

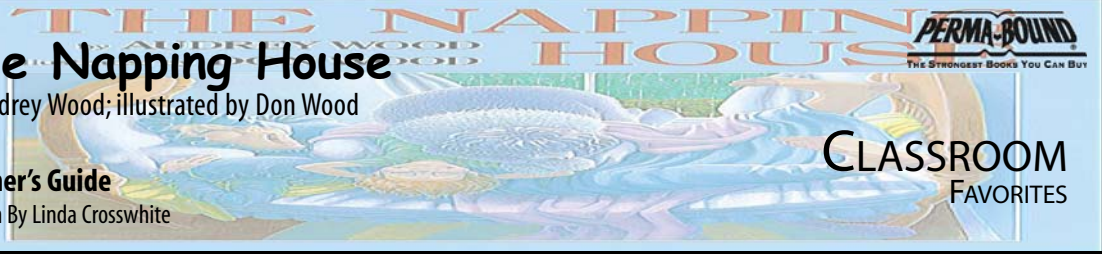


The Napping House

by Audrey Wood; illustrated by Don Wood

Teacher's Guide

Written By Linda Crosswhite



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Synopsis

The Napping House is a humorous cumulative tale about an eventful nap-time experience. One rainy day, a wakeful flea bites a sleeping mouse, creating quite a commotion! Granny, a child, a cat, a dog, and other snoozing animals are awakened. They tumble out of bed to find a bright, clear day. This picture book contains appealing characters, colorful illustrations, and a repetitive rhyme that adds to the enjoyment of the story.

Author Sketch

Audrey Wood was born in Little Rock, Arkansas. As a child, she collected picture books and enjoyed sharing them with her younger sisters. She grew up in a family of artists, spending a great deal of time in the art studio of her father and grandfather. Her interest in writing and illustrating books began in elementary school.

As an adult, Audrey attended the Arkansas Art Center, and married artist Don Wood, whom she introduced to children's literature by reading him a children's book on their honeymoon; he illustrated one of her books a few years later, and they have been collaborating ever since. The Woods had one son, Bruce, who also became an artist, collaborating with his mother on three books, *Alphabet Adventure*, *Alphabet Rescue*, and *Alphabet Mystery*, before his death in 2007 at the age of 34. The elder Woods live in Hawaii.

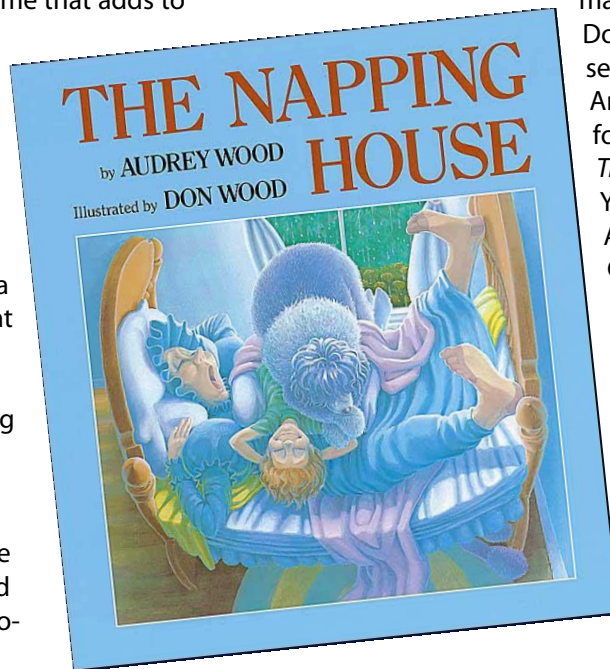
Timeline

Beginning	It is raining. Everyone is sleeping in the napping house, starting with a granny and a child.
Middle	A dog, a cat, a mouse, and a flea join the humans. All are sleeping but the flea.
Later	The flea bites the mouse, setting off a chain reaction that ends with everyone

End
awake and the bed broken.
The sun is out, and there is a rainbow.
Everyone is happily awake and playing in the front yard of the napping house.

