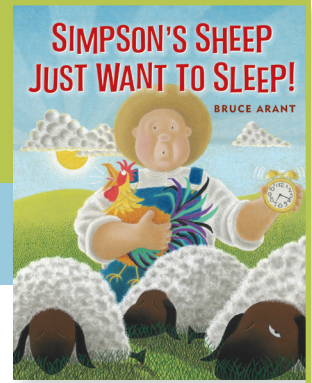


SIMPSON'S SHEEP JUST WANT TO SLEEP!

by Bruce Arant

Common Core Teaching Guide



ABOUT THE BOOK

*“These stubborn sheep,” the Farmer sighs,
“won’t open up their sleepy eyes.
But I know how to wake this crowd.
I’ll make some noise and make it loud.”*

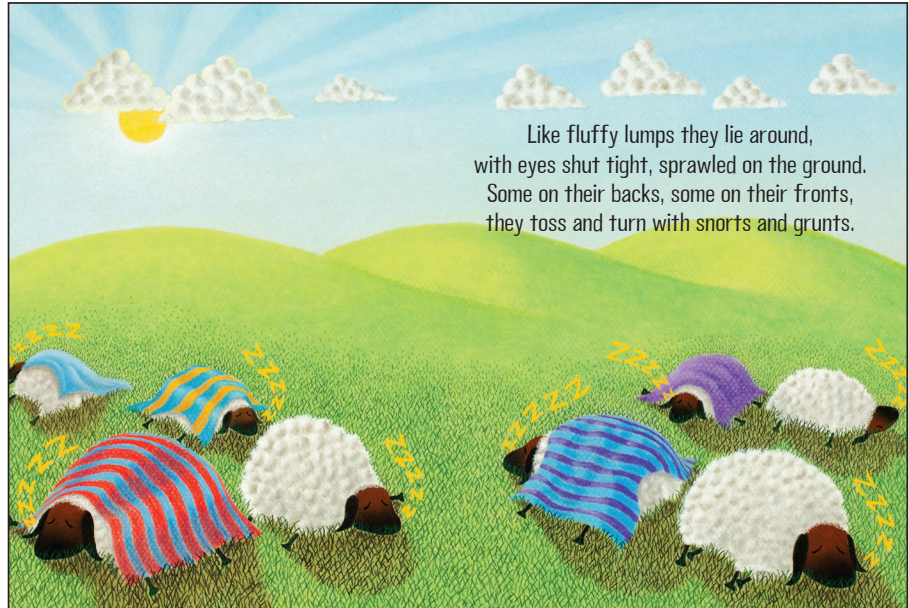
From pounding on pots and pans to playing a screechy violin, Farmer Simpson makes all sorts of loud noises to wake up his sheep, but nothing works! Then he gets a brilliant idea—he decides to bring home a puppy who will surely be able to wake the snoozing sheep with a loud bark. But Farmer Simpson is in for a sweet surprise.

A tender tale about using a gentle nudge when friends won’t budge.

INTRODUCTION

Dear Teacher,

If you and your students have already met Farmer Simpson and his sheep in *Simpson’s Sheep Won’t Go to Sleep!*, you will be delighted to visit with them again in Bruce Arant’s new book. If not, get ready for lively rhymed verse combined with cheerful illustrations about a frustrated farmer and his snoozy, unwakeable flock. What’s a farmer to do? you may wonder. Not until he resorts to a puppy does he learn the lesson he most needs to learn about respecting a friend’s wishes and employing gentle understanding. *Simpson’s Sheep Just Want to Sleep!* is a delightful read-aloud that offers great opportunities to respond to *Common Core Reading Literature, Reading Informational Text, Speaking and Listening, and Writing standards.*



In addition, if time allows, you’ll find a suggestion to involve your students in a visual art project that will enhance their engagement in the story.

Reading Literature and Speaking and Listening Standards

NOTE: If you plan to undertake the activity “Picturing the Farm,” do NOT share the illustrations in the book as you read it for the first time.

READING LITERATURE STANDARD 1

RL K.1 With prompting and support, ask and answer questions about key details in a text.

RL 1.1 Ask and answer questions about key details in a text.

RL 2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

SPEAKING AND LISTENING STANDARD 2

SL K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL 1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

QUESTIONS: 6 W'S AND AN H

KINDERGARTEN, GRADE ONE, GRADE TWO:

After reading and discussing *Simpson's Sheep Just Want to Sleep!* aloud, challenge students to answer the following questions about key details in the text:

- **WHO** is the character with the problem in this story?
- **WHAT** is his problem?
- **WHEN** do we realize that he has a problem?
- **WHERE** does the story primarily take place? Are there any other places/settings in the story?
- **WHY** do Farmer Simpson's early solutions not work to solve his problem?
- **WHAT** is Farmer Simpson's final solution?
- **HOW** does Farmer Simpson's final solution work differently from the way he intended?



