

# Family Literacy Guided Lesson

For The Napping House/La Casa Adormecida

## NY State Learning Standards

### Related to English Language Arts

#### Standards 1 and 2:

As listeners, students will listen for information and understanding and to discover relationships. As speakers and writers students will use oral and written language to acquire, interpret, apply and transmit information.

A Product of the  
Geneseo  
Migrant Center  
3 Mt. Morris-Leicester Rd.  
Leicester, NY 14481

Funded by New York State  
Department of Education,  
Migrant Education  
Program  
and  
New York State Family  
Literacy Partnerships  
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## About the Book

### The Napping House / La Casa Adormecida

By Audrey Wood and illustrator Don Wood

The blue-green illustration on the book's front cover gives promise to the delightful and amusing story that awaits the reader. And indeed, from the quiet humor of Don Wood's drowsy paintings to author Audrey Wood's silly sequence of events, readers are treated to the humorous tale of a house where everyone is napping to one in which no one is napping. The book's repetitive language invites children to join in the reading of this cumulative story of a sleeping granny, child, dog, cat and mouse who are suddenly aroused by the bite of a wakeful flea. From the cozy nap to the familiar characters, children will connect with the delightful tale of *The Napping House*.

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## The Language/Literacy Connection

### Sequences

Many aspects of our lives, from daily routines to the growth and development of skills, follow sequences. Upon arising in the morning, a child may follow the same sequence of activities: wash, dress, eat breakfast, brush teeth, gather items for school, and catch the school bus. Each of these activities may include its own sequence of events. For example, pour cereal into a bowl, pour milk onto the cereal, eat, and carry the dirty bowl to the sink.

Language, reading and writing are examples of skills that develop in predictable developmental sequences. From a newborn's cries, to single words, to two word phrases, children's understanding and use of language grows. From a single mark, to pictures, to writing-like scribbles, to approximations of a few key letters, to invented spellings, children's writing takes on the characteristics of their native language. From retelling a story, to an understanding that print on a page is related to the pictures, to knowledge that print tells the story, to fingerprint reading of favorite stories, to conventional reading, children unlock the mystery of print to become competent readers.

# Early Childhood Education-Infant/Toddler Level

## The Building Blocks of Language

### During the Visit

#### PLS-4 Skills

##### Auditory

##### Comprehension

- 11. Anticipates what will happen next

##### Expressive

##### Communication

- 12. Plays simple games

- ♦ With the parent and infant sitting together read or look at *The Napping House* book. The book follows a sequence of events that leads to a silly ending. Many pages contain familiar animals such as a dog and cat that toddlers may recognize and be able to name.
- ♦ Help the child relate to the book by talking about the family's pets and relating them to the animals in the story.
- ♦ Pretend to go to sleep like the sleepy characters in the book. Suddenly WAKE UP. Observe the child's reaction. Say to the child: *Now you try. Close your eyes. Go to sleep. Wake up*

### Review the Story's Sequence

- ♦ Take out a few blocks. Stack them one on top of another. As you stack the blocks say: *This is like the Napping House. The first block is granny, then the child, then the dog, the cat, the flea, and OH NO!* Playfully knock the tower over and ask: *What happened?*
- ♦ Give the blocks to the parent. Encourage him/her to build a tower with the child and playfully knock it down. Give the parent and child several minutes to play at this activity.

### Before the Visit

#### Gather Needed Materials

- ♦ Stackable blocks
- ♦ Section of the PLS-4 chart that is appropriate for the child's stage of language development

#### Prepare

#### Lesson Props

- ♦ Determine the appropriate section of the PLS-4 chart for the child

### Pinpoint the Child's Language Development Stage

- ♦ Say to the parent: *Although each child develops in his or her own unique way, most children develop language skills in a predictable sequence.*
- ♦ Review the section of the PLS-4 language chart that you have selected for this child with the parent. Together determine the child's auditory and expressive language levels. Ask: *What are some examples of (child's name) language that show that he/she is in this stage of development.*
- ♦ Look at skills that come after child's developmental stage on the chart. Say: *It is likely that you will soon observe these kinds of language skills in (child's name).*

