

Tell Me About Your Day Today

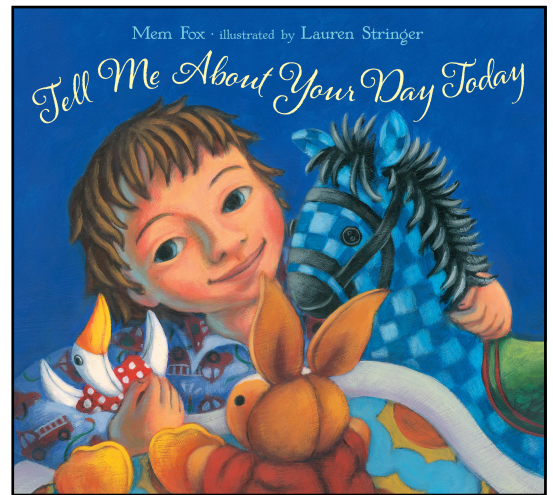
Written by **Mem Fox**
Illustrated by **Lauren Stringer**

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Activity Guide

Bedtime is here.

Time to curl up, snuggle in, and discover the who, the what, the why and the way four best friends had a wonderful day. From bestselling author Mem Fox and award-winning illustrator Lauren Stringer, here is a celebration of imagination, play, friendship, and coziness certain to touch a chord with young children everywhere.



About the Author:

Mem Fox has written many adored picture books, including *Two Little Monkeys*, *Hello Baby!*, *Let's Count Goats!*, and the bestselling modern classics *Ten Little Fingers* and *Ten Little Toes* and *Time for Bed*. She lives with her family in Adelaide, Australia, where she and her grandson share many stories about their wildly happy days together. Visit her at MemFox.net

About the Illustrator:

When she was little and it was time for bed, Lauren Stringer, shared all of the day's wild adventures with a blue dog, an orange snake, and a gray rabbit with a pink ribbon. Now she shares the stories of her wild days with her family, but she still misses her stuffed-animal friends. Lauren lives in Minneapolis, Minnesota, and is the illustrator of many celebrated picture books, including *The Princess and Her Panther* by Wendy Orr. Visit her at LaurenStringer.com

Questions You Might Ask

Pre-reading:

What time of day do you think this story takes place? Why? Make a list of the things you like to do before you go to bed. Which ones are your favorites?

Questions continued

Post-reading:

- ☀ Do you like bedtime or not? Why?
- ☀ What is your bedtime routine each night?
- ☀ Do you have your own “company of friends?”
- ☀ What do you think happened to Greedy Goose during her day? What clues do you have?
- ☀ Can you tell what happened to Blue Horse? Are there any connections to Greedy Goose’s story?
- ☀ What happened to poor Fat Rabbit during his day? What clues make you think this?
- ☀ How was the boy’s day connected to his friend’s day?
- ☀ Which part of the day do you think was the boy’s favorite? Why?
- ☀ Which part of the day do you think was his least favorite part? Why?
- ☀ Which illustration (or picture) is your favorite? Why? Is it the colors? The animals? The shapes?

Activities

Reading:

Phonemic awareness is the ability of children to distinguish between the smallest parts (or phonemes) in the English language. It is the first step in becoming a reader but kids need practice identifying the change in sound when they hear it before they can read it. Read the following sets of words and have children identify the sounds that are the same. Practice with sounds at the beginning of words first, then the end, and last middle sounds (vowels are most difficult). Once you get the idea you can play this anywhere- even the car or waiting for the dentist!

Beginning Sounds

Ask: Which of these words starts with the /B/ sound like in the word bone?

Ball

Desk

Boy

Ask: Which of these words match beginning sounds?

Goose

Cat

Car

Activities Continued

Ask: Which of these sets of words have the same beginning sounds?

Blue	Rain
Flew	Run
Black	Fill

Math:

Count the number of these things on each page of the book:

☼ Little boys:

☼ Adults:

☼ Things with wheels:

☼ Stuffed animals:

☼ Polka Dots:

☼ Stars:

☼ Umbrellas:

Sing-Along:

Sing to the tune of "Frere Jacques"

Time for bed now

One last kiss now

A story too

Goodnight to you!

Tell me about your day, friends

I'll tell you about mine too, friends

Tomorrow we'll play

A whole new day!