READING LITERATURE STANDARD 7

- RL K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL 1.7** Use illustrations and details in a story to describe its characters, setting, or events.
- RL 2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

SPEAKING AND LISTENING STANDARD 5

- SL K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL 1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL 2.5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

PICTURING THE FARM

KINDERGARTEN, GRADE ONE, GRADE TWO:

As you introduce your students to *Simpson's Sheep Just Want to Sleep!*, keep the cover and interior illustrations hidden from students, inviting them instead to picture the story in their minds. (Note: if time allows, give them an opportunity to choose one of the following questions to answer with a hand-drawn illustration on the **Picturing the Farm** graphic page.)

- **Describe the characters.**
 - *What does Farmer Simpson look like?*
 - *What do the sheep look like?*
 - *What does the puppy look like?*
- **Describe the setting.**
 - *How does the farm look?*
 - *How does the sheep field look?*
- **Describe the plot.**
 - *How do you imagine the barnyard scene when Farmer Simpson first appears there?*
 - *How does the expression on Farmer Simpson's face change as he tries each new solution for waking the sheep?*

After students have had a chance to share their visions of the characters, setting, and events, re-read the story, this time revealing the illustrations. Take time to discuss the differences between what they imagined visually and Bruce Arant's vision on the pages.



PICTURING THE FARM



Reading Literature Standards

READING LITERATURE STANDARD 9

RL K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL 1.9 Compare and contrast the adventures and experiences of characters in stories.

WIDE AWAKE AND SOUND ASLEEP

KINDERGARTEN AND GRADE ONE:

After reading and discussing both *Simpson's Sheep Just Want to Sleep!* and *Simpson's Sheep Won't Go to Sleep!*, engage students in a discussion of the similarities and differences in the two stories. Invite students to compare and contrast the behavior of Farmer Simpson and the behavior of his sheep in the two stories. Ask: *How are Farmer Simpson and his sheep alike in the two stories? How are they different? How are the problems of the two stories different? How is the solution to the problem in each story different?*

