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# Snoring Beauty

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a teacher's guide

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Created by marcie colleen

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**Sudipta Bardhan-Quallen, Author**

***Snoring Beauty***

Sudipta Bardhan-Quallen used to think she'd make a superior princess but has come to the realization that the fact that she does not snore (at all) may preclude her from that career path. Instead, she's decided to focus on writing, and she's now the award-winning author of over three dozen children's books, including *Chicks Run Wild, Duck, Duck, Moose*, and *Tyrannosaurus Wrecks!* She lives outside Philadelphia with her children and an imaginary pony named Penny. Find her on the web at [www.sudipta.com](http://www.sudipta.com).

**Jane Manning, Illustrator**

***Snoring Beauty***

Jane Manning is the illustrator of dozens of children's books, including *Baa-Choo! (An I Can Read Book)* by Sarah Weeks and the *New York Times* bestselling *The Witch Who Was Afraid of Witches* by Alice Low. She currently lives in Deep River, Connecticut.

**Marcie Colleen, Curriculum Writer**

Marcie is a former teacher with a bachelor's degree in English Education from Oswego State and a master's degree in Educational Theater from New York University. Marcie doesn't snore. Really, she doesn't. But just in case, she lives in New York City where there is enough noise that no one notices. Visit her at [www.thisismarciecolleen.com](http://www.thisismarciecolleen.com).

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## **How to Use This Guide**

This classroom guide for *Snoring Beauty* is designed for students in first through fourth grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

This guide offers activities to help teachers integrate *Snoring Beauty* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide.

All activities were created in conjunction with the Common Core State Standards in ELA and Math, in addition to relevant learning standards in ELA, math, science, social studies, art, and drama.

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# English Language Arts

## **Reading Comprehension**

Before reading *Snoring Beauty*,

Help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.

The Front Cover ~

- How many characters do you see in the illustration? Look closely.
- Are there any clues as to where the story might take place?
- Can you guess what the story might be about? What are some clues you can find in the title and cover illustration?

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- Who is the main character?
- What is the main character's problem?
- Why is Prince Max at the castle? And why is Mouse excited to see him?
- What are some ways that Mouse and Prince Max try to stop Beauty's snoring?
- What is finally the solution that stops the snoring?
- Mouse yells for Max to come back after the snoring stops. What happens next?
- What does "double wedding" mean?
- At the end of the story, what is Mouse's new problem?

Let's talk about the people who made *Snoring Beauty*.

- Who is the author?
- Who is the illustrator?
- What kind of work did each person do to make the book?

As a class, read *Snoring Beauty* by Bruce Hale. Although this book has the same title as Bardhan-Quallen's, it is very different.

- Discuss the similarities between the two versions.
- Discuss the differences.

- Create a chart of similarities and differences. (prose v. rhyme, etc)
- As a class, write a one-line description of each story.
- Consider optional titles for either book and make a class list.
- As a class, create an original fractured fairytale based on *Sleeping Beauty*.

## **A Fractured Fairytale Library**

*Snoring Beauty* is a fractured fairytale, a fairytale designed to be a humorous changing of the story in an unexpected way; altering characters and plot, or adding a modern twist. Some examples are *The Paper Bag Princess* by Robert Munsch, *The Stinky Cheese Man and other Fairly Stupid Tales* and *The True Story of the 3 Little Pigs* both told by Jon Scieszka, as well as *The Hog Prince* by Sudipta Bardhan-Quallen, *The Three Ninja Pigs* and *Goldi Rocks & the Three Bears* both by Corey Rosen Schwartz.

Have students conduct a library and Internet search and gather a library and/or reference list for the classroom.

Students can present and/or read their favorite fractured fairy tale to the class.

After students are introduced to each the story, together create a list of what was fractured within the tale versus what was from the original.

## **Writing Activities**

### **The Parts of a Fairy Tale: fairy tales as mentor texts**

Fairy tales can be excellent mentor texts for good storytelling. Often they include vibrant characters, a clear plot arc and compelling conflict.

