Helps and Hints
Family Child Care Newsletter

Arkansas State University

Childhood Services

Volume 5, Issue 8

April 2005

Helps and Hints Family Child Care Newsletter is funded by the Department of Human Services, Division of Child Care and Early Childhood Education, Little Rock, Arkansas

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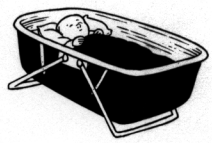
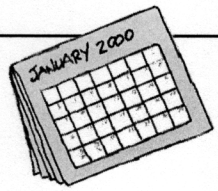
And much more!

Catching ZZZ's...

It's happened again. One of the children you care for is inattentive, moves slowly, and can't seem to cooperate with the day's activities. Or perhaps the child is overly active and fussy. The problem is very likely a lack of the proper amount and quality of sleep. **Research shows that over 60% of children ages 0-5 are not getting enough sleep.** Sleep deprivation interferes with children's health, ability to learn, social interactions, and home life. Children who are overly tired often can't relax and sleep at night, setting up a cycle of sleep deprivation for child and parents. Through this theme you will be able to educate children and parents about the importance of **CATCHING ZZZZZ's.**





Don't Forget!

The 35th Annual
Early Childhood Education Conference

August 1, 2005—August 3rd, 2005
Arkansas State University
Jonesboro, Arkansas

Watch your mailbox for more information!!

Parent Involvement

Involving parents in this theme is very important. Begin by sending home a letter to parents introducing this theme, or introduce at a parent meeting. Using the information provided in this issue of Helpful Hints, let parents know why it is important to teach children to sleep.

Sleep Facts

Some sleep facts to share in newsletters, bulletin boards, or other parent information sources "For preschoolers, the effects of delaying bedtime by even half an hour can be subtle and pernicious," according to William Dement, MD, PhD, author of the *The Promise to Sleep.*

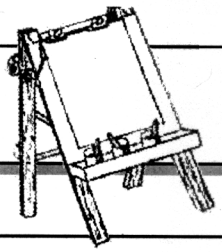
Here are three reasons according to the Partnership for Learning that preschool children need uninterrupted sleep.

1. Growth hormones are secreted during deepest sleep
2. Sleep deprivation may erroneously be attributed to attention deficit/hyperactivity disorder (ADHD)
3. A recent study by the National Sleep Foundation shows a higher accident rate in children following a period of sleep loss. One study said children are as much as three times more likely to have an accident.

How much sleep do children need? This information came from the National Sleep Foundation website. http://www.sleepfoundation.org/children

0-2 months	10.5 to 18 hours daily
2-12 months	12-14 hours and naps of 2.5 to 5.0 hours
1-3 years	12-14 hours and naps 1.5 and 3.5 hours
3-5 years	11-13 hours

Children should sleep in a darkened, cool, quiet room. In the hours before bedtime, they should not have drinks which contain sugar or caffeine. Milk or water are the best drinks to offer before bed. A regular nightly routine will help establish good sleeping habits. Video games, television, and videos should be avoided for at least one hour before bedtime. Watching videos etc. stimulates the brain and prevents the mind from relaxing for sleep.



Art & Creativity

Benchmarks:

2.10 Explores and manipulates art media
2.11 Creates drawings and paintings that gradually become more detailed and realistic
2.12 Preplans art project and then works with care
2.13 Recognized and responds to beauty in the environment

Star Sleeper Stars

Materials: card stock, foam, or construction paper, glue, art supplies

Provide a large star stencil for children to trace around. Children trace the star, decorate it, and cut it out. Display the stars where children and parents can see them. Each morning a parent reports their child has been a Star Sleeper, help the child put a star sticker on his/her star.

This Is My Room

Materials: construction paper, magazines, collage materials, fabric scraps, glue, scissors

Encourage children to draw a picture of their room, use collage materials to decorate (fabric blankets on the bed, etc.)

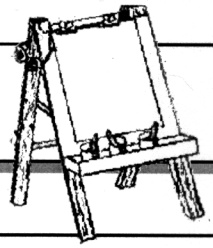
Bedroom Architecture

Provide graph paper and let the children draw a lay out of their bedroom. Talk about whether their room is set up to be relaxing. For instance, if the main focus of the room is the TV and/or video game area, it is not a good sleeping room.

Sand Art

Materials: baby food jars or votive candle holders, colored sand, funnels, spoons, etc.

Let the children layer the sand in the clear container to create different effects.



Art & Creativity

What's on my Bed?

Materials: construction paper, stencil of a bed, magazines, scissors, glue

Children trace aroudn the bed on construction paper, cut it out. Then use magazines to cut out items which pertain to sleep such as stuffed animals, blankets, pillows, a clock, CD player, etc. and glue on the bed.

Happy Quilt

Materials: fabric squares, fabric markers, fabric crayones and/or fabric paints

Send home a square with each child with the fabric art materials. Parents and child decorate the square together and return. Ask a parent volunteer to sew the squares together to form a Happy Quilt. The quilt can go in a quiet area of your room or be displayed on the wall. We use ours for children who are mad, sad, or need comfort to cover up with.

Star Light, Star Bright

See language arets section for words. After teaching children Star Light, Star Bright give them art materials to make a picture of what they would wish.