Critic's Corner

Audrey Wood is the celebrated author of more than thirty children's books, including many illustrated by her husband, Don. *The Napping House* (1984) won several awards, including the 1984 American Library Association Book for Children, the 1984 *New York Times* Best Illustrated Book of the Year, and the 1984 Golden Kite Award from the Society of Children's Book Writers. It was also named as one of the International Reading Association/Children's Book Council's Children's Choices. Other award-winning books by the couple include *King Bidgood's in the Bathtub*, a Caldecott Honor Book; and *Piggies*, an ALA Notable Children's Book, Booklist Editors' Choice, and *School Library Journal* Best Book of the Year.



Bibliography

- "Audrey Wood Clubhouse," <http://www.hapuna.org/audrey/mac_site/club-house/clubhouse_page/clubhouse.htm>
- "Audrey Wood biography," <<http://www2.scholastic.com/browse/contributor.jsp?id=3732>>
- "Author Study of Don and Audrey Wood," <<http://teachers.net/lessons/posts/613.html>>
- "Biography of Audrey Wood," <http://en.wikipedia.org/wiki/Audrey_Wood>
- "Audrey Wood Teacher Resource File," <<http://falcon.jmu.edu/~ramseyil/audreywood.htm>>
- "Bruce Wood obituary," <<http://www.publishersweekly.com/eNewsletter/CA6466884/2788.html>>
- "Interview with Bruce and Audrey Wood,"

<http://www.harcourtbooks.com/authorinterviews/bookinterview_Wood.asp>

Selected Other Works by Audrey Wood

Oh My Baby Bear
Elbert's Bad Word
Rude Giants
Silly Sally
Little Penguin's Tale
Tugford Wanted To Be Bad
The Red Racer
Weird Parents
Alphabet Adventure
Alphabet Mystery
Alphabet Rescue
Balloon
The Big Hungry Bear (co-authored by Don Wood)
Birdsong
A Book for Honey Bear: Reading Keeps the Sighs Away
A Dog Needs a Bone!
Bright and Early Thursday Evening: A Tangled Tale
The Bunyans
The Deep Blue Sea
Detective Valentine
The Flying Dragon Room
Heckedy Peg
Into the Napping House (pop-up book)
Jubal's Wish
King Bidgood's in the Bathtub
Little Mouse and the Big Red Strawberry
Magic Shoelaces
Orlando's Little White Friends
Piggies (co-authored by Don Wood)
Presto Change-o
The Princess and the Dragon
Quick as a Cricket
The Rainbow Bridge
Scaredy Cats
Sweet Dream Pie
Ten Little Fish
Three Sisters
Tickle-Octopus
The Tooth Fairy
Twenty-Four Robbers
When the Root Children Wake Up

Holiday Books

The Christmas Adventure of Space Elf Sam
A Cowboy Christmas: The Miracle at Lone Pine Ridge

The Horrible Holidays
Merry Christmas: Big Hungry Bear

Related Reading

Ahlberg, Allen, *Ten in a Bed*
Aiki, *Hush Little Baby*
Anderson, Peggy, *Time for Bed, the Babysitter Said*
Arnold, Tedd, *No Jumping on the Bed*
Asch, Frank, *Goodnight Horsey*
Breathed, Berkeley, *Goodnight Opus*
Brown, Margaret Wise, *Goodnight Moon*
Christelow, Eileen, *Five Little Monkeys Jumping on the Bed*
Emberley, Barbara, *Drummer Hoff*
Galdone, Paul, *Gingerbread Boy*
Greydanus, Rose, *Bedtime Story*
Henderson, Kathy, ed., *Bedtime Book*
Hoban, Russell, *Bedtime for Frances*
Hutchins, Pat, *Good-Night, Owl!*
Jeffers, Susan, *All the Pretty Horses*
Martin, Bill & Archambault, John, *Listen to the Rain*
Mayer, Mercer, *There's an Alligator Under My Bed*
Merriam, Eve, *Goodnight to Annie*
Palazzo, Janet, *What Makes the Weather*
Plath, Sylvia, *Bed Book*
Rees, Mary, *Ten in a Bed*
Stow, Jenny, *The House that Jack Built*
Waber, Bernard, *Ira Sleeps Over*
Westcott, Nadine Bernard, *I Know An Old Lady Who Swallowed a Fly*
Ziefert, Harriet, *Sleepy Dog*
Zolotow, Charlotte, *Sleepy Book*