- Characters: Conduct character analyses for Mouse, Princess and Prince Max. Draw three columns on a board or large piece of paper. Label a column for each character. Help students describe each character and record the descriptions in the column under each name. (*teacher can provide the words, if students are unable to create descriptions themselves. ie. If the word is "sleepy" whose column would that word be placed?*)

Next, students need to find evidence within the text to support their description. If evidence is not found for a specific trait, it must be eliminated.

Students should record all of their findings:

Character	Feels	When/Why

Character	Trait	Evidence

- Plot: Fairy tales tend to have a very simple plotline with one central conflict. Help students define the plot arc within *Snoring Beauty* and other fairy tales.

Beginning	Middle	End
Once upon a time....	First	They lived happily ever after.
	Then	
Enter conflict:	Next	
	After that	
	Finally	

Provide a list of possible fairy tale characters and conflicts. Using the basic structure of a fairy tale, create an original fairy tale. Students can work either individually or as a class.

For students who need extra guidance, print fairy tale coloring pictures from the Internet and have students write a description of the scene and predictions of what happened before and after.

Extensions:

Art center ~ Provide a variety of art materials including crayons, pencil crayons, markers, paint, scissors, colored paper, old magazines, and glue for students to illustrate the scenes in their stories.

Drama center ~ Provide puppets, costumes, and props so students can recreate their new fairy tales.

### **Of Mice and Men ~ Point of View**

*Snoring Beauty* is told through the Point of View of the Mouse who lives within the castle. This is one way that fairy tales can be fractured. For example, *The True Story of the 3 Little Pigs* by Jon Scieszka is told from the wolf's Point of View.

Rewrite *Snoring Beauty* from Prince Max's Point of View. Use the illustrations as a guide. Be sure to only write about moments that Max is part of.

Advanced classes will be able to fully create *Snoring Beauty* from the Max's Point of View. However, if the class is less-advanced, simply have them create captions and thought-bubbles throughout the book.

*Additional Challenge:* Rewrite another fairy tale with a creative Point of View. For example, retell *Little Red Riding Hood* from the wolf's perspective or *Jack and the Beanstalk* from the cow's Point of View.

### **The Twist ~Constructing the Perfect Ending**

The end of *Snoring Beauty* is a twist: a change in the expected outcome of the story.

Readers meet Mouse who wants to stop Beauty's snoring so he can get a restful sleep for his wedding day. However, the twist comes when Mouse realizes that he has stopped Beauty's snoring for his own happiness with Mrs. Mouse, BUT he now faces a lifetime of snoring because Mrs. Mouse snores.

In the case of *Snoring Beauty*, the twist lies in the fact that what Mouse really wanted isn't what he wants at all. At the end of the story he faces a greater problem.



Two other examples of this kind of twist are found in *Sylvester and the Magic Pebble* by William Steig and *Harry the Dirty Dog* by Gene Zion. In both stories the main character clearly wants something, but when they get what they wish for they find it isn't what they wanted all along. Read both of these stories to the class and have them identify the moment of the plot twist.

As a class, create a list of possible "wants" a main character can have. Be creative.

Now, think of how getting this "want" can be twisted so it is not *really* wanted. Like Mouse marrying a snoring Mrs. Mouse or Harry wanting to escape the bath but then his family doesn't recognize him when he's dirty.

Using one of these "wants" and twists, write a story individually or as a class.

## **Language Activities**

### **Onomatopoeia**

Onomatopoeia is an imitation of a sound in words. Some examples from *Snoring Beauty* are "KA-RENCHHHHing," "ARRRGHOOOOM," and "CARRROOOOOOSH." The book *Mr. Brown Can Moo! Can You?* by Dr. Seuss is another excellent way to introduce onomatopoeia to your students.