Stars

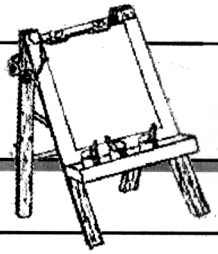
Materials: star stickers, star stencils, star stampers, or star shped sponges, black or blue construction apper

Children create their own night sky

Sand Man Art

Materials: Card stock, glue, sand (could use the colored sand or color your own sand)

Let the children experiment with spreading the glue and sprinkling sand on it to create art.



Art & Creativity

Night Mare

Materials: construction paper, ribbon, macaroni, collage materials, scissors, glue, art supplies

Give the children an opportunity to create their nightmares. When they have finished talk about how they made these nightmares. Sometimes our minds do the same thing. We watch a scary movie, or get too tired, or have something scary happen in our lives and our minds made a nightmare. Just as our nightmare isn't real, neither is the nightmare we dream.

Dream Journals

Materials: construction paper, regular paper, scissors, glue, brads or yarn, large (7 x 10) stencils of moon, star, or teddy bear

Let children choose if they would like their books to be in the shape of a moon, star or teddy bear. Children trace the stencil, then cut out the cover and pages of their book. Staple, use brads or glue together. Encourage child to decorate the front of their dream journal.

Sing, Song, Sway

The Good Old Sandman

When the toys are growing weary
And the twilight settles in,
When the nurs'ry still re-echoes
To the children's merry din;
Then unheard, unseen, unnoticed
Steals an old man up the stair,
Lightly to the children passes,
Lays his hand upon their hair.

Softly smiles the good old Sandman,
In their eyes the sand he throws,
Till their little heads are nodding,
And their little eyes must close;
Then the Sandman, very gently,
Takes each child's dimpled hand,
Leads them through the dreamy meadows,
Far away in slumberland,
Far away in slumberland,
Far away in slumberland.

German Lullaby

The sandman comes
The sandman comes
He sprinkles little
Grains of sand
On children all across the land,
So good dreams come.

The Little Sandman

Here comes the little sandman,
At the window, he shows his head,
He looks for all the children,
Tucked warm and snug in their beds.
And as each little one he spies,
Sprinkles dust into their eyes.
Sleep on, sleep on!
Sleep on, my little one!

Before the little sandman
Gets too many steps away,
The eyes of all the children
Close tight until the next day.
But they shall open with dawn's light,
To greet the sunshine bright.
Sleep on, sleep on!
Sleep on, my little one!

When the Sandman comes at Night

When the sun sets at night,
Then the sandman comes,
Bringing his bag of sand.
In the bag he keeps
All the sands of sleep,
Which he sprinkles over all the land.
In her chamber low
My darling sleeps,
And thro' the pane
The full moon peeps,
A silvery beam
Thro' the window streams
As my darling drifts
To the Land of Dreams.

Sing, Song, Sway

Wynken, Blynken and Nod

Wynken, Blynken and Nod one night
Sailed off in a wooden shoe,
Sailed on a river of crystal light
Into a sea of dew
Where are you going
And what do you wish
The old man asked the tree
We've come to fish for the herring fish
That swim in the beautiful sea
Nets of silver and gold have we
Said Wynken, Blynken and Nod

So all night long their nets they threw
To the stars in the twinklin' foam
Then down from the sky
Came the wooden shoe
Bringing the fisherman home

'Twas oh so pretty
A sail it seemed as if it could not be
And some folks thought
"Twas a dread they'd dreamed
Of sailing the beautiful sea
But I shall name you
The fisherman three
Wynken, Blynken and Nod

Wynken and Blynken
Are two little eyes
And Nod is a weary head
And the wooden shoe
That sailed the skies
Is a wee one's trundle bed
So shut your eyes
While Mommy sings
Of the wonderful sights that be
And you shall see
All the beautiful things
As your rock in that misty sea
Just like the fisherman three
Wynken, Blynken and Nod
Just like the fisherman three
Wynken, Blynken and Nod

Five Little Monkey's Jumping on the Bed

Five little monkeys jumping on the bed
One fell off and bumped his head
Mama called the doctor and the doctor said
No more monkeys jumping on the bed.

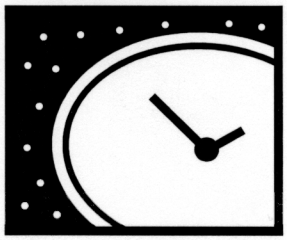
Four little monkeys.....
Three little monkeys.....
Two little monkeys.....
One little monkey

Wee Willie Winkie

Wee Willie Winkie
Runs through the town
Upstairs and downstairs
In his nightgown.
Rapping at the windows,
Crying at the locks
Are all the children in their beds?
For now it's eight o'clock.

Elsie Marley

Elsie Marley
Is grown so fine,
She won't get up
To feed the swine,
But lays in bed
Till eight or nine.
Lazy Elsie Marley!



Sing, Song, Sway

Benchmarks:

Creative/Aesthetic Learning, Expressions Through Art Forms and Activities

2.4 Participates freely in music activities
2.5 Enjoys singing games, dramatizing songs and moving to music
2.6 Expressions through movement what is felt and heard in various musical tempos and styles
2.9 Moves in time to the beat

Language

5.3 Expands vocabulary
5.5 Participates in songs, finger plays, rhyming activities and games

The Man in the Moon

The man in the moon
Looked out of the moon
Looked out of the moon
And said,
"Tis time that, now I'm getting up
All the children were in bed.