Themes and Motifs

- nap time
- bedtime
- weather
- families

Goals and Objectives

- Recognizing cause and effect
- Sequencing events
- Identifying verbs with inflections (-ing)

Meaning Study

Building the background

1. Bring in a blanket, pillow, doll, teddy bear or other stuffed animal to initiate a discussion about nap time. Have the children share what special things

they like to have with them when they rest or take a nap. List these on the board or a chart.

2. Ask the students what a nap is. Record their responses. Initiate a discussion of why people take naps.
3. Share the book, *I Know An Old Lady Who Swallowed A Fly*, by Nadine Bernard Westcott, to introduce cumulative patterns. Explain to the students that some books use a pattern where events are added on and repeated in the order in which they happen. *The Napping House* is an example of this type of story.

Introducing the book

1. Present the book to the students. Look at the cover and have the children identify the title, the author and the illustrator. (You may wish to share some of the author information with the students.)
2. Generate responses concerning the characters and setting based on the illustrated cover. Have the students predict what they think will happen, based on the cover. Record their predictions for confirmation after hearing the story.
3. Explain to the class that 'this book received many awards. The seal on the cover tells, them that this book received the *New York Times* award for being the Best Illustrated Children's Book in 1984.

Prereading: Setting the purpose for reading

Have the children read to confirm their predictions and gain the meaning of the story.

During reading

Read the book to the children and model the enthusiasm you have for the story. Allow the children time to view the illustrations on each page as you read the text. You may wish to have the children predict "what will happen next" at several appropriate places in the book. Encourage the children to join in on the phrase, "when everyone is sleeping" at the end of the page.

Post Reading: Confirming, analyzing, synthesizing or evaluating

1. Encourage the children to share their feelings about the story. Assist the children in confirming their predictions.
2. Initiate small group or whole class discussion of the story. Some of the following questions may help to start and/or guide this process:
 - What was the weather like at the beginning of the story? At the end of the story?
 - What do you think it would have been like to be the child in this story?
 - Why do you think the flea bit the mouse?

- How did the story end? Can you think of another ending?
 - What is the best way to take a nap?
 - What did you like best about this book?
3. Reread the story several times to familiarize the children with the sounds, words and story structure. Encourage the students to join you in saying the repetitive parts of the story.
 4. Give the students an opportunity to examine the illustrations and note details such as the rain, the characters and their movements, the changing background colors and the rainbow at the end.

Comprehension Study

Recognizing Cause and Effect

Create a cause and effect chart on a piece of chart or butcher paper. Explain to the students that often when something happens, it causes something else to happen: an effect. Return to the book to have students locate the cause and effect of the happenings in this story. Record these on the chart. Example:

Cause	Effect
flea bites the mouse	mouse scares the cat
cat claws the dog	dog thumps the child
child bumps the granny	granny breaks the bed

Make enough photocopies of the cause/effect chart at the end of the guide for each class member. Have the students illustrate the causes and effects in the boxes. If appropriate, they may also write a description of the action under each picture.

Sequencing events

Reread the story. At the end of each page, have the students predict the next event. When the children are familiar with the sequence, list the events on the board or a chart. You may wish to make flannel board figures of the characters and have the students retell the story in sequential order as they place the figures on the flannel board. Or, have small groups of students illustrate each of the events. Join these events by taping them sequentially, in an accordion fashion. The story can be retold as the pictures are displayed.

Identifying verbs (action words) with inflections (-ing) Explain to the students that verbs are words for what we do. List several verbs, such as *jump*, *stand*, and *turn*. Have the students perform these

The Napping House Audrey Wood

actions. Continue by telling the students that adding “-ing” to the end of action words shows that something is happening now. (Add “-ing” to the examples.) Revisit the book and assist the students in locating the verbs (action words) ending in “-ing” in this story. List these on the board or a chart.