Activities Continued

Science:

Animals are either diurnal or nocturnal. People are diurnal. We are up during the day and sleep at night. Some animals do the exact opposite! Brainstorm (or research in animal books) a list of animals in each of the categories below. Then, discuss why you think some animals have learned to live their lives at night.

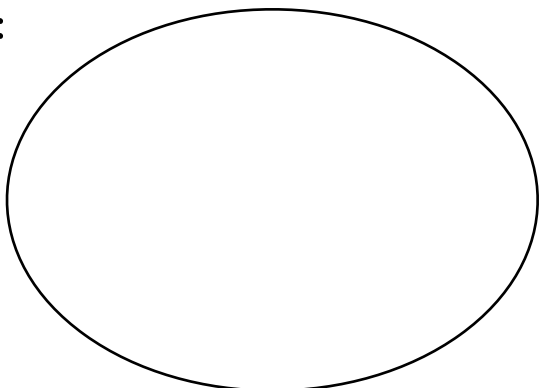
DIURNAL: People and animals that work, eat, and play during the day and sleep at night.	NOCTURNAL: Creatures that sleep during the daylight hours but work, eat, and play during the night.

Activities Continued

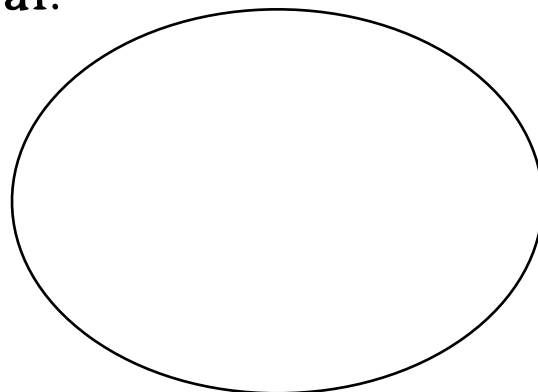
Art:

Draw pictures about your own day in the shapes below:

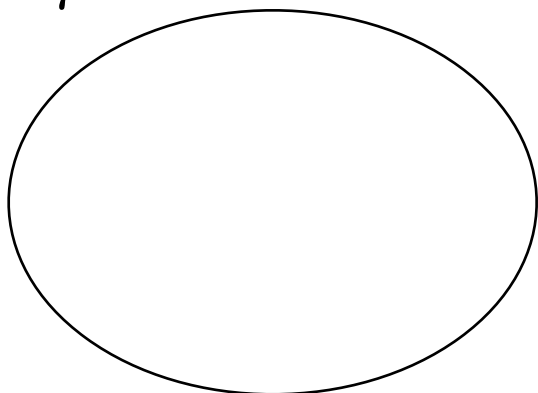
Who:



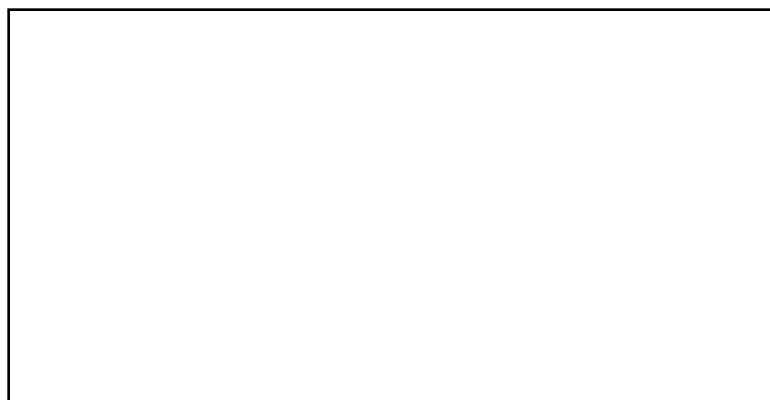
What:



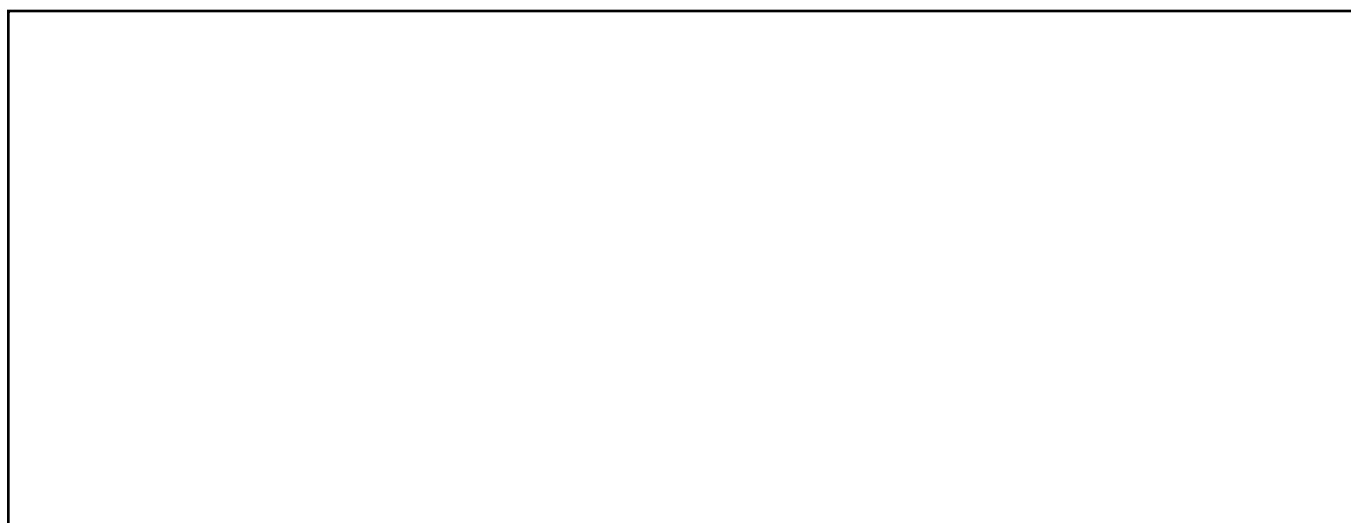
Why:



The way:



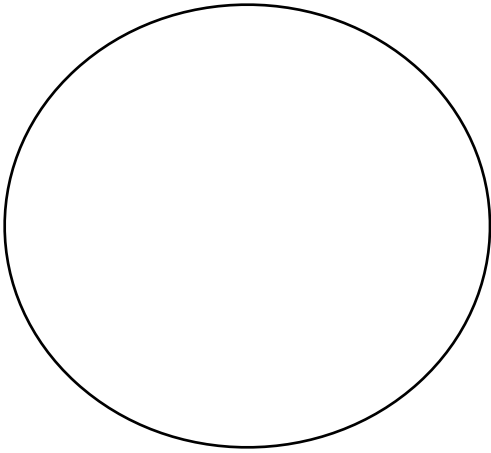
**The whole day
turned out!**



Activities Continued

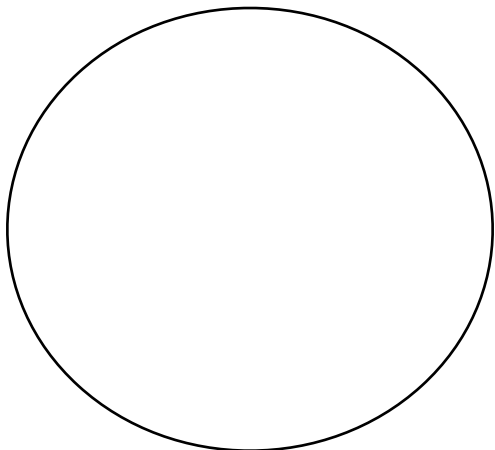
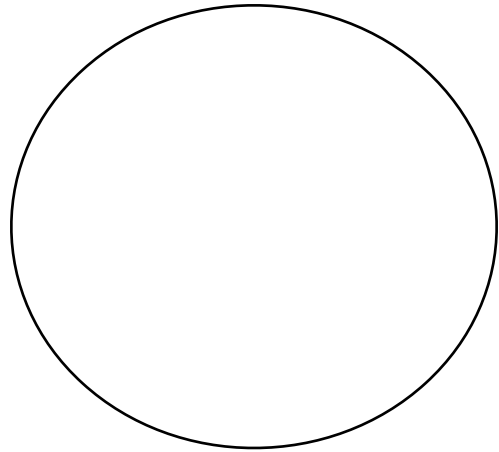
Writing:

In the story the boy loves bedtime. He loves all the different parts that end his day. Write about your own bedtime and how you feel about it in complete ideas (sentences). Then draw pictures to illustrate what you do each night before you go to sleep.