- Discuss why someone might choose to use onomatopoeia in place of regular words in a story.
- Does the onomatopoeia do anything to bring the story to life?
- Create a list of other onomatopoeia.

### **WHOMP! There it is!**

Re-read *Snoring Beauty* and ask students to raise their hand when they hear onomatopoeia.

Have the kids write fun onomatopoeia for other items on each page.

### **Zip! Zap! Boing! Game**

- The class starts in a circle. One of the players points to another player to either side of them and says "zip." That player turns to the next player in the circle, points to them and says "zip." Thus the "zip" is passed around the circle in one direction.
- At any time, any player can say "zap" to the person pointing at them. When they do, the player that said "zip" must change the direction of the pointing. This

means that they must react quickly by passing the “zip” to the person that just pointed at them. Now the “zip” is passed around the circle, changing direction every time there is a “zap,” and vice versa.

- Lastly, the person that receives the “zip” or “zap” may elect to yell “boing” and point at someone anywhere in the circle. That player then restarts the “zip,” going in the direction of their choice. The group must really pay attention for this to work.
- (Once kids have gotten the hang of this game, it could be fun to make up other rules using onomatopoeia. For example, when someone says “grrrr,” everyone acts like a dog, or when someone says “achoo,” everyone spins around.)

### **Zzzzz...SNOOOOGA-SNOOOOOM! KER-SCHUPPP!**

Comic strips are known to use onomatopoeia. Examples include honk, pow, bang, eek, etc. If possible, provide samples for students.

Each student will pick a word of onomatopoeia and create a three panel comic using this word.

1. Use onomatopoeia word as inspiration for the comic strip. What stories come to mind? Remember, the onomatopoeia word must appear within the comic.
2. The comic must have at least one character. Sketch out the characters. If there are more than one, make them look very different from each other so they are easy to distinguish.
3. Write a simple storyline or story arc.
  - a. Panel #1 ~ introduction of characters and situation
  - b. Panel #2 ~ build up. Something happens.
  - c. Panel #3 ~ Punch line. The result of the “something happening”.
4. Create the three panels using a ruler.
5. Do the lettering by hand! Make sure it is easy to read. It might be best to draw light lines with a pencil and ruler to guide the letters. Speech bubbles can be added in the penciling stage.
6. Pencil the comic.
7. Ink the comic. Trace over all lines with a thin black sharpie. Coloring is optional.

# Math

**Word Problems** *For younger students, the use of pictures or props might be needed to figure out word problems.*

- 1) Beauty makes 2 very loud snoring sounds. She then makes 3 more snoring sounds. How many snoring sounds does Beauty make?
- 2) Mouse grabs 4 jugs of water to pour on Beauty. Max grabs 1 jug of water. How many jugs are water are there?
- 3) Mouse holds Beauty's nose for 5 seconds. Since there is no snoring, Mouse holds Beauty's nose for 2 more seconds. How many seconds does Mouse hold Beauty's nose?
- 4) There are 8 books on a bookshelf, but Beauty's snoring knocks 3 books onto the floor. How many books are left on the bookshelf?
- 5) 7 princes arrive to try and wake Beauty. They hear the snoring and 6 princes run away. How many princes are left?

## **Max's Quest Hopscotch**

In fairy tales, princes often have a quest to complete. These quests usually involve rescuing a princess. Prince Max's quest, however, becomes saving Mouse from Beauty's snoring.

This hopscotch activity will help students improve motor skills, balance, and self-regulation behaviors. Additionally, this game will encourage them to learn about math concepts such as number recognition and counting, as well as elements of art including shape and line.

*This game can be created for indoor spaces through simply taping out the boxes on the floor and/or traditionally by drawing them on the pavement outdoors.*

Materials:

- Masking tape (for indoor version)
- Sidewalk chalk, markers, or dark crayons
- Beanbag
- One die

Set Up:

Create the hopscotch boxes.

Students can help draw numbers in the squares. If they are not ready to write numbers alone, try lightly drawing the numbers first and then encourage them to trace over them.

