

By **Amy Krouse Rosenthal**  
*Illustrated by* **David Roberts**



**DON'T BLINK!**

# DON'T BLINK!

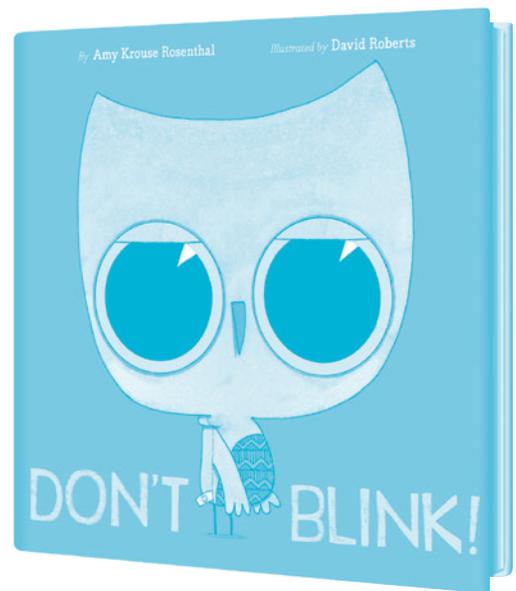
## STORYTIME ACTIVITIES

### ABOUT THE BOOK

This interactive book may seem to be on your side, reluctant sleeper—but it's truly a bedtime (and naptime) book in disguise!

Here's how it works: if you can avoid getting to the end of this book, you can avoid bedtime, simple as that. (It's a pretty sweet deal, actually.) But each time you blink, you have to turn a page. Those are just the rules. So whatever you do, DON'T BLINK!

From *New York Times* bestselling author and illustrator Amy Krouse Rosenthal and David Roberts comes a playful, super-duper interactive bedtime story, narrated by a cheeky stuffed owl. Kids love a challenge, and you can bet they'll do their darndest to rise to the one set out in *Don't Blink!* . . . especially when bedtime is on the line!



By **Amy Krouse Rosenthal**  
Illustrated by **David Roberts**

### COMMON CORE STATE STANDARDS, ENGLISH LANGUAGE ARTS

#### ● CCSS.ELA-LITERACY.RL.1.3

Describe characters, settings, and major events in a story, using key details.

#### ● CCSS.ELA-LITERACY.RL.1.4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

#### ● CCSS.ELA-LITERACY.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

#### ● CCSS.ELA-LITERACY.RI.2.1

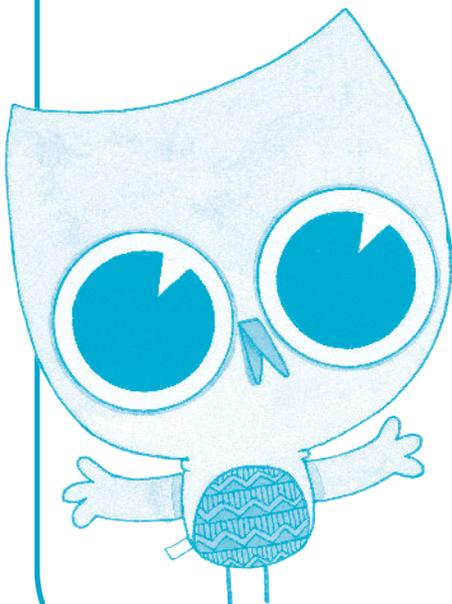
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

#### ● CCSS.ELA-LITERACY.RI.2.6

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

#### ● CCSS.ELA-LITERACY.RL.2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.



# DISCUSSION QUESTIONS FOR BEFORE, DURING, AND AFTER READING **DON'T BLINK!**

## **BEFORE STARTING THE STORY**

Hold up a copy of *Don't Blink!* and ask the storytime listeners what they think of the cover. Ask them to look very closely at the sleepy owl on the front of the book. Do they notice anything about him? What makes him different from a regular owl? If they need a hint, ask them to look next to his hand!