Examples:

Napping	<u>n</u> apping
Sleeping	<u>s</u> leeping
Dreaming	<u>d</u> reaming
Slumbering	<u>s</u> lumbering

Frame the root word of each of the verbs. Elicit other verbs ending in “-ing” and add to this list.

Across the Curriculum

Writing

1. Explore other cumulative pattern books, such as: *The House that Jack Built*, *No Jumping on the Bed*, *Drummer Hoff*, or *The Gingerbread Man*. As a group, choose a theme and write a cumulative pattern story, similar in form to one of these texts.
2. Discuss bedtime/nap time experiences. Encourage the children to share a time when a nap was disturbed or something funny happened. Supply the students with drawing paper and crayons to illustrate their experiences. Have each student write a story about the illustrated event. Staple the picture to the story and display on a bulletin board or classroom wall.
3. Assist the students in writing a verb poem. As a group or individually, have the students select the name of a person, animal or object and three action words that show movement related to the chosen noun. The last line is a sentence that becomes the theme for the poem.

Examples:

A cat	A boy
Runs	sleeps
Jumps	dreams
Meows	dozes
My cat plays with me.	Nap time for a child.

Math

1. Teach the students how to use tally marks. Discuss families. Have the students tally and chart the number of fathers, mothers; brothers and sisters.

Continue the lesson by developing a bar graph to represent the tally marks.

2. Show the children the picture of the house on the last page of the book. Discuss shapes found in the picture. Discuss the names and characteristics of these shapes. Supply the students with a sheet of drawing paper, scissors, glue and crayons. Instruct the students to cut the shapes out and glue them on the drawing paper to make a picture of a house and yard. Give them an opportunity to add other objects to their pictures.
3. Share the book *Ten in a Bed* by Mary Rees to review the concept of counting to ten.

Social Studies

1. Discuss families and how they work, play and live together. Create a chart on which to list family activities. Example:
work play living together
As each category is discussed, record the students' responses. This is an excellent time to discuss the importance of each person's family responsibilities and ways the children can help at home.
2. Show the children a globe or world map. Explain to the children that there are different time zones around the world and the fact that somewhere it is always night. Help them to find their location on the map or globe and determine where it is bedtime when they are getting up, eating lunch and playing after school.
3. Invite a humane society representative, veterinarian or pet store owner to discuss pets and proper pet care. After this discussion, assist the students in developing a chart of pet care responsibilities. You may give the students an opportunity to draw their pet, one from the book or a pet they'd like to have and list one pet care responsibility under the picture.

Science/Health

1. Talk about the importance of bedtime routines and good sleeping habits. Chart a list of bedtime and morning routines. Record this information on a sheet to be photocopied for the students to take home and share with their families.
2. Refer back to the book to study the weather at the beginning and end of the story. Discuss rain and the formation of rainbows. Use the following experiment to demonstrate this formation:
 - Put a small mirror in a glass full of water.
 - Place the glass where the sun can shine directly on the mirror.

- Turn the glass until the reflections can be seen on the wall.
 - Have the students identify the colors of the rainbow.
3. Encourage the children to watch a weather report on television to note how the weather person reports the weather for the day. Follow this with a discussion. Use the morning opening activities to have the students note the weather for each day. This may be done on a large class calendar or individual calendars for the month. Students can either write the weather activity for each day or illustrate it on the calendar grid. At the end of the month, the number of rainy, sunny, cloudy and/or snowy days can be tabulated.