### Support the Child's Language Development

- ♦ Say to the parent: *There are ways that you can help (child's name) develop language skills.*
  - *Read and look at books to teach new words.*
  - *Expand on (child's name) vocalizations to increase his/her speech. For example, if (child's name) says, "Juice," expand on the word by asking, "Do you want juice?"*
  - *Describe what (child's name) is doing to help him/her label actions and feelings. For example if (child's name) yawns, say, "You're so sleepy. It's almost time to take a nap."*
  - *Use self-talk to describe what YOU are doing. This gives (child's name) a model for language. For example, say, "I picked up the cup." "I filled the cup with juice." "I'm giving the cup to (child's name)."*

### Observe and Practice

- ♦ Carry on a "conversation" with the child about the book or blocks or other object of interest. As the child makes vocalizations, demonstrate a strategy (above) that supports the child's language development.
- ♦ Invite the parent to participate in your "conversation." Praise the parent's attempts to support and expand the child's language.
- ♦ Role-play strategies to support the child's language development with the parent. Take turns being the child and the adult.

# Early Childhood Education-Preschool and School Age Levels

## A Sequence of Events

### PLS-4 Skills

#### Auditory

#### Comprehension

56. Understands time/sequence concepts

#### Expressive

#### Communication

65. Tells a story in sequence using grammatically correct sentences
66. Tells a story with introduction, sequence, and conclusion

### Before the Visit

#### Gather Needed Materials

- ◆ Magazine pictures or drawings of each of the characters in *The Napping House* story – granny, child, dog, cat, mouse, flea
- ◆ Glue
- ◆ Light-weight cardboard

- ◆ Clear contact paper
- ◆ Lid from a shoebox
- ◆ Cloth cut to fit the shoebox lid
- ◆ Index cards

#### Prepare

#### Lesson Props

- ◆ Glue the magazine pictures of the story characters onto light-weight cardboard for stability and cover them with clear contact paper for durability.

### During the Visit

- ◆ With the parent and child sitting together, read *The Napping House*. If the parent is a reader, ask him/her to read the book to the child. Encourage the child to predict who or what will climb onto the bed next.
- ◆ Engage the parent and child in a conversation regarding the sequence of events in the book. Ask questions such as: *What happened after the granny was in bed? What was the first animal to climb onto the bed? Who woke up first? How did the bed get broken?*

### Sequence the Story

- ◆ Place the shoebox lid on the workspace and cover it with the cloth. Spread the pictures of the story characters around the lid. Say: *Tell the story of the napping house again. Pretend that the shoebox lid is the bed. Who was the first to take a nap on the bed?*
- ◆ Look back through the pages of the story to refresh the child's memory.
- ◆ Say: *Look at this first picture. It was the granny.* Give the magazine picture of the granny to the child and say: *Put this granny on our pretend bed.*
- ◆ Continue to refer to the book illustrations and place each magazine picture on the shoebox bed in the same sequence as in the story.
- ◆ At the part of the story when the "wakeful flea bites the mouse" take each character out of the bed in the reverse sequence.
- ◆ Retell the story a second time, this time without the book.

### Write Your Own Bedtime Sequence

- ◆ Say: *Tell me about the things you do to get ready for bed. What is the first thing you do? What do you do next?*
- ◆ Write one or two words on index cards to describe each bedtime activity that the child and parent relate. For example, *bath, pajamas, story, drink, good night kiss, into bed, light out.*
- ◆ Ask the parent and child to illustrate each index card with a drawing or a magazine picture, i.e., a picture of a bathtub or of soap and a towel on a card that has the word *bath*.
- ◆ Shuffle the index cards and then spread them, face up, within the child's reach. Say: *Put these cards in order to show what you do first to get ready for bed, then what you do second, then third, etc.*
- ◆ With the child, read the words on the cards in the usual sequence of his/her bedtime activities.

### Sing the Napping Song

- ◆ The words and tune are written on the *Interactive Literacy Activities Between Parents and their Children* page.

# Parenting Education Lesson

## Sequence Stories

- Story telling is a good base for reading. It builds vocabulary, exercises imagination, teaches how stories work, increases interest in books and often inspires writing activities. While anyone can tell a story, creating a story that has a strong beginning, an interesting middle and a likely ending can be challenging for beginning storytellers.
- Outlining a sequence of events is one way to help novice storytellers create stories. Sequence picture cards are a handy tool for outlining story sequences.