Lord, Blow the Moon Out Please

Bed is too small for my tiredness;
Give me a hillside with trees.
Tuck a cloud up under my chin.
Lord, blow the moon out, please!

Rock me to sleep in a cradle of dreams;
So that I may slumber in peace.
Tuck a cloud up under my chin,
Lord, blow the moon out, please!

Bed is too small for my tiredness;
Give me a hillside with trees.
Tuck a cloud up under my chin.
Lord, blow the moon out, please!

I see the Moon

I see the moon
The moon sees me
The moon sees the one
I long to see

God bless the moon
And God bless me
And God bless the one
I long to see

Seems to me
That God above
Created you
For me to love.

He picked you out
From all the rest
'Cause he knew
I love you best.

Sing, Song, Sway

Hush Little Baby…

Hush, little baby, don't say a word,
Mama's going to buy you a mockingbird.

And if that mockingbird don't sing
Mama's going to buy you a diamond ring.

And if that diamond ring turns brass,
Mama's going to buy you a looking glass.

And if that looking glass gets broke,
Mama's going to buy you a billy goat.

And that billy goat won't pull,
Mama's going to buy you a cart and bull.

And if that cart and bull turn over,
Mama's going to buy you a dog named Rover.

And if that dog named Rover won't bark,
Mama's going to buy you a horse and cart.

And if that horse and cart fall down,
You'll still be the sweetest little baby in town.

The Sandman Comes

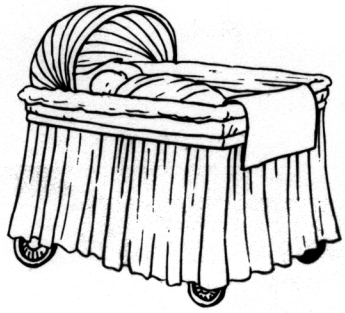
The Sandman comes,
He sprinkles little
Grains of sand
On children all across the land,
So good dreams come true.

Little Sandman's Song

The flowers are all sleeping
Safe in their starlit beds,
And as the moon comes creeping
They nod their fragrant heads.
The drowsy, budding branch lets fall
An air that seems to call:
Sleep a while, sleep a while,
My children, sleep a while.

The birds that sang so bravely
Are silent in the nest,
The sun itself has gravely
Found pillows in the west.
The cricket as he grinds away
Works all night long to say:
Sleep a while, sleep a while,
My children, sleep a while.

The Sandman comes in gliding
Up to each sleepyhead
To see if someone's hiding
Who should have gone to bed
And when a yawning child he spies,
He drops sand in his eyes.
Sleep a while, sleep a while,
My children, sleep a while.



Dramatic Play

Benchmarks: Creative/Aesthetic Learning

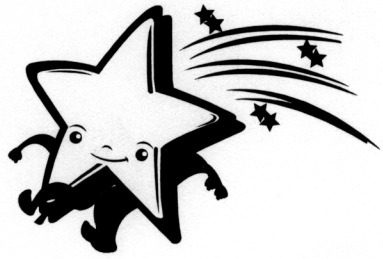
2.1 Whose creativity and imagination in play with materials and props
2.2 Participates in dramatic play themes that become more involved and complex
2.3 Assumes various roles in dramatic play situations

Benchmarks: Social/Emotional Development

1.1 Demonstrates ability to make a choice
1.2 Demonstrates ability to play independently
1.4 Shows entertainment
1.5 Demonstrates confidence in growing abilities
1.7 Demonstrates willingness to try new things

Lots of stuffed animals, teddy bears, sheep, pillows, blankets, pajamas, robes, nightgowns, slippers, alarm clock

Outside Sleeping



Provide a small tent, or blankets to create a tent
Blankets, sleeping bag, pillows
Fire wood (from block center)
Dishes
Bug repellant (empty spray bottle)

Star Light, Star Bright Dreams

Materials: Glow-in-the-dark-stars, large appliance box, pillows, blankets

Put glow-in-the-dark stars on the inside of a large appliance box. Provide soft pillows, blankets, etc. Give children opportunity to go inside the Star Light, Star Bright dream box to be alone and dream.

The Princess and the Pea

Provide dress up props for the Princess, Queen and King to wear.

Umbrellas, rain coat, boots since it was storming when the Princess arrived. Floor pillows or blankets for the mattresses, a rock or other item to represent the pea.
Large appliance box for the castle
Toy dishes, food to serve the Princess.

Math & Manipulatives

Benchmarks: Cognitive/Intellectual Learning Mathematics and Science

3.13 Demonstrate one-to-one correspondence
3.14 Demonstrate the ability to order and sequence
3.15 Demonstrate an understanding of number
3.18 Show an awareness of time concepts
3.19 Show interest in exploring the environment

Physical Development — Health and Nutrition

4.2 Demonstrate health and personal care habits

There are many things to graph with this theme:

Graph each child's preferred sleeping position: back, side, or tummy
Graph how many hours of sleep each child is getting nightly
Create a graph showing what time each child goes to bed, what time they get up.
Graph what children wear to sleep in: pajamas, night gowns, jogging suits, shorts, etc.
Graph where the children sleep: their own beds, with a sibling, with mom and dad
Graph what they sleep on: couch, bed, floor, bunk bead, water bed. Be sensitive to cultural influences which may direct where children sleep.

