

## **Pre-Story Activities:**

Have students explore a bright day environment using the augmented 360 targets.

Extension: Play rainy day music while students are exploring.

### **Questions to Ask:**

What is the weather like?

How does it make you feel?

What could you do outside?

If it is raining outside what is possible to do outside in that environment?

## **During Story Activities:**

Students will be able to scan the corresponding trigger with the Aug That app per page to read the story via sign language to answer the questions or to participate in the class or small group discussion.

### **Possible Question to Ask:**

- Why is the house in the story called the "napping house"?
- What is the weather like in the beginning of the story?
- How do you feel on rainy days?
- What other sounds might you hear in a very quiet house where everyone is napping?
- How do you think granny and the boy felt when they woke up?
- How do you feel when you wake up from a nap?
- How do you think Granny and the boy were going to spend the rest of the day?
- What are your favorite things to do on sunny days?

### **Class or Small Group Discussion:**

- Look at the illustrations now. Of course you noticed the changing colors as the house woke up. We start with a sleepy blue and change to a vibrant yellow as the afternoon rain changes to sunshine and a rainbow appears. Did you also notice that, except for the very first picture, everybody's there already in the room, long before the text takes notice of them. Watch the sleepers. Do any of them move before they get up to join the pig pile on the bed?
- Watch the changing perspective. At the beginning of the story, we're at eye level with the bed. As the pile goes higher, so does our vantage point until when the pile reaches its zenith, we must be on the ceiling. For children who have difficulty seeing this, focus their attention on the water pitcher; it's more apparent there.
- What about that bike left out in the rain? Is it Granny's or the child's or neither one?
- The concept that the flea was the straw that broke the camel's back could lead to other situations where that old saw seems to apply. Are there other books with a similar climax?

### **Class or Small Group Discussion:**

- Talk with children about their bedtime routines. Ask: What do you do just before going to bed? What kinds of things do you have in your bedroom? How does your bed feel when you climb into it at night?
- Talk about the ending with children. Ask: What do you think happened to the people in the story when they went outdoors after their nap?

### **Put in Order:**

- Using the Augmented 3D targets have students put the sequence of events in order.
  - ▲ Once Targets are placed in an order Scan using the Aug That app.
  - ▲ Check order with the book. Does it match?
- Using the Signing Targets have students put the sequence of events in order next to the corresponding 3D objects.
  - ▲ Scan the targets to make sure they have matched the word with the correct object.
  - ▲ Check the order against the order in the book. Does it match?

### **Spelling:**

With a partner have students practice spelling the keywords and or the multiple meaning words of the book. After a student has spelled a word scan the corresponding target to check for accuracy and or reinforcement.

- Signing - N is for Nap
- Signing - G is for Granny
- Signing - C is for Child
- Signing - D is for Dog
- Signing - C is for Cat
- Signing - M is for Mouse
- Signing - F is for Flea
- Signing - B is for Bed
- Signing - Nap (with the meaning)
- Signing - Cozy (with the meaning)
- Signing - Snoring (with the meaning)
- Signing - Dreaming (with the meaning)
- Signing - Dozing (with the meaning)
- Signing - Snoozing (with the meaning)
- Signing - Slumbering (with the meaning)
- Signing - Wakeful (with the meaning)
- Signing - Bite (with the meaning)
- Signing - Scare (with the meaning)
- Signing - Claws (with the meaning)
- Signing - Thumps (with the meaning)
- Signing - Bumps (with the meaning)
- Signing - Breaks (with the meaning)

## **Spelling:**

- Signing - Dream (Multiple Meaning Word)
- Signing - Snooze (Multiple Meaning Word)
- Signing - Thump (Multiple Meaning Word)
- Signing - Bump (Multiple Meaning Word)
- Signing - Break (Multiple Meaning Word)

## **Build an Alphabet Book:**

Using the augmented targets for nap, granny, child, and etc... have students put the the words in alphabetical order and staple them together.

- Students then can scan each target for reinforcement practice of spelling the word.

## **Writing Practice:**

- Have students practice writing the keywords using the augmented writing worksheets