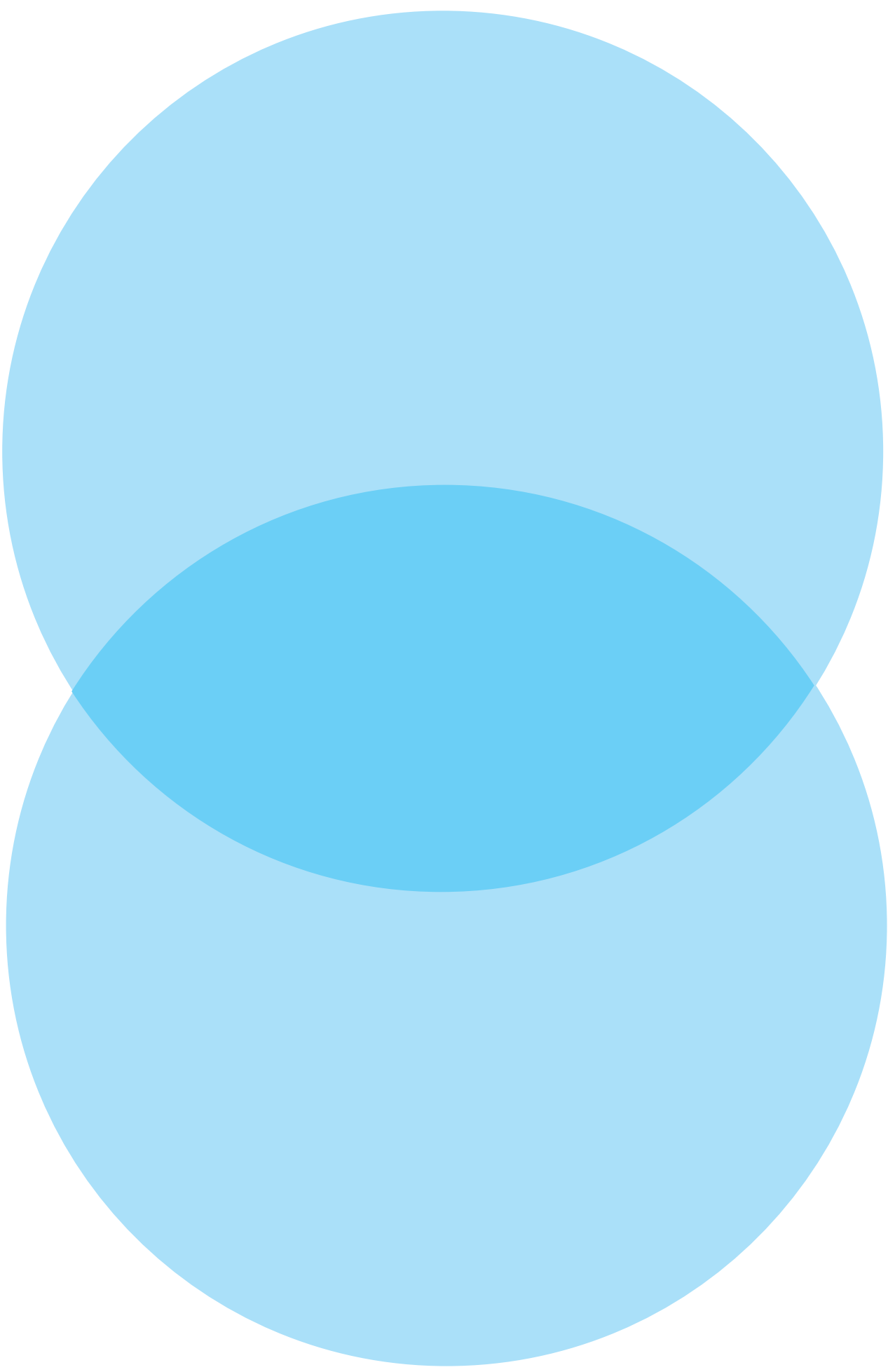
As you discuss the answers to these questions, record the behavior of Simpson and the sheep that appears only in *Simpson's Sheep Just Want to Sleep!* on the left side of the **Wide Awake and Sound Asleep** Venn diagram activity sheet and the behavior of Simpson and the sheep that appears only in *Simpson's Sheep Won't Go to Sleep!* on the right side. If there are behaviors that apply to both, record them in the intersection of the two circles.



WIDE AWAKE AND SOUND ASLEEP

Simpson's Sheep Just Want to Sleep!

Simpson's Sheep Won't Go to Sleep!



Speaking and Listening and Writing Standards

SPEAKING AND LISTENING STANDARD 4

- SL K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL 1.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL 2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

WRITING STANDARD 8

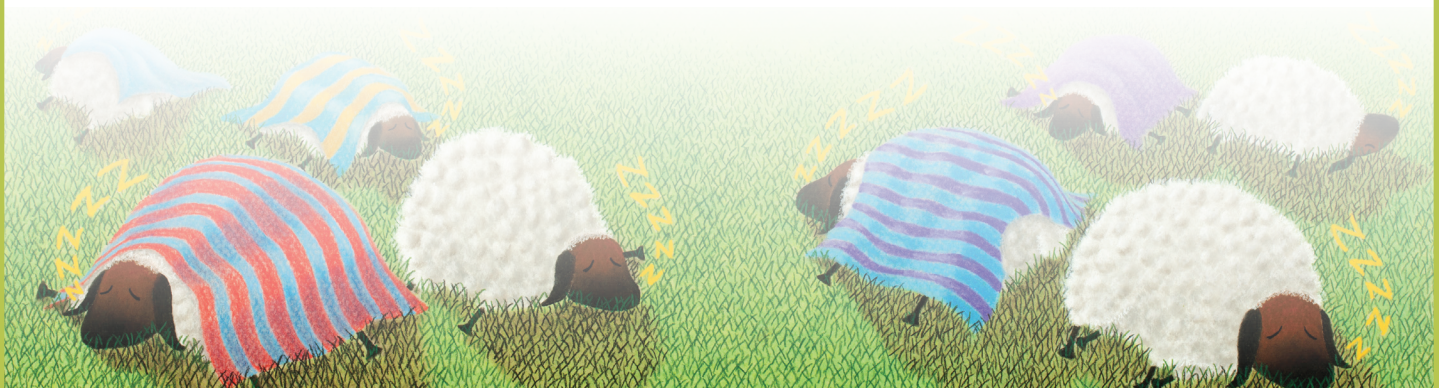
- W K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W 1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W 2.8** Recall information from experiences or gather information from provided sources to answer a question.