### Directions for Sequence Picture Cards

#### Comic Strip Sequences

- ♦ Cut out picture sequences, without words, from comic strips. Each sequence should consist of three to five pictures.
- ♦ Glue each picture in each sequence onto light-weight cardboard to give them stability.

#### Storybook Sequence

- ♦ Purchase two identical inexpensive picture storybooks.
- ♦ Leave one book whole and cut the pages out of one book.
- ♦ Select 10 picture pages that illustrate the story from beginning to end.

### Write Your Own Story

- ♦ Say: *What routines does (child's name) follow each day? Write the steps of the routine on index cards and illustrate each step with a drawing. The index cards can be used to tell a personal story of your child's day and help (child's name) remember the sequence of steps needed to accomplish a particular task.*

### Create Sequence Picture Card Stories

- ♦ Say to the parent: *Sequence picture cards are easy-to-make tools that can help children create stories that have a logical progression from beginning to end.*
- ♦ Place one picture sequence on the workspace. Say: *Create a story based on the pictures in this picture sequence. Any story that includes all the pictures will work.*
- ♦ To illustrate the versatility of the picture cards, you create another story based on the same picture card sequence.
- ♦ Shuffle a second set of sequence cards and place them in a stack on the workspace. Say to the parent: *Arrange these pictures in a sequence that makes sense to you and create a story based on the pictures in the sequence.*

### Remember a Story Sequence

- ♦ Say: *Sequence picture cards can also be used as a tool to help children remember stories that they read or that are read to them.*
- ♦ Give the parent the 10 cut out pages from the storybook.
- ♦ Say: *Listen while I read this story from this whole book. As I read pages that have the same words and illustrations as the cutout pages, place the cutout pages, in sequence, on the workspace.*
- ♦ After reading the story, say: *Look at your sequence of cutout pages and retell the story.*
- ♦ Shuffle the cut out pages and say: *Now remember the story and lay the cutout pages in a line that shows the story's sequence.*
- ♦ Say: *Adjust this activity to meet the reading level of your child. For older children, create more cutout pages. For younger children use fewer cutout pages. Ask questions to prompt your child's memory like: "What happened first?" For very young children, use the cutout pages as a matching game by matching the cutout pages to the pages in the whole book.*

# Interactive Literacy Between Parents and Their Children

Songs and games are good ways to give children practice in following directions and in remembering sequences. Best of all, they are an enjoyable way for parents and children to interact around language and books.

## Sing the Napping House Song

- ♦ Do you recall the sequence of events in *The Napping House* book? Sing the *Napping House Song* to refresh your memory.

## Create Your Own Song

- ♦ Think of a family activity that includes a particular sequence of steps, perhaps setting the table or getting ready for bed.
- ♦ Make a list of the steps involved in the activity.
- ♦ Set the steps to music.

Here is a sample song for getting ready for bed. It can be sung to the tune of *Mary Had a Little Lamb*. What additional verses can you include?

First I take a bubbly bath,  
Bubbly bath, bubbly bath,  
First I take a bubbly bath,  
I am getting sleepy.

## Play "I'm going on a trip..."

- ♦ Start with one person saying "I'm going on a trip to (choose a place), and I'm going to take a (Choose an item to take on the trip). It can be something serious or something silly.
- ♦ The next person says, "I'm going on a trip to (choose a place) and I'm taking a (repeat the item the first person said) and a (name a new item)."
- ♦ Follow this pattern a few times until it becomes too difficult for everyone to remember all of the items in the correct order.

## Beat the Drum

- ♦ Drum out a sequence of beats and pauses on a kitchen kettle with a spoon.
- ♦ Give the kettle to your child to repeat your sequence and then create a new sequence for you to repeat.
- ♦ Begin with a simple sequence. Create more complex sequences as your child's skills improve.

## Napping House Song

Sing to the tune of *BINGO*

There was a house, a napping house,  
Where everyone was sleeping.  
Nap-nap-napping house,  
Nap-nap-napping house,  
Nap-nap-napping house,  
Where everyone was sleeping.

And in that house, that napping house,  
There was a cozy bed.  
Cozy-cozy-cozy bed,  
Cozy-cozy-cozy bed,  
Cozy-cozy-cozy bed,  
Where everyone was sleeping.

And in that house, that napping house,  
There was a snoring granny.  
Snoring-snoring-snoring granny,  
Snoring-snoring-snoring granny,  
Snoring-snoring-snoring granny,  
Where everyone was sleeping.

