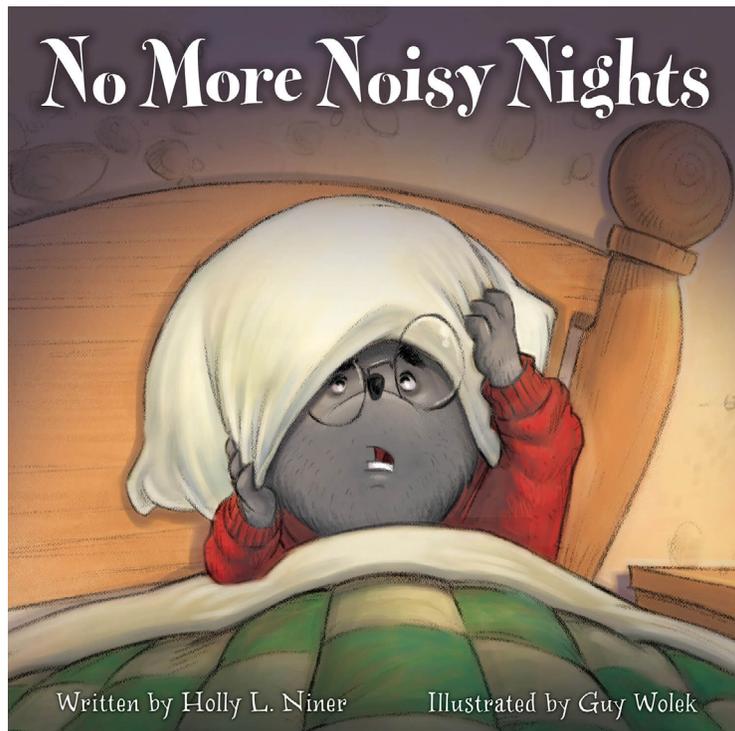




A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: K - 1ST



NO MORE NOISY NIGHTS

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Watch the video of actor
Tony Hale
reading this story at
storylineonline.net



ABOUT THIS STORY

SYNOPSIS

Who is making so much noise and how will Jackson ever get to sleep? Despite some silly, sleepy mistakes, genteel Jackson finds a fun and quiet activity for each of his noisy neighbors. He finally gets a great night's sleep--and discovers three new friends in the morning.

THEMES IN THE STORY

Making friends, Compromise

READING AND WRITING

SUGGESTED GRADE LEVEL: K - 1ST

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. *Standards listed below are for kindergarten through 1st grade.*

BEFORE VIEWING

Standards: CCSS.SL.K.1, CCSS.SL.1.1

Objective: Tap knowledge and build background to prepare for reading the story.

Procedure:

- Step 1: Discuss bedtime with students and feelings or fears they sometimes have about being alone in the dark.
- Step 2: Ask: Have you ever heard noises that kept you up when you were trying to sleep? How do you feel in the morning when you don't get enough sleep?
- Step 3: Introduce the title, *No More Noisy Nights*, and ask students to predict what might happen in the story.

DURING VIEWING

Focus: Problem-Solution, Making Predictions

Standards: CCSS.SL.K.2, CCSS.SL.1.2

Objective: Students will identify problems and solutions in the story; make predictions.

Procedure: **Listening for Problem and Solution:** Tell students that they are going to listen for any problems the character may have and how the character fixes the problem. Tell them to put on a sad face when they think the character has a problem, and put on a happy face when they see how the character tries to fix the problem .

Making Predictions: The story is repetitive, so it lends itself very well for students to make predictions as well as choral read the repetitive words, "Then he relaxed in his favorite chair. At nine o'clock, Jackson climbed into bed." Stop the story after this part to ask students to predict what will happen next.

AFTER VIEWING

Standards: CCSS.RL.K.1, CCSS.RL.K.3, CCSS.RL.1.1, CCSS.RL.1.3

Objective: Students will identify the problem in the story and explain how the character solved the problem.

Materials: **Teacher Prep:**

Use a T-chart to create a Problem – Solution Chart for both whole class and individual use. Whole class chart can be done on chart paper or Smart Board. Prepare student chart on white paper and copy one for each student.

PROBLEM-SOLUTION CHART

Write **PROBLEM – What went wrong?** on left side of chart. Write **SOLUTION – How was the problem fixed?** on right side of chart.

Divide the chart into 4 horizontal sections. Label the first section: **Main Story Problem**; number the other sections: 1, 2, 3.

Procedure:

- Step 1:** Ask students what was the big problem in the story and write it on the chart under **Main Story Problem** (too noisy to sleep).
- Step 2:** Explain to students that many times a character in a story has to solve little problems before solving the big problem in the story. Ask students to think about what Jackson did to try to solve his problem. What steps did Jackson take to try to fix this problem?
- Step 3:** Have students complete their copy of **Problem – Solution Chart**. Younger students can draw the problem and solution, older students can write sentences. Students should complete the chart with three problems and solutions: 1) Ghost in the attic – puzzle left on floor; 2) Boogy Monster in basement – train set left on step; 3) Pixie in the Piano - piano sheet music left in piano
- Step 4:** Bring students back together to fill in class chart. Write each problem and solution on the class chart.
- Step 5:** Review the chart with students and ask them to think about how Jackson solved his big problem – too noisy to sleep.
- Step 6:** Partner students to discuss and answer.
- Step 7:** Write solution on class chart across from **Main Story Problem** (Solution: Jackson made friends with the creatures).
- Step 8:** Have students copy or draw the **Main Story Problem** and **Solution** on their chart.