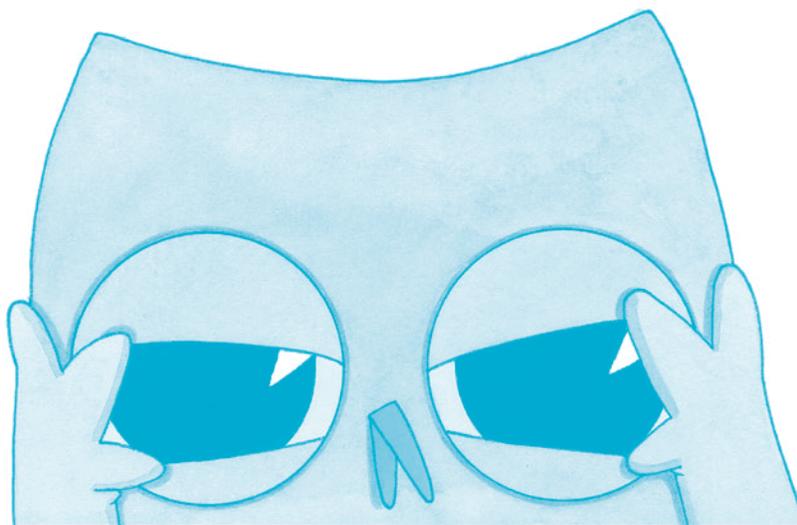
## **AS YOU READ THE STORY**

Ask your storytime listeners if they've ever had trouble keeping their eyes open while they're trying to do something else. Watching a movie? Listening to a bedtime story? Then explain that the owl in this book has the same problem!

Encourage your storytime listeners to have a staring contest with the owl. Every time you spot one of your guests blinking, it's time to turn the page! Exaggerate how often (or infrequently) the children blink by turning the pages very quickly or extremely slowly.

## **AFTER THE STORY**

Ask your storytime readers if they enjoyed the story. Are they feeling a little sleepy? Do they know anyone like the owl who has tried to stay up late when they're too tired? Remind them that we all need sleep, and they won't miss out on anything by getting a little shut-eye every night.

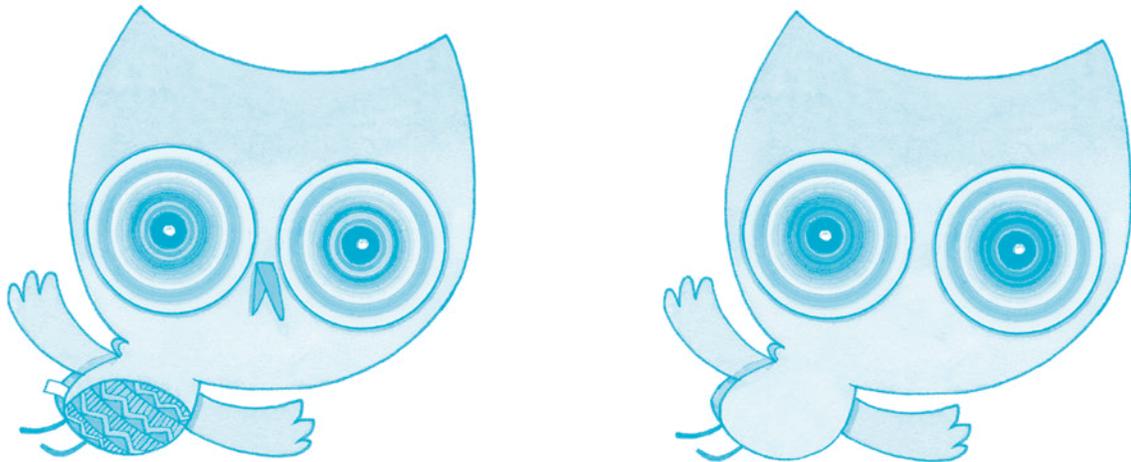


# STORYTIME ACTIVITIES!

Sometimes we are able to see things a bit differently when we really concentrate and focus on the details. Try these two staring activities after reading *Don't Blink!*

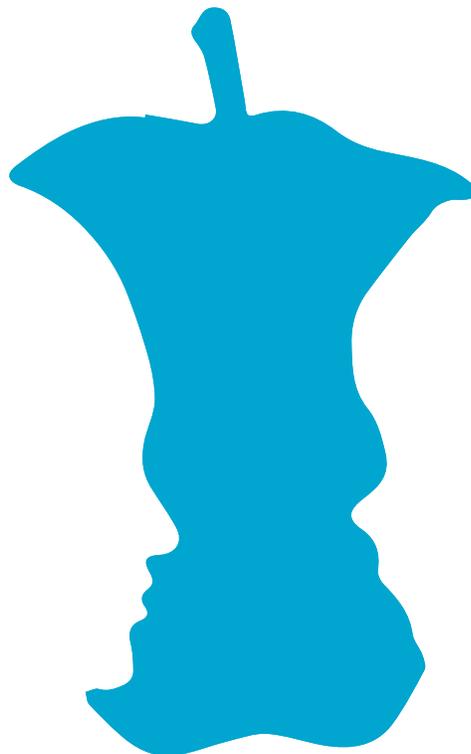
## ACTIVITY 1: SPOT THE DIFFERENCE

If you stare at these two pictures long enough, can you circle four differences between the two owls?