Compare the size of beds: baby bed, twin, full, queen, king. Measure the size of a twin bed on the floor and use masking tape to mark the measurements. Ask the children to guess how many children could sleep on a twin bed. Write down their guesses. Ask the children to "go to bed" on the twin bed. Count how many children fit on the bed. If they laid down vertically, ask them if more children would fit if they laid down across the bed horizontally. Count how many children fit if they lay across the bed. Now measure out from the edges of the "twin" bed and extend tape for a "full" bed, now how many children fit? Are they as close together. Would they sleep better with more room. Continue for queen and king size beds.

Math & Manipulatives

Sleep Calculator

Materials: paper plate, brad, construction paper "hands"

Create clock out of the paper plate. Talk to children about how much sleep they require for their age group. Ask each child what time they go to bed (or ask parents before this activity). Calculate how much sleep each child is receiving. Have a graph prepared showing the "right" amount of sleep and then graph each child's results. Who is the sleep champion???

What kind of bed do they sleep on? Twin, full, queen, water, bunk, floor pallet, couch. Graph and discuss the different beds. Be sensitive to different cultural influences which may direct where children sleep.

We tell children to go to sleep by counting sheep. Provide ten sheep for counting.

Make sheep for your flannel board with numbers 1 through 10 programmed on the sheep. Encourage children to put them on the board in numerical order. Read the book *Zoe's Sheep* by Bursik. Talk about how Zoe's sheep acted when she tried to count them.

Draw a math mat with three corrals on it. One for large, medium, and small sheep. Provide the children with three sizes of sheep to put into the correct corrals. For younger children, only suggest they sort into large and small sheep. Use cotton balls to represent sheep and provide tweezers for the children to place the sheep on the mats.

Quilt File Folder Game

Materials: file folder, glue, several fabric scraps

Cut scraps into "quilt" squares. Cut two of each type of scrap. Mount one scrap in the folder, children will use the remaining squares to match those in the folder.

Catching ZZZ's File Folder Game

Cut out or print pictures of things relating to sleeping such as a bed, blanket, glass of water, alarm clock, pillow, etc. Make duplicates. Glue one set inside a file folder, laminate and use remaining set to match.

Math & Manipulatives

Fabric Match or Puzzle

Materials: 4 x 6 index cards and fabric scraps

Place one piece of fabric on each end of the index card. Cut a puzzle shape in the middle. Children match the pieces.

Bigger Bed

Provide talk pictures showing different styles of beds such as a water bed, twin bed, cradle, etc. After you have discussed the beds with the children ask what type of bed they sleep on. Mention "twin, full, queen, king" and talk about what size each of these beds would be. Measure a space on the floor the width and length of a twin bed, mark with masking tape. Ask the children to guess how many children could sleep on a twin bed. After writing down their guesses, encourage the children to lay down on the bed and find out how many of them would fit. Next add the width and length to the "bed" to create a full bed. Again ask the children to guess how many would fit on the "full" bed. Repeat with queen and king sized beds.

Infant & Toddler Activities

Display pictures of sleeping babies and toddlers at infant's level, next to changing table or low on the wall.

Provide a soft pillow. Gently lay baby's face or hands on the pillow. Stroke the pillow and comment how "soft" repeatedly. Lay your head on the pillow, encourage baby to imitate your behavior and lay down on the pillow. Sing a lullaby while you play with the soft pillow.

Make a soft book. Use construction paper, cardstock, or fabric to make covers for a book. Cardstock or fabric for the inside pages. Glue or sew pieces of fabric cut in the shape of blankets, pillows, nightgowns, pajamas, moon, star, etc. using the types of fabric found in sheets, blankets, pajamas, such as fleece, flannel, cotton, wool, sheet scraps, etc. Talk to little ones about what they feel: soft, smooth, fuzzy, etc.

Counting Sheep

Infant/Toddler Framework Benchmarks Cognitive: 6.1 Gains an understanding of basic concepts and relationships

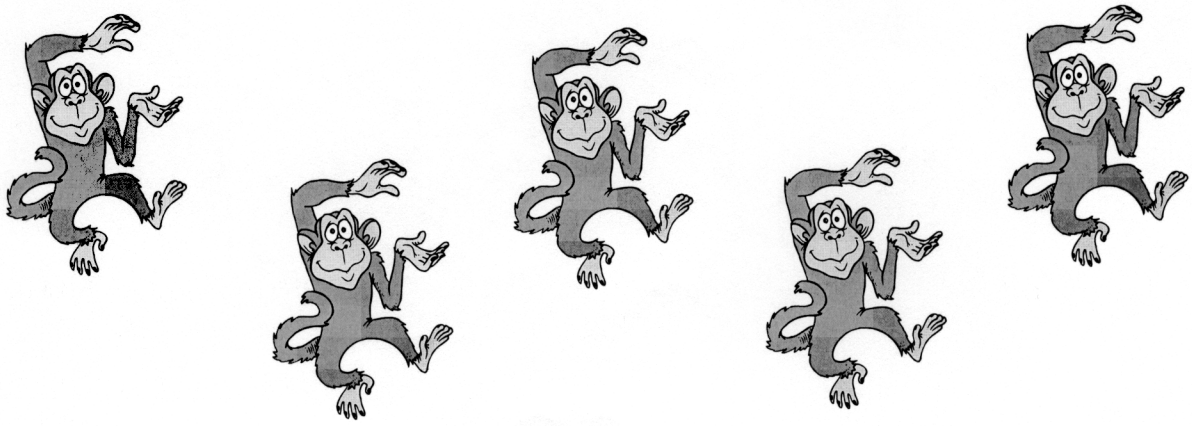
Materials: 5 toy sheep, cardboard box or blocks

Help the child count the sheep as they are moved from the 'field' to the 'corral'

Five Little Monkeys Jumping on a Bed

Infant/Toddler Framework Benchmark Physical: 5.1 Develops gross motor skills

Provide a baby mattress or large pillows for little ones to climb on and jump on.