How to Play:

1. Place the beanbag in one of the squares.
2. The first student rolls the dice twice and adds the two numbers together to know how many boxes they must hop to. (ie.  $2 + 4 = 6$ , hop six spaces).
3. The students hop their way through, counting as they go.
4. If they land on the box with the beanbag, they have completed Max's Quest! If they overshoot or fall short they must start all over again.
5. Play continues until the quest is completed or everyone has been given a chance.

*For an extra challenge, change the location of the beanbag each turn.*

### **Before Morning Comes: a beat the clock game**

Mouse wants to get some sleep before his big wedding day. But Beauty won't stop snoring! Your students can help Mouse before the sun rises in this "beat the clock" game.

Students are given a series of math problems. These can be addition, subtraction, multiplication or division problems, based on whatever skills your students are working on.

Set a timer and go! The first student to finish all of the equations correctly BEFORE the timer goes off saves Mouse!

## Science

### **Night, Night, Sleep Tight: tracking sleep**

A good night's sleep is very important so that we function properly. Sleep helps us think clearly, stay healthy and feel our best. When you sleep your body takes care of itself deep inside. In general, children need more sleep than adults because they have a lot of growing to do.

Scientists suggest these things to help you get the best sleep:

- Go to sleep at the same time every night

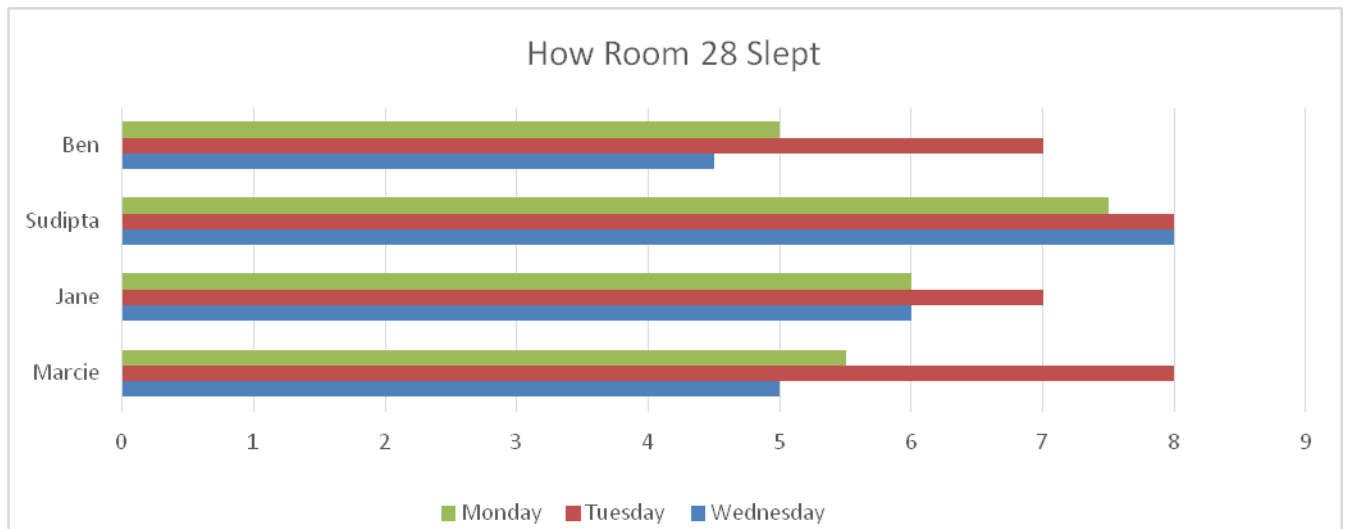
- Wake up at the same time every morning
- Get plenty of exercise during the day, but...
- Do something relaxing before bedtime, like reading a book or listening to music
- Make your bedroom as dark and quiet as possible

Have students create a Sleep Journal as a way of recording and tracking their sleep habits. Every day for one week, record the length and quality of each sleep time, including naps.

