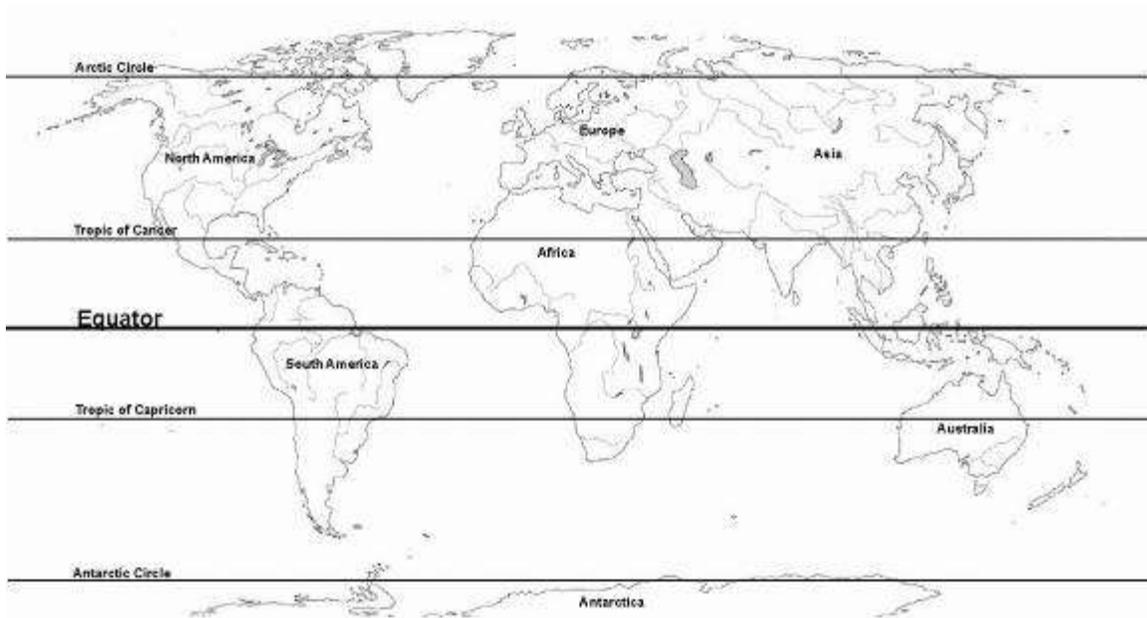
Koalas live in Australia. Find Australia on the map.

Beekeeper birds, giraffes, and elephants live in Africa. Find Africa on the map.

Some elephants live in Asia. Find Asia on the map.

Polar bears live in the Arctic. Find the Arctic on the map.

On what continent is the country where you live? Find it on the map.