Gross Motor

Benchmarks: Physical Development
4.9 Freely participates in gross motor activities
4.10 Throws, kicks, bounces, and catches
4.11 Runs, jumps, hops, and skips
4.12 Shows balance and coordination

Bed Buddy Chariot Races

Materials: teddy bears or other favorite stuffed toy, sleeping bag or blanket

Divide children into 2 teams. Even toddlers can play this game. Place the stuffed toy on the sleeping bag or blanket and drag him around an obstacle course and back, tag the next person in line. If the "bed buddy" falls off the bag, they have to stop and put him back on the sleeping bag.

Pillowcase Hop

Materials: old pillowcases (purchase at garage sales or donated from parents)
Just like a potato race, only use the pillowcases!

Bed Time Relay

Materials: 2 sets of bed time items such as robe, slippers, teddy bear, sleeping bag or small blanket.

Divide children into two teams. First person in line runs and puts on the robe, slippers, picks up the teddy bear, runs and lays down on sleeping bag or blanket. Then remove robe, slippers, put teddy down and run back. You may need to help the smaller children remember what to do.

Jump on the Mattress
Provide a mattress for children to sleep on. Baby mattresses are very inexpensive at second hard stores. They are also small enough for easy storage. Sing Five Little Monkeys jumping on the bed while they children take turns jumping on the bed.

Pillow Fight
For lots of fun exercise, have a pillow fight. Be sure children understand pillows cannot be used to hit each other, but can be thrown at one another. Be sure to play with them.

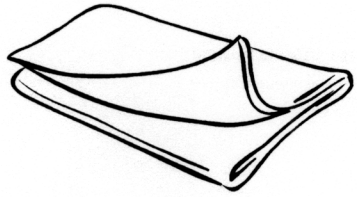
Fine Motor Skills

Benchmarks:
Physical Development-Fine Motor

4.6 Coordinates eye and hand movements to complete tasks
4.7 Uses small muscles for self-help skills

Create lacing cards using card stock cutouts of the moon, teddy bears, stars, pillows, pajamas, etc.

Ask children to cut out pictures from magazines of things related to sleep — clocks, blankets, beds, moon, etc.



Soothing Play Dough

2 c flour
1 1/2 c water
1/2 cup Baby Magic Calming Milk Lotion—lavender -camomile scent
2 tbs alum
1 c salt
Food coloring

Mix dry ingredients, add water, and lotion. Cook over medium heat, stirring constantly until the consistency of mashed potatoes. Turn out on to a flour covered sheet of tin foil, knead until a good consistency (no longer sticky, but not stiff). Store in zip lock bag.

This recipe will calm stressed children (and providers).

Star Sleeper Program

Benchmark:
Physical Development

4.2 Demonstrates health and personal care habits

A star sleeper is a child who meets the following star sleeper guidelines:

1. Sleeps at least 10 hours each night
2. Remembers to get a drink, use the bathroom, and brush teeth, etc. ***before*** bed and doesn't get out bed to do these things once he/she has been tucked in.
3. Goes to bed most nights of the week at the same time
4. Goes to bed with the TV off
5. Goes to bed in his/her own bed
6. Stays in bed after being tucked in

Parents will indicate on the sleep diary if their child was a "star sleeper."

Sleep Diary

Create a "sleep diary". Diary should include columns for the time the child falls asleep, what time the child awakens, and the number of total hours of sleep for the night. An example is included in this issue of Helps and Hints. Send home "sleep diaries" for each child so parents care observe their child's habits.

Star Sleeper Program

After you receive the sleep diaries from the parents, talk about them with the children. Together graph the numbers of hours each child actually slept. Discuss how many hours of sleep children need. Give the children a star on each night he or she received the necessary hours of sleep. These are Star Sleepers. If a child has been a Star Sleeper four out of the five nights of the school week, give him a small prize. Tell the children they will be working to become Star Sleepers every night. Send home a parent information sheet explaining the star sleeper program to the parents. Ask them to remind their children to be "Star Sleepers" and go to bed on time. During our Sleep Theme 50% of the children changed their sleep patterns and became Star Sleepers and have remained so for four months. The parents are very pleased with the results of this theme. Research shows it takes thirty days to form a new habit. Use the Star Sleeper Program for four weeks to form new sleep habits.

Science

Benchmarks:

Cognitive/Intellectual Learning

3.1 Shows enjoyment of books and stories and discussion of them
3.3 Demonstrates knowledge of how to use a book

Mathematics and Science

3.10 Classifies objects by physical features such as shape or color
3.19 Shows interest in exploring the environment
3.20 Uses senses to learn about the characteristics of the environment and to collect data

What Makes the Best Bed?

