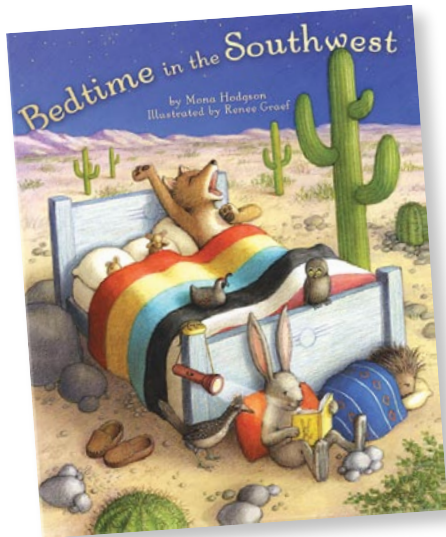


TOOLS FOR TEACHERS

TEACHING CURRICULUM FOR HOME AND THE CLASSROOM



By Mona Hodgson
Illustrated by Renée Graef
Rising Moon

Bedtime in the Southwest

*What do Southwest critters do when Mama says, "It's time for bed?"
Do they hop on the bed and bounce for an hour?
Or do they snuggle in tight, offer big hugs, and then say goodnight?*

Every critter—even children—can balk at bedtime. Here, the adorable animals of the Southwest comically define what not to do at bedtime. Cuddle up with this delightful, rhyming lullaby that will help even the most restless among us look forward to bedtime.

Curriculum Connections:

Southwest Desert
Bedtime Themes
Poetry and Rhyme / Writing Traits
Mathematical Problem Solving
Map Skills

Activity #1 Who Lives in the Desert Southwest?

Book Connection: *Bedtime in the Southwest* takes place in the Sonoran Desert. Many different types of plants and animals live in the Sonoran Desert. Explore the desert Southwest with your students.

Prior to the lesson, gather various nonfiction books about the Sonoran Desert.

Locate the Sonoran Desert on a map and show its location to students.

Use a piece of butcher paper to create a KWL Chart with students. Ask students what they know about the Sonoran Desert. Complete the 'K' portion of the chart.

K: What I Know	W: What I Want to Know	L: What I've Learned

Show the copy of *Bedtime in the Southwest* to students. Ask them to make predictions about the book based on the title and the cover.

Photocopy for classroom use
see back page for
further information.

Read the story to students.

Go back to the KWL chart, and complete the ‘W’ portion of the chart, compiling things students would like to learn about the Sonoran Desert. What types of animals live in the Sonoran Desert? What types of plants grow in the Sonoran Desert? Does it rain in the Sonoran Desert?

Spend time throughout the week reading various books about the Sonoran Desert, completing the ‘L’ portion of the chart as facts about the desert are discovered.

Activity #2 Bedtime Theme

Book Connection: In the book *Bedtime in the Southwest*, young desert animals prepare to snuggle down for the night. However, the characters in the story demonstrate what *not* to do at bedtime.

Read *Bedtime in the Southwest* to students. After reading the story, discuss bedtime routines with students. What are some common things we do at bedtime? (take a bath, put on pajamas, brush our teeth, read a story. . .) What are some common things that we do to prevent going to bed? (ask for a drink, request another story. . .) Continue discussing bedtime routines with children, stressing the value and importance of getting a good night’s sleep to help our bodies and minds grow strong.

Gather other bedtime-themed books from the library and share those with your students. To extend the focus, declare a pajama day at school! Invite students to wear their favorite pajamas or slippers to school. Or, in conjunction with a family literacy night in your school’s library, encourage kids, school-wide, to come for literacy night dressed in pajamas and slippers.

Titles to share for a bedtime theme might include:

Arnold, Tedd. *No Jumping on the Bed*
Beaumont, Karen. *Baby Danced the Polka*
Dewdney, Anna. *Llama, Llama Red Pajama*
Fox, Mem. *Time For Bed*
Tafari, Nancy. *Goodnight My Duckling*
Waddel, Martin. *Can't You Sleep, Little Bear?*
Wise Brown, Margaret. *Goodnight Moon*
Wood, Audrey. *The Napping House*

Activity #3 Rhyme Time

Book Connection: The author, Mona Hodgson, wrote *Bedtime in the Southwest* in rhyme.