And in that house, that napping house,  
There was a dreaming child.  
Dreaming-dreaming-dreaming child,  
Dreaming-dreaming-dreaming child,  
Dreaming-dreaming-dreaming child,  
Where everyone was sleeping.

And in that house, that napping house,  
There was a dozing dog.  
Dozing-dozing-dozing dog,  
Dozing-dozing-dozing dog,  
Dozing-dozing-dozing dog,  
Where everyone was sleeping.

And in that house, that napping house,  
There was a snoozing cat.  
Snoozing-snoozing-snoozing cat,  
Snoozing-snoozing-snoozing cat,  
Snoozing-snoozing-snoozing cat,  
Where everyone was sleeping.

And in that house, that napping house,  
There was a slumbering mouse.  
Slumbering-slumbering-slumbering mouse,  
Slumbering-slumbering-slumbering mouse,  
Slumbering-slumbering-slumbering mouse,  
Where everyone was sleeping.

And in that house, that napping house,  
There was a wakeful flea.  
Wakeful-wakeful-wakeful flea,  
Wakeful-wakeful-wakeful flea,  
Wakeful-wakeful-wakeful flea,  
Where **NO ONE** now is sleeping!

# Adult Literacy - ABE Level

## Make a List

A list of tasks, in order from most important to least important, is an effective way to ensure that important responsibilities or needs are attended to first.

### Steps in List Making

1. *Decide on the type of list to make.* Almost any type of list will fit into this activity. Some ideas are:
  - ♦ A list of jobs that need to be done around the house
  - ♦ A grocery list
  - ♦ A list of errands that need to be run
  - ♦ A "to do" list for an upcoming family celebration
2. *Brainstorm the tasks or items to include on the list.* Once you have decided on the type of list to make, name all the tasks or items that are to be included on the list.
3. *Write the named items in no specific order.*
4. *Read the items and decide the importance of each.* What is the most important food to buy, or what job should be done first?
5. *Arrange the items on the list, in order from most important to least important.*

## Make a Phone List

Whether there is a phone in the family's home or not, a phone list is an important tool. In emergency situations, for babysitters, and for frequently called numbers, a phone list makes important numbers readily available.

- ♦ Write a list of 10 people or places that are important to the learner. The list might include parents and other family members, police, doctor, fire department, employer, poison control center, babysitter, etc.
- ♦ Arrange the list in order of importance or frequency of calls.

<u>Name</u>	<u>Number</u>
Fire Department	
Police	
Poison Control	
Doctor	
Mom	
Husband's work	
Wife's work	
Sister	
Babysitter	

- ♦ Look up the phone numbers in the telephone book and write them on the list.
- ♦ Find a convenient place to keep the list.

# Adult Literacy - GED Level

## Words Written in a Series

When writing a series of words, the words in the series are connected with *and* or *or*, *commas*, or *semicolons*.

### Three Rules of Punctuation

Use **and** or **or** to connect a sequence of words that has only two in the series.

Examples:

- My favorite colors are *blue and red*.
- Would you like *tea or coffee*?
- She went to *the bookstore on Main Street and the mall on West Lake Road*.

Use **commas** to connect words or groups of words in a series of three or more.

Examples:

- My favorite colors are *blue, yellow, and red*.
- Would you like *juice, milk, tea, or coffee*?
- She went to *the bookstore on Main Street, the mall on West Lake Road, and the grocery store on Pleasant Avenue*.

Use **semicolons** to connect groups of words written in a series when each group already has a comma within it.

Examples:

- *Albany, New York; Salt Lake City, Utah; Phoenix, Arizona; and Richmond, Virginia*, are all state capitals.
- Three people went to the conference: *Mary, the director; Joan, the family educator; and Irene, the PAC president*.

### Apply the Rules

Write sentences for each of the following series of words, applying the appropriate punctuation rule. Indicate the rule, 1, 2, or 3, that applies. The first exercise has been completed as an example.