Day	Nap began	Nap ended	Nap total	Bedtime began	Woke up	Night total	Total sleep	How did you sleep?	How did you feel when you woke up?
1									
2									
3									
4									
5									
6									
7									

- Which day did you get the most sleep?
- Which day did you get the least sleep?
- On which day did you feel best after sleeping?
- On which day did you feel the worst after sleeping?
- Does this tell you anything about the connection between how much you sleep and how you feel afterward?

At the end of a week, have students create a bar graph of the sleep of each of their classmates.



- What is the class average for sleep per night?
- Who had the highest amount of sleep all week?
- Who had the least amount of sleep all week?
- Which day averaged the most sleep?
- Which day averaged the least sleep?

**Ask Dr. Zzzzzzzzzzz**

Invite a local doctor to your class or ask them to visit via Skype to teach about the science behind snoring.

Have students draft questions that they have about snoring and provide them to the doctor ahead of time.

- Why do people snore?
- Do kids snore?
- Why is snoring so funny?
- Is snoring bad for you?
- Do people who snore know they snore?
- How do you get someone to stop snoring?

During the visit with the doctor, students should practice taking notes and creating follow up questions.

After the visit, students should present what they learned.

*For something fun and extra watch this adorable YouTube video of animals snoring.*  
<http://www.youtube.com/watch?v=ubP5zHnlrE>.

# Social Studies

## **It's Bedtime For Me!**

Ask students what bedtime is like in their house.

- What do you do to get ready for bed?
- What do you do first? Second? Third?
- Does anyone help you get ready? Explain.
- What is the last thing you do before falling asleep?
- Where do you sleep? Describe.
- What is your favorite part of bedtime? Why?
- What don't you like about bedtime? Why?
- Do you ever have trouble falling asleep? If so, what do you do?
- Do you ever wake up in the middle of the night? Why?
- Has your bedtime changed as you've grown older?
- Does everyone in your family have the same bedtime? Why, or why not?

Students can make a book that contain pages with answered questions and pictures. Yarn is used to bind the pages together. The book features the student's bedtime, and each student should have a special day that he or she reads their book to the class. Separate books (done in the future) can feature morning rituals, mealtime rituals, etc.

*Optional Activity:* Put a multi-cultural spin on this activity, by researching and answering these questions from the perspective of a child in another culture or country. Or, better yet, establish a pen pal type relationship with a class in another country and interview the students about their bedtime and sleep routines.

## **It's Bedtime around the World!**

Around the world each night, children are told stories as they are put to bed. Through a library and Internet search, gather together a collection of bedtime stories from around the world. An Amazon.com search for "bedtime stories from around the world" will turn up a hefty list.

As a class, read many of these stories aloud. What do these stories tell of the cultures they come from?

Students should illustrate their favorite moments from one of the stories. Be sure to label the illustrations with the country of origin and place on a bulletin board. In addition, include a world map with a pin with yarn connecting the illustration to the country from where it comes.

## **Shhhhhh!: noise ordinance in your town**

Did you know that there are laws in place to make sure you get a good night's sleep? Many towns and cities have laws against loud noise during certain nighttime hours. In fact, even a vibrant and noisy city like New York City has "quiet hours".

This includes:

- Construction
- Noisy parties
- Emergency vehicles
- Church bells, call to prayer
- Barking or noisy pets
- Ice cream trucks
- Lawn mowers and leaf blowers

You can read about New York City's Noise Code here:

[http://www.nyc.gov/html/dep/pdf/noise\\_code\\_guide.pdf](http://www.nyc.gov/html/dep/pdf/noise_code_guide.pdf)

An internet search or a call to your local city or town hall can point you in the right direction to learn about the noise laws near you.

Create a poster stating local noise codes for your area.

*Optional Activity:* Does anyone in your house snore? Does it keep you up at night? Write noise codes for your own house and create a poster to warn the snorers.