Explore the elements of rhyme, word choice, and text organization after reading the story with students.

Read *Bedtime in the Southwest* with children. After reading the story, take note of the organization the author implemented. Each stanza opens with a question for readers to consider. Ask students to consider how this device, writing in the form of questions, is effective. (It makes the reader think and consider what each answer might be. Using questions “hooks” the reader.)

How many questions are asked in the story?

Re-read several pages from *Bedtime in the Southwest*, noting the rhyming words in each stanza. Before finishing the story, implement the cloze procedure with students. Use chart paper or sentence strips and encourage students to complete the rhyme for each stanza:

*What does a Southwest critter do when Papa says it's time for bed?
Does he plop on the ground and shake his prong-horned _____?*

*Does she beg for juice from her favorite flower?
Does he hop on the bed and bounce for an _____?*

*Does he dart and skitter underneath his chair?
Does she practice her flying, jumping in the _____?*

*Does he stare at the sky and howl at the moon?
Does she caw at bedtime because it came too _____?*



If you don't have one in the classroom, borrow a rhyming dictionary from the library and demonstrate how to use it with children.

Could you substitute other rhyming word choices into the stanzas above, varying the author's choice? Would the story work, if so?

Gather other picture books written in rhyme and share them with your students, allowing students the opportunity to experience the rhythm and patterns that rhyming stories implement.

Activity #4 Fun with Fur and Feathers

Book Connection: The author, Mona Hodgson, used a variety of common Sonoran Desert animals in her story *Bedtime in the Southwest*. They include:

Pronghorn Hummingbird Rabbit Packrat Roadrunner
Skunk Porcupine Owl Gecko Quail Coyote Crow

Have fun with the fur and feathers featured in the story. Try these activities with students:

- Alphabetize the animals.
- Sort and classify the animals by group (mammal, reptile, bird).
- Graph and compare the number of mammals, reptiles, and birds featured in the story.
- Select a specific animal from the story and research it. What type of habitat does it live in? What does it eat? What does it look like? How does it survive living in the desert?
- Problem solve. There are twelve (12) different types of animals featured in the story. How many eyes are there on the animals, total? (Allow children to draw pictures to help get a sum, if needed.) How many legs are there, total? Keep in mind that some have two legs, and some have four legs. How many wings are there, total?

Activity #5 Map It

Book Connection: The story *Bedtime in the Southwest* takes place in the desert Southwest. Introduce location and direction words with your students.

Have a map and globe handy.

After reading the story with students, focus on the word 'Southwest.' Ask students where they believe the Southwest is located. Use a map to show the Southwest region of the U.S. to students.

Write the letter N, S, E, W on the chalkboard. Explain that N represents North, S represents South, E represents East, and W represents West.

On the map, show where the directions N, S, E, and W are located. With the globe, show where the North Pole and South Poles are.

Provide students with the opportunity to practice cardinal directions. Provide each student with a piece of paper. Have them label the paper 'N' at the top, 'S' at the bottom, 'W' on the left side, 'E' on the right side.

Explain to students that their fingers are going to go for a walk. Instruct them to place their two walking fingers (index and middle) in the center of the paper. Have them follow these instructions:

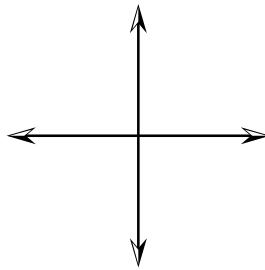
- Take two steps to the north.
- Take four steps to the west.
- Take six steps to the south.
- Take seven steps to the north.
- Take three steps to the east.

Instruct students to look at their paper. Where would the desert *Southwest* be located on the paper? (Southwestern corner of paper.) Have children draw the desert in the southwestern portion of the paper.

Encourage them to color the remaining portion of their "map" as they wish, with playgrounds, houses, jungles, or oceans.

After their map is colored, have them practice walking with their fingers, following the directions given, as above. Where on the map to they wind up?





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