I JUST COULDN'T WAKE UP! PART 1

KINDERGARTEN, GRADE ONE, GRADE TWO: Invite students to think about a time when they were very sleepy and unable to wake up or be awoken by someone else. There is usually a family story about that time, so invite students to ask their families about it, gathering as many details as possible. Ask them to think about answers to the following questions:

- *Where were you sleeping?*
- *Were you trying to wake up on your own or was someone else trying to awaken you?*
- *If someone else, who was it?*
- *What methods did you use to wake up or what methods did the other person try?*
- *Did these methods work?*
- *How did you finally wake up?*
- *How did you feel when you were finally awake?*

When all students have a story to tell, invite them to share it with the class, embellishing the story with as many facts, feelings, and descriptive details as possible, and delivering the story in a clear and audible voice.



Writing Standards

WRITING STANDARD 3

- 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.
- 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.
- 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.



I JUST COULDN'T WAKE UP! PART 2

KINDERGARTEN, GRADE ONE, GRADE TWO:

After completing **I Just Couldn't Wake Up! Part 1**, support students in writing down the story they have researched and narrated to the class. Encourage students to record the events in the order in which they occurred, beginning with the child fast asleep in a well-described setting and continuing on into the actual waking and their reaction to it. Invite them to use as many descriptive details as possible. Ask **Grade One and Grade Two** students to use temporal words such as “first,” “then,” and “finally,” to indicate the order of events and encourage them to bring the piece to closure. **Kindergarten** students may be allowed to draw or dictate portions of their story as developmental skills allow.

Reading Informational Text and Writing Standards

READING INFORMATIONAL TEXT STANDARD 2

RI K.2 With prompting and support, identify the main topic and retell key details of a text.

RI 1.2 Identify the main topic and retell key details of a text.

RI 2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

WRITING STANDARD 7

W K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W 1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

WHAT ABOUT SHEEP?

KINDERGARTEN, GRADE ONE, GRADE TWO:

After reading and sharing *Simpson’s Sheep Just Want to Sleep!* invite students to join you in researching domestic sheep using a variety of print and non-print sources, enlisting the help of your school librarian if possible. Some possibilities include:

BOOKS

- *Sheep* by Quinn M. Arnold (2017)
- *Sheep* by Katie Dicker (2017)
- *Sheep* by Michelle Hasselius (2016)
- *Sheep* by Julie Murray (2015)
- *Sheep on the Farm* by Rose Carraway (2012)

WEBSITES

- “All About Animals Used for Clothing: Sheep.” *PeTA Kids*.
<http://www.petakids.com/animal-facts/animals-used-clothing/sheep/>
- Facts about Sheep.” *Live Science*.
<https://www.livescience.com/52755-sheep-facts.html>
- “Fun Sheep Facts for Kids.” *Science Kids*.
<http://www.sciencekids.co.nz/sciencefacts/animals/sheep.html>
- “Sheep.” *DK Find Out!*
<https://www.dkfindout.com/us/animals-and-nature/domesticated-animals/sheep/>



As students learn about sheep in the various sources provided, ask them to identify the key details of each source. Then invite them to record these facts about sheep on the **What about Sheep?** graphic organizer either individually, in small groups, or as a whole class depending on the age and ability level of your group.

FACTS ABOUT SHEEP BODIES

FACTS ABOUT SHEEP BEHAVIOR

WHAT ABOUT SHEEP?

FACTS ABOUT SHEEP ON THE FARM

FACTS ABOUT WILD SHEEP



ART EXTENSION ACTIVITY

WAKE UP, SLEEPYHEAD!

Ask your students to imagine that not only the sheep, but all of the animals on Farmer Simpson's farm are sound asleep when he wakes up in the morning. Invite students to choose their favorite farm animal to illustrate dressed in cuddly, cozy, or crazy pajamas, (possibly with a nightcap, blanket, stuffy, and pacifier) and sound asleep. Cover a bulletin board or classroom/hallway wall with chart paper, hang a bright morning sun in the corner shining on a red barn, and glue the enlarged image of Farmer Simpson sitting with his hands on his face in his red chair. Now invite your students to arrange their sleeping creatures around poor Farmer Simpson.

ABOUT THE AUTHOR/ILLUSTRATOR



Bruce Arant brings his sheep back into the fold in his sequel to *Simpson's Sheep Won't Go to Sleep!* Prior to becoming a full-time writer and illustrator, Arant enjoyed a career of nearly 20 years in the magazine and custom publishing industry, where he held a variety of editorial and creative positions. He lives in Omaha, Nebraska.

www.peterpauper.com

Illustrations © Bruce Arant