Materials: stuffing, pine branches, leaves, scrap of lumber, straw

Explain these are all items people have used for beds or are using now. Encourage children to feel each one, compare and decide which would be the bed filling they would use.

Moons and Stars

Materials: pictures of the moon showing the various phases, books about the moon, books about stars, books about constellations, black construction paper, 9 x 12 Styrofoam blocks, and yarn needles

Children will look at pictures of the constellations and replicate them by punching holes into the black construction paper while it is secured to the foam block. When they remove the paper and hold it to the light, they will see the constellation.

Soft and hard: provide a soft pillow and a firm pillow. Which would you rather sleep on? Why?

Place fleece, wool, cotton, flannel, and other fabrics in the science area. Ask children to feel each one and decide which they would prefer on their own beds and explain why. Buy blankets, quilts, etc. at garage sales or second hand stores for the children to compare or ask parents to donate these items. Which kind of blanket or quilt is warmer?

Science

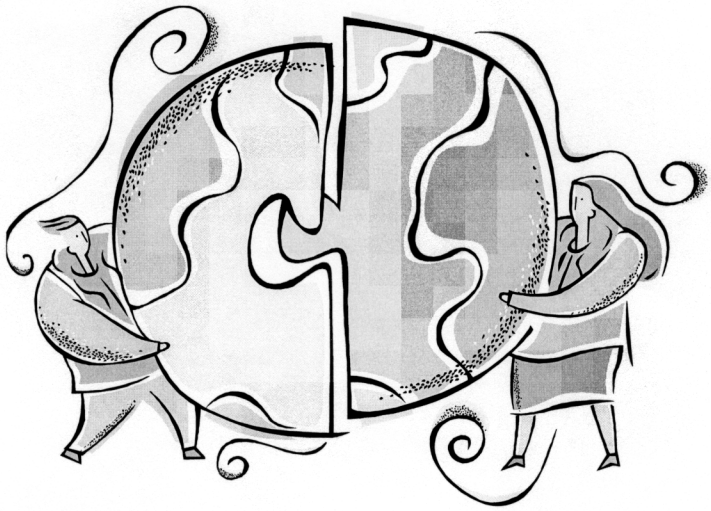
Place books about nocturnal animals such as *The Kissing Hand* in your science area, along with nocturnal stuffed and plastic animals.

Use the globe to show the children how the world turns, when it is night in our hemisphere, it is daylight across the world. Read stories about children in cultures whose night is opposite to ours.

How do astronauts sleep? Explore how astronauts sleep when they are on a space mission.

Use your study of sleep to interest children in stars, moon, planets, constellations, etc. which can be seen at night.

Read the book The Princess and the Pea. Put out some black eyed peas, green peas, etc. and let the children experiment to find out which is the hardest to discover what kind of pea the Queen put under the mattress.



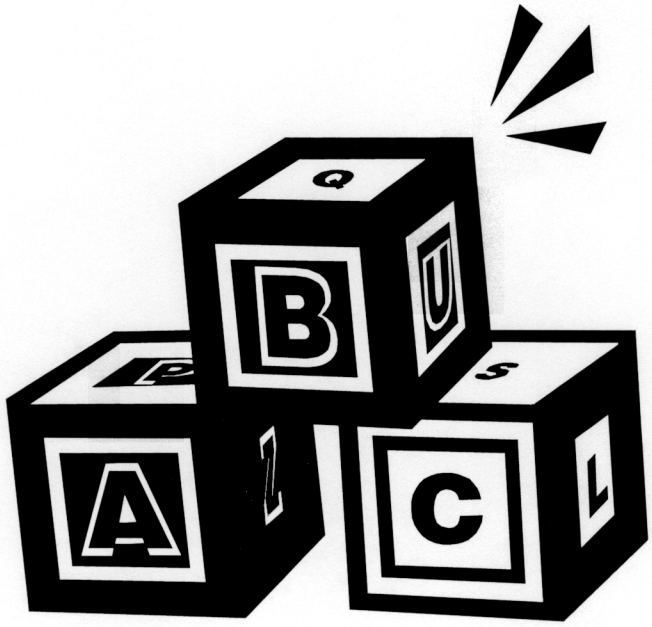
Blocks

Benchmarks: Physical Development
Fine Motor:
4.6 Coordinates eye and hand movements to complete tasks
4.7 Uses small muscles for self-help skills

Encourage children to build doll beds, set up structures representing their bedroom.

Provide stuffed animals, encourage children to build habitats for the animals to sleep in.

Provide animals correlating to *Goodnight, Gorilla* for the children to build a zoo and zookeeper's house.



