



# TIME TO SLEEP

AUTHOR: DENISE FLEMING

ILLUSTRATOR: DENISE FLEMING

See a video of the book read aloud here: [Time to Sleep](#)

**\*\* REMEMBER: HAVE FUN AND THE KIDS WILL TOO! \*\***

## OVERVIEW

### ABOUT THE BOOK

A chill is in the air and Bear knows it is time for her winter nap. But first, she must tell Snail. And Snail must tell Skunk. And Skunk must tell Turtle. Each animal who tries to put off going to sleep just a little longer sees, smells, hears, or tastes the signs of the impending season. Finally, Ladybug rushes off to tell Bear--already asleep in her cave--the exciting news. Denise Fleming presents a warm-hearted story about animals of the forest settling down for their winter nap. But, like children who must go to bed for the night, they each find a way to put it off just a little bit longer. (amazon.com)

### ABOUT THE AUTHOR

Denise Fleming grew up in Toledo, Ohio. Her sister and she divided their time between making things in the family's workshop and putting on neighborhood productions. In third grade, Denise was chosen to participate in classes at the Toledo Museum of Art. She now works creating images with colored paper pulp poured through hand-cut stencils. Denise's books do not have many words, even though she starts with hundreds of words. She does not work alone. Her books are a family effort. Her husband, who is also an artist, and their daughter review words, pictures, and ideas for new books together!

### ABOUT THE ILLUSTRATOR

(see above)

## THE READ ALOUD

### BEFORE READING

*Use these before reading the story to help students activate background knowledge and make predictions:*

- (cover) What do we see on the cover? (title, author, bear) What's the bear doing?
- (cover) Let's open the cover so that you see the front and back together. What do you see now?
- (title page) What's this on the title page? (cherry tree)

### DURING THE STORY

*Use these while reading the story to help students interpret the action and content.*

## TIME TO SLEEP

### TOPICS & THEMES:

- Animals
- Hibernation
- Winter

### *Tips for every book!*

### POWER PHRASES:

*I WONDER...*

*I NOTICE...*

*TELL ME MORE...*

### DIGGING DEEPER:

*"Tell me more, why do you think that?"*

*"How do you know that?"*

*"Why do you think they feel like that?"*

*"Interesting, did you notice anything else?"*

- (p. 2) If you think bear is just going to take a nap, put your hand on your mouth. If you think bear is going to sleep all winter, put your hand over your eyes.
- (p. 6) Frost is frozen dew. Who knows what dew is?
- (p. 7) Grubs are little bugs. Why do you think skunk is digging them up?
- (p. 9) Why does the author/illustrator tell us and illustrate that the leaves are red and yellow?
- (p. 15) “Trudge” is another word describing how turtle is moving. It means he’s working hard and going slowly to get up woodchuck’s hill. If this page didn’t have words on it telling us that, what would you think turtle was doing?
- (p. 22) Do you remember what bear is doing at this point? Does he already know that winter is coming? Let’s see what happens when ladybug tries to tell him.

## AFTER READING

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*Use these after reading the story to help students understand what they just read.*

- Let’s go back through the book to see again how each animal moved. (slithering, ramble, trugged, perched, flew)
- Do you see how this is a circular story? We start and end with bear!

## BRINGING THE BOOK TO LIFE!

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- (p. 12) Here’s a new word: ramble. That means that turtle is roaming around slowly. Do turtles walk slow or fast? Show me 1 finger if you think turtles walk slowly. Show me 5 fingers if you think turtles walk fast.
- (after reading) Have you ever felt like you could hibernate all winter? Like you don’t want to get out of bed? Let’s curl up on the floor and pull our blankets over us and hibernate for 10 seconds. You have to be very still when you hibernate.

## COOPERATIVE LEARNING

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- (p. 2) Turn to your neighbor and talk about what you think winter smells like. Share with the class.
- (p. 4) Say “winter is in the air” in a rumbly voice.
- (p. 25) Growl the word “What?”

## SMALL-GROUP IDEAS

### 1. DISCUSSION ACTIVITY

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- (p. 2) What do you think winter smells like? Do other seasons have smells? What would they be?
- Why do you think each animal wanted to let another know about winter coming?
- Each time an animal tells another that winter is coming, we learn a little about how that friend spends winter. Let’s look back through the book and see if we can remember which animal does what.
- Woodchuck lives up a hill. What does his home look like?
- (p. 29) Why do you think the sentences are all written at different angles?

### Suggested Optional Activity:

- Print out an image of each animal to glue onto an index card. Have students place the images in the order that they appear in the story. This can be done in pairs or independently.

### 2. WRITING ACTIVITY

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Write the names of the animals in the story in the order they appeared (bear, snail, skunk, turtle, woodchuck, ladybug, bear). Draw your favorite one.

### 3. EXTENSION ACTIVITY

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- Draw each animal from the story as he hibernates. Use the book for clues.

## COMMON CORE LINKS

CCSS.ELA-LITERACY.RL.K.1, K.2, K.3, K.4, K.5, K.6, K.7, K.10