Handwriting practice lines consisting of ten sets of three horizontal lines (top, dashed middle, bottom) for writing.

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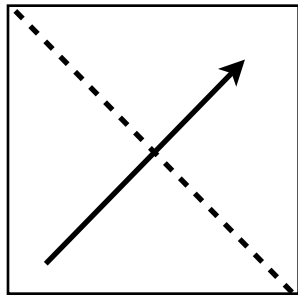
Handwriting practice lines consisting of ten sets of three horizontal lines (top, dashed middle, bottom) for writing.

Activities Continued

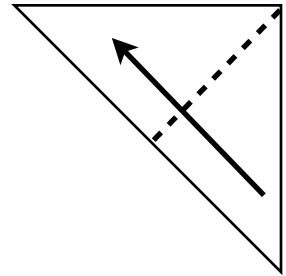
Writing continued:

Story-gami! A storytelling game. On the next page you will find a diagram to create a “Story-Teller”. Print it out, cut off the bottom and fold according to the directions below:

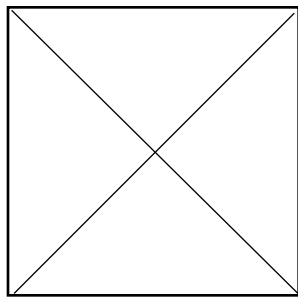
1. Fold paper from corner to corner on the diagonal, making a triangle



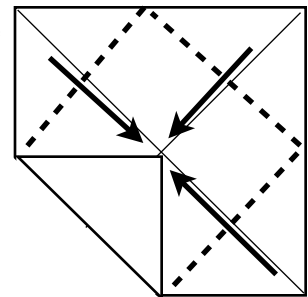
2. Fold triangle from corner to corner, making a smaller triangle.



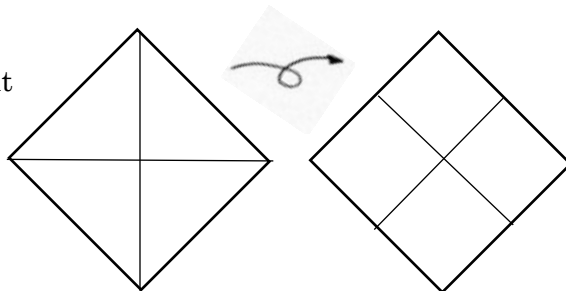
3. Unfold everything. Lay the sheet of paper with an X crease wrong-side up.



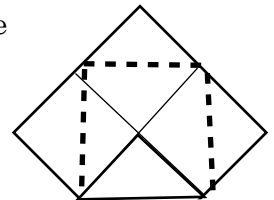
4. Fold the corner to the center of the X. Repeat with the other corners. Pictures and words will become visible as you fold.



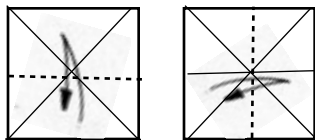
5. You end up with a smaller square! Flip it over.



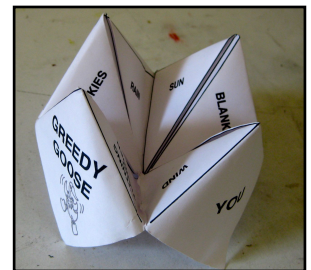
6. Fold the corner to the center of the X. Repeat with the other corners. You will have an even smaller square!



7. Fold and unfold bottom edge of square to top, then fold and unfold from side to side.



8. Push 4 corners of square together in the center, then slide 4 fingers into the flaps of your story-teller. You can move flaps with your fingers like a puppet.



To play the “Story-Teller” game:

- ☀ Choose a character for your story and write it down on a sheet of paper, then spell out the name. (ie: YOU, BLUE HORSE, etc.)
- ☀ Choose either the “What” or the “Why” of your story and write it down, then spell it out. (ie: UMBRELLA, BAND-AID = *whats*, SUN, LIGHTNING AND THUNDER = *whys*.)
- ☀ Choose a flap in either the “Whats” or “Whys” to lift up and read how your story will end!
- ☀ Now write a story using the character you chose, the what and the why you chose, and how it turns out. You can tell your story in words or pictures, or both!

Activities Continued

Story-gami! Here is the pattern for your Story-Teller. Just print out, cut into a square along its edges, and fold according to the directions on the previous page.