1. Rule # **3** George Bush, President Dick Cheney, Vice President Colin Powell, Secretary of State *George Bush, President; Dick Cheney, Vice President; and Colin Powell, Secretary of State, are top officials in our government.*
2. Rule # \_\_\_\_ Monday Wednesday Friday
3. Rule # \_\_\_\_ shirts pants socks sweaters hats mittens
4. Rule # \_\_\_\_ Audrey Wood, author of *The Napping House* Juan Felipe Herrera, author of *Calling the Doves* Ruth Krauss, author of *The Carrot Seed*
5. Rule # \_\_\_\_ left on Delaware Avenue right on East Street right on Thatcher Road
6. Rule # \_\_\_\_ please thank you I'm sorry
7. Rule # \_\_\_\_ soup sandwiches
8. Rule # \_\_\_\_ apple picking at an orchard house cleaning milking on a dairy farm
9. Rule # \_\_\_\_ Hawaii Alaska
10. Rule # \_\_\_\_ pigs cows
11. Rule # \_\_\_\_ John, the butler Mary Jane, maid James, the gardener
12. Rule # \_\_\_\_ an orange shirt a pair of brown slacks

11. 3, 2, 2, 3, 2, 4, 3, 5, 2, 6, 2, 7, 1, 8, 2, 9, 1, 10, 1, 11, 3, 12, 1

# Adult Literacy - ELL Level

## Vocabulary

Bed  
Blanket  
Pillow  
Pillowcase  
Top sheet  
Fitted sheet

## English

## Expressions

I need a \_\_\_ for the \_\_\_\_.  
I put the \_\_\_ on the \_\_\_\_.

## Needed

## materials

- ♦ One each of the following: blanket, pillow, pillowcase, top sheet, and fitted sheet

## Note:

On the visit before teaching this lesson, ask to use a bed in the learner's home as a teaching prop for this lesson. Note the size of the bed – twin, double, etc.- so that you can bring appropriate size sheets.

Teach English vocabulary related to *The Napping House / La Casa Adormecida* and associated with bedding.

## Introduce Vocabulary

### Bed

- ♦ Point to the bed. Say: *This is a bed. What is this? This is a bed.* Ask again: *What is this?* Motion to the learner to answer: *This is a bed.* Repeat three times.

### Blanket, pillow, pillowcase, top sheet and fitted sheet

- ♦ Pick up the blanket and say: *This is a blanket. What is this? This is a blanket.* Give the blanket to the learner and ask again: *What is this?* Motion to the learner to answer: *This is a blanket.* Repeat three times for each vocabulary word.
- ♦ Repeat the procedure to introduce pillow, pillowcase, top sheet, and fitted sheet. Repeat three times. (When introducing top sheet and fitted sheet, stretch the corners of the sheets to illustrate the difference between the two types.)

## Reinforce Vocabulary

- ♦ Place the blanket, pillow, pillowcase, top sheet, and fitted sheet on the workspace.
  - ♦ Say: *I need a blanket for the bed.* Point to the blanket and the bed as you say the words. Repeat: *I need a blanket for the bed.* Motion to the learner to give the blanket to you. Lay the blanket on the bed and say: *I put the blanket on the bed.* Point to the blanket on the bed and repeat: *I put the blanket on the bed.*
  - ♦ Place the blanket back on the workspace and say: *I need a blanket for the bed.* Motion to the learner to repeat: *I need a blanket for the bed.* Give the blanket to the learner and motion to him/her to lay the blanket on the bed. Point to the blanket on the bed and say: *I put the blanket on the bed.* Motion to the learner to repeat: *I put the blanket on the bed.*
  - ♦ Repeat procedure for pillow, top sheet, and fitted sheet. Repeat the procedure three times for each vocabulary word.
  - ♦ Say: *I need a pillowcase for the pillow.* Point to the pillowcase and the pillow as you say the words. Repeat: *I need a pillowcase for the pillow.* Give the pillowcase to the learner and motion to him/her to put the pillow inside the pillowcase and say: *I put the pillowcase on the pillow.* Point to the pillow and repeat: *I put the pillowcase on the pillow.*
  - ♦ Take the pillow out of the pillowcase. Say: *I need a pillowcase for the pillow.* Motion to the learner to repeat: *I need a pillowcase for the pillow.* Give the pillowcase to the learner and motion to him/her to put the pillow in the pillowcase. Say: *I put the pillowcase on the pillow.* Motion to the learner to repeat: *I put the pillowcase on the pillow.*
- Repeat the procedure three times.

## More Practice

- ♦ Repeat the language activity above to make the bed.