Art

1. Assist the students in creating a family mobile. Supply the students with colored construction paper, fabric scraps, glue, scissors, crayons, markers and any other art media necessary to draw and cut out pictures of each family member. Tie a piece of string in the middle of the straw (to hang the mobile). Next, supply each student with a drinking straw and one piece of string for each family member. You may wish to help the students glue or tape one end of each string to the drawing of each family member, tie it on the straw and balance the straw as each figure is added.
2. Initiate a discussion of different types of beds. You may wish to share *The Bed Book* by Sylvia Plath. Have each student design a bed of their choice using various forms of art media, such as fabric, small boxes, sticks, scraps of construction paper and any other materials that lend themselves to this activity. This activity may be extended by having the student write a description of the bed.
3. Have the students review the illustrations in the book. Discuss the use of color in the drawings. Play a recording of lullabies or soft music, while allowing the students to use watercolors to create a painting.

Music

1. Teach the students any songs related to bedtime/sleeping, such as, "Brahm's Lullaby," "Hush Little Baby," "Diddle, Diddle, Dumpling," "Rock-A-Bye-Baby," or refer to *The Lullaby Songbook* by Jane Yolen for other songs.
2. Have the students select rhythm instruments to represent each of the action words in the book, such as:
 - sandpaper blocks for snoring
 - triangle for dreaming
 - drum for bumps

As the story is read, each of the designated instruments can be played after each action word is read.

Drama

Refer to the list of bedtime/morning routines developed through Science/Health Activity 1 or create a new chart of preparation activities. Have the students act out bedtime preparation, sleeping and morning activities. You may wish to supply props for these activities. Or, play "Charades" by having individual children act out bedtime/morning activities as the other students determine the activity.

EVALUATING THE READING EXPERIENCE

- Keep a teacher's journal of those strategies that best helped the students understand the story.
- Record the children's behaviors and learning by jotting these on "Post-its." These comments can later be transferred to a journal containing daily comments on the students.
- Prepare a chart to record the completion of the projects for each of the students.
- Record the students' responses as they briefly retell the story.
- Collect a piece of each child's writing to evaluate.
- Develop criteria for evaluating student work or refer to established forms of evaluation to assess the projects and activities completed.

CULMINATING ACTIVITY

Host a "Nap Time Sleep-In." Have each child bring his/her favorite bedtime "special thing," such as a teddy bear, blanket, etc. Have the children choose a place to "rest." Dim the lights. Play recorded lullabies and read bedtime stories to the children. At the completion of this activity, assist the students in writing a class experience story about the event.

Vocabulary Test

(20 points)

Match the following vocabulary words with their correct definitions by placing the correct letter in the blank.

- | | |
|------------------|----------------------------------|
| _____ 1. dozing | a. a female grandparent |
| _____ 2. snoring | b. snug; comfortable |
| _____ 3. wakeful | c. breathing loudly during sleep |
| _____ 4. cozy | d. sleeping lightly |
| _____ 5. granny | e. not sleepy |

Comprehension Test

Fill in the Blank (30 points)

Fill in the blanks with the correct words below.

1. In the napping house, _____ is sleeping.
2. There is a _____ child in the napping house.
3. Granny is _____ loudly.
4. The mouse is _____.
5. The cat is _____ on the dog.
6. The dog is _____ on the child.
7. A _____ flea bites the mouse.
8. The mouse _____ the cat.
9. The cat _____ the dog.
10. The child _____ the granny.

snoozing

scares

dozing

claws

everyone

wakeful

dreaming

bumps

slumbering

snoring

Answer Key

VOCABULARY TEST

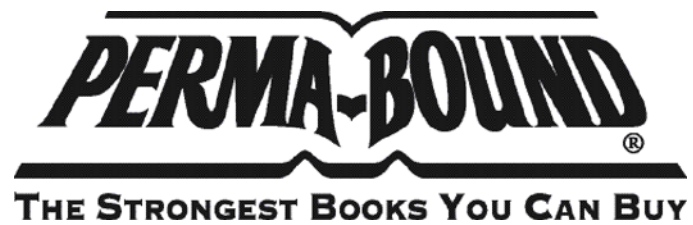
(20 points)

1. d
2. c
3. e
4. b
5. a

COMPREHENSION TEST

Fill in the Blank (30 points)

1. everyone
2. dreaming
3. snoring
4. slumbering
5. snoozing
6. dozing
7. wakeful
8. scares
9. claws
10. bumps



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