Water Play

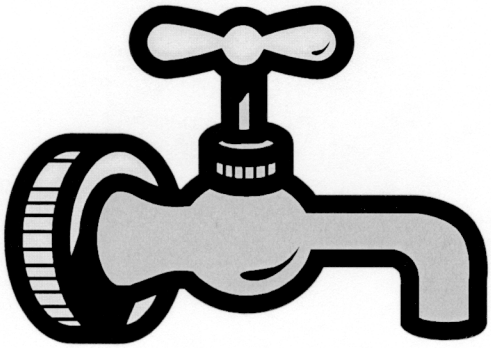
Benchmark: Cognitive/Intellectual Learning
Mathematics and Science
3.19 Shows interest in exploring the environment
3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)
3.21 Uses words to describe the characteristics of objects (scientific process: communicating
3.23 Shows awareness of cause-effect relationships
3.24 Finds more than one solution to a problem
3.25 Applies information or experience to a new context (scientific process: applying)

Physical Development-Fine Motor
4.6 Coordinates eye and hand movements to complete tasks
4.7 Uses small muscles for self-help skills

Social/Emotional Development
Act Independently
1.1 Demonstrates ability to make choices
1.2 Demonstrates ability to play independently
Experience Success
1.4Shows curiosity and desire to learn
1.5 Enjoys experimenting and problem-solving with ideas as well as with concrete materials
1.6 Demonstrates confidence in growing abilities
1.7 Demonstrates willingness to try new things
1.8 Uses planning in approaching a task or activity
1.9 Shows persistence in approaching tasks
Creative/Aesthetic Learning – Expression Through Art Forms and Activities
2.1 Shows creativity and imagination in play with materials and props

Sand: Read the *Princess and the Pea,* put dried split peas in the sand table.

Water: Talk about water beds. How would it feel to sleep on water? Float dolls on the water.



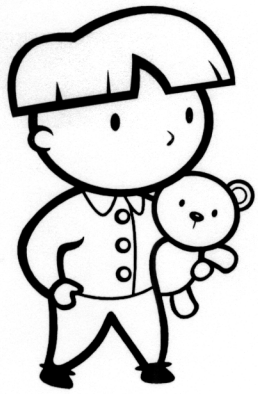
Ideas.....

Sleep Over

Plan a special "Sleep Over" day. Teachers and children wear pajamas and slippers all day long. Children and teachers bring their favorite stuffed animals, pillows or blankets they love to sleep with. Spend time sharing why each item is a favorite. Do the fun things that we've all done at sleep overs. Dance to fun music in your socks, make sleep over cake, pop popcorn, watch a video, have a pillow fight, jump on a mattress (baby mattresses work great for this). Each child decorates a pillow case with "sleep" stencils i.e. teddy bears, moon, stars, etc. to take home to remember this special day (see art section). We made pancakes for breakfast and served them in McDonald's foam pancake trays. McDonald's will donate them if you ask and explain you are an early education program. The children loved having "McDonald's pancakes". We ate pizza for lunch.

Provide a basket full of doll clothes, hats, socks, jewelry, scarves, etc. and let the children dress up their stuffed animals.

Pile up pillows and blankets for the children to cuddle in and read a favorite bedtime story to the children.



Pajama Fashion Show

Use a blue sheet with stars pinned to it for a "night time" back drop. Use butcher paper or a small rug to create a "run way" for your models. Play music. Have one child be an MC and use a microphone to call out each child's name so they can model their pajamas.

Sleep Tight Goody Bags

Provide light colored lunch bags for the children to decorate with stars, moon, teddy bears, etc. When paint is dry, punch holes in the top of the bags, use ribbon to make handles. Fill bags with sleep related goodies such as star stickers, teddy-bear stickers, toothbrushes, toothpaste, bath sponges, etc.

Language Arts

Benchmarks:

5.3 Expands vocabulary
5.4 Recognizes and identifies by name most common objects and pictures
5.5 Particpates in songs, finger plays, rhyming activities, and games
5.6 Uses words to communicate ideas and feelings
5.7 Engages in two-way conversation with children and adults
5.9 Uses language to problem solve
5.10 Follows directions in sequence

Star Light, Star Bright

Star light, star bright
First star I see tonight
I wish I may
I wish I might
Have the wish I wish tonight.

Create a Star Light, Star Bright book. Cut out covers and pages in the shape of stars. Print at the top of each page: The wish I wish tonight would be..... As children tell the wishes, write them on the pages. Bind with brad in one corner of stars, put into library area for children to "read". One of our little ones said "I would like to spend a day with Jesus and just be close to Him for one day."

The Princess and the Pea

Put dried peas in the sand table.
Stack pillows to represent the mattresses, place a pea under the pillows. Children climb on top of pillows and try to feel the pea.
Provide appropriate props in dramatic play area

Goodnight, Gorilla by Peggy Rathman

This story contains few words, but lends itself to many activities.
http://www.first-school.ws/t/gngorilla.html has great resources for this book, including pictures of the various animals you can print and use for flannel stories, ordering and/or match game activities

Language Arts

<u>Come Little Children</u> (flannel board story)
(to the tune of Go Tell Aunt Rhody)

Materials: felt board or magna board pieces: Moon, stars, sleeping animals: puppies, kittens, bunnies, ponies, piglets, ducklings

Refrain:
Come little children
Come little children
Come little children
It's time to go to sleep.

The moon is a'shining, the moon is a'shining — put moon on the board
The moon is a'shining, it's time to go to sleep.
The stars are a'shining, the stars are a'shining, — add stars
The stars are a'shining, it's time to go to sleep..

Refrain

The puppies are sleeping, the puppies are sleeping — add puppies on board
The puppies are sleeping, they do not make a peep.
The kittens are sleeping, the kittens are sleeping — add kittens
The kittens are sleeping, they do not make a peep.
The bunnies are sleeping, the bunnies are sleeping — add bunnies
The bunnies are sleeping, they do not make a peep.