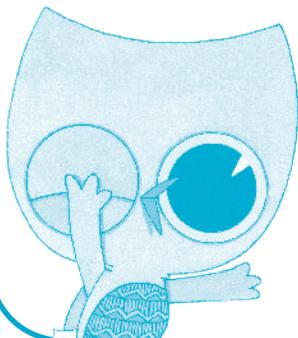


## ACTIVITY 2: STARING CONTEST

Sometimes when you stare at a picture long enough, it changes shape. What do you see when you stare at the picture below?

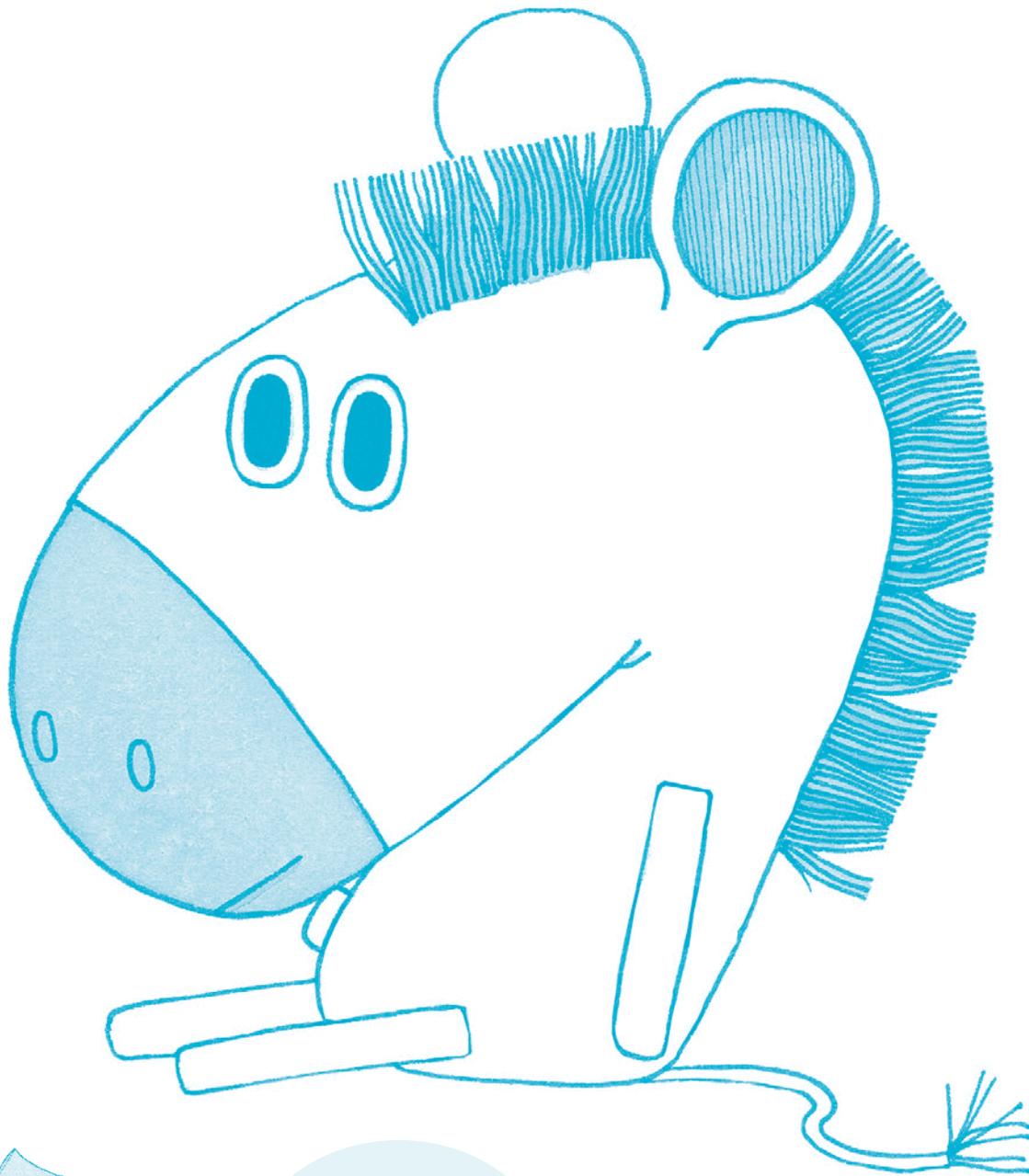


I don't get how this works, either!



# STORYTIME ACTIVITIES!

No, it's not your eyes! Something's wrong with this zebra. Using markers, colored pencils, or crayons, color in the zebra below with his missing stripes!



All right.  
Stay calm. We'll  
figure this out  
together!