READING RESPONSE

Standards: CCSS.RL.K.1, CCSS.RL.1.1

Objective: Students will answer the prompt using details from the text to support the response.

Reading Prompt: Draw three pictures to show what happened at the beginning, middle, and end of the story. Write a sentence to tell about each picture.

WRITING - INFORMATION REPORT

Standards: CCSS.W.K.3, CCSS.W.1.3

Objective: Students will use a combination of drawing, dictating, and writing to compose a narrative about a topic.

Writing Prompt: Imagine a scary monster lives under your house. What does it do?

Materials: Writing Tools
Crayons or markers

Procedure:

- Step 1:** Ask students to imagine that a monster lives under their house. What does it do at night? Discuss.
- Step 2:** Have students draw a picture of something the monster does under their house at night.
- Step 3:** Give students the story starter to copy: There's a monster who lives under my house.
- Step 4:** Conference with students to help them write two detail sentences telling what the monster does.

ACROSS THE CURRICULUM ACTIVITIES

SCIENCE – SOUND

How well does sound travel through different states of matter?

MATERIALS —

Zippered sandwich bags (2 per partner)

Wooden block or square piece of wood (1 per partner)

Water

Pencils

Teacher Prep:

- Fill bags with air by blowing into the bag and quickly sealing it (1 per partner).
- Fill bags with water and seal (1 per partner).
- Class and/or student recording chart with the following information:

SCIENCE QUESTION: Will a pencil tap sound the same through a bag of air, a bag of water, and a wooden block?

Our Hypothesis:

Our Conclusion:

PROCEDURE —

- Step 1:** Gather the students in a circle. After students are situated, ask them to give you a *thumbs up* if they can hear your voice. Tap student knowledge about sound by asking how students heard you – where did the sound start?
- Step 2:** Ask students to gently hold the sides of their neck and say hello to the person next to them. Explain to students that they are feeling the vibration made by their vocal chords. This vibration in the voice box vibrates tiny invisible particles in the air causing the sound vibration to cross through the air and vibrate their ear drums. However, sound doesn't just travel through air, it can also travel through liquids and solids.
- Step 3:** Tell students that they are going to do an activity that will allow them to experience sounds traveling through different states of matter – solid, liquid, and gas.
- Step 4:** Present the science question: *Will a pencil tap sound the same through a bag of air, a bag of water, and a wooden block?* Discuss and have students form a hypothesis – record on chart.
- Step 5:** Partner the students and guide them through the following activity:
- Give each group a pencil, bag of air, a bag of water, and a wooden block.
 - Have Partner A cover one ear with one hand and the other ear with the bag of air. Partner B taps the bag with a pencil. Repeat roles and discuss how it sounds.
 - Do the same thing with the bag of water and the wooden block.
 - Partners should discuss their findings: Did the pencil tap sound the same? If not, how was it different?
- Step 6:** Bring the class back together to compare their observations and check the class hypothesis. Record class conclusion on chart.

SOCIAL STUDIES – PROBLEM SOLVING

OBJECTIVE —

Students identify a common problem in the classroom and solve it using conflict resolution.

MATERIALS —

Chart paper or Smart Board

Problem – Solution Graphic Organizer ( [Google It!](#))

PROCEDURE —

- Step 1:** Discuss the problem and solution in the story, *No More Noisy Nights*. Remind them that Jackson solved his problem thoughtfully and respectfully. Ask students if people always use this strategy of problem solving when they are angry at another person. What are some not-so-nice ways a person may use to try to get people to stop making noise so they can sleep (yell at them, tell them to shut up, etc.).
- Step 2:** Tell students that they are going to learn how to solve everyday problems respectfully, like Jackson.
- Step 3:** Identify some common problems in the classroom that students can correct. Make a class list. For example, too much noise, disruptive morning routine, not having pencils sharpened when needed, problems on the playground.
- Step 4:** Choose a problem from the chart for students to resolve.
- Step 5:** Split the class into groups. Give each group a problem-solution graphic organizer.
- Step 6:** Groups discuss the problem and how it can be solved. They complete the graphic organizer by writing the problem and their idea on how it can be resolved.
- Step 7:** Bring the class back together for students to present ideas. Discuss as which solution would be best to resolve the problem.
- Step 8:** Implement the solution to the problem in the classroom.

OPTION: Divide the class into groups and assign each group a problem from the class list to solve. Bring the class together to discuss solutions.

MATH — MATH MONSTER CENTER

OBJECTIVE —

Students solve math equations to create a monster.

MATERIALS —

Googly eyes (large and small)
Bright paper (monster shapes)
Glue

Teacher Prep - Monster shapes:

Fold a paper in half and cut out a shape of a monster blob. Write a math fact on each shape. You can also just write numbers, depending on your students' ability. Put the materials in a rectangular container.

PROCEDURE —

Students choose a monster shape and use googly eyes to show the equation. They then glue the eyes on the monster and write the answer to the equation on the back. After each student has completed a Math Monster, group students so they can practice math facts using their Math Monsters.

ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's children's literacy website *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

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The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

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