Refrain

The ponies are sleeping.... — add ponies
The piglets are sleeping.... — add piglets
The ducklings are sleeping.... — add ducklings

Refrain

You can also add a verse using the children's names
(name) is sleepy, (name) is sleepy
(name) is sleepy, she does not make a peep.

This flannel story works well just before nap time. As you finish singing each child's name verse, they go off to their mats.

Language Arts

Dictated Story
Ask "what would you do if you found a gorilla in your bed like the zookeeper's wife?" Be ready to write down responses from the children. Give them opportunity to illustrate their responses, bind together in a book to share.

Which Key?
The gorilla took the zookeeper's keys to release each of the other animals. Provide padlocks and keys in the fine motor area. Children love finding the key and unlocking a padlock.

Zoo Parade
The animals left the zoo in a specific order. Help the children create animal masks of each of the animals and march in the same order as the book. Ask which animal came first? Second?" Use ordering words as you play together.

Who Took My Keys?
One child is the zookeeper. Zookeeper sits in a chair with a set of keys beneath the chair. The other children take turns sneaking up and taking the keys and hiding them behind their back, as in Doggy, Doggy, Where's Your Bone. When keys have been hidden children chant:

Zookeeper, zookeeper
Where are your keys?
None of the animals are asleep.

The zookeeper guesses which child took his keys. Give the zookeeper at least two guesses depending upon age.

How Do I Go To Sleep?
Write a chart story with the children describing their sleep routines. After you write the chart story read *How Do Dinosaurs Go to Sleep*? By Jane Yolen. Compare the chart story to the dinosaurs in the story.

Night Mares

Discuss the difference between a night mare and good dreams.
What can we do if we wake from a nightmare? (discuss with children)
Here are some things children can do:

- Talk about the scary dream with a parent or another adult you trust
- Draw a picture of the dream
- Write a story about your dream with a happy ending
- Make sure you are getting enough sleep
- Avoid scary movies
- Remember whether your dream is scary, fun or weird, it is YOUR DREAM and you are in control

Keep a sleep journal. When you wake up, write about or draw the dreams you remember in your special journal.

Book List

Goodnight Gorilla	Peggy Rathman
Sweet Dreams	Heather Gimmen
Sweet Dreams –How Animals Sleep	Kimiko Kajikawa
Tell Me Something Happy Before I Go to Sleep	Joyce Dunbar
Where Does God Sleep, Mama?	Nancy Bestmann
The Princess and the Pea	Harriet Ziefert
Quilt Counting	Leslie Cline-Ransome
How Do Dinosaurs Sleep?	Jane Yolen
Good Night, Moon	Margaret Wise Brown
Remmy and the Brain Train	James B. Maas
Where the Wild Things Are	Mercer Mayer
The Princess and the Pea	Harriet Ziefert
Five Little Monkeys Jumping on the Bed	Eileen Christelow
There Were 10 in the Bed	Penny Dale
Morning Song	Mary K. Siddles
Where Do You Sleep, Little One?	Patricia Hooper
Berenstain Bear's Bad Dream	Stan Berenstain
Mother, Mother, I Want Another	Maria P. Robbins
I Love You, Little One	Nancy Tufari
I Love You, Blue Kangaroo	Emma Chichester Clark
The Monster	Gaffe
10 Little Monsters	Jonathan Emmet
There's a Monster Under My Bed	James Howe
Down in the Woods at Sleepy Time	Carole Lexa Schafer
Make Believe and Other Tales	Gyo Fujikama
Time For Bed	Mem Fox
The Very Busy Spider	Eric Carle
There's Something in My Attic	Mercer Mayer
Hush, Little Alien	Daniel Kirk

Book List

Disney's Pooh Sleepytime Stories	Disney
Bless Me (board book)	Grace Maccarone
Half a Moon and One Whole Star	Crescent Dragonwagon
The Big Blanket	Karen Pretikin
Zoe's Sheep	Bursik
Sleep Tight	Constance Allen
Where's My Hug?	Amy Hest
Tell Me a Story, Mama	Angela Johnson
Sleeping Beauty	Sharon Fear
Stellaluna	Janell Cannon
The Napping House	Audrey Wood
Froggy Goes to Bed	Jonathan London
Good Night, God Bless	Susan H. O'Keefe
The Very Sleepy Sloth	Andrew Murray
Curious George Goes to the Hospital	Margaret & H. A. Rey
The Loudest Lion	Paul Bright
Good Night, Sleep Tight, Little Bunnies	Dawn Apperly
Good Night Moon	Margaret Wise Brown
Sleepy Dog	Harriet Ziefert
There's a Nightmare in my Closet	Mercer Mayer
Bedtime Story	Rose Greydanua
A Bed for Winter	Darling Kendersley
Sleep Tight	B. G. Hennessy
Day Care Days	Mary Brigid Barrett
The Bear Snores On	Karma Wilson
The Bear Wakes Up	Karma Wilson
Quilt Counting	Lesa-Cline Ransome
Just Go to Bed	Mercer Mayer
The Grumpy Morning	Garcia Labrosse
No Jumping on the Bed	Tedd Arnold
Journey of the Nightly Jaguar	Burton Albert
Teeny Tiny Woman	Paul Galone
I Don't Want to Go to Bed	Julie Sykes
Muddle Cuddle	Laura Lee Gugler

Sleep Diary Form

SLEEP DIARY FOR _____

Day of the week	Time I fell asleep	Time I woke up	Total Hours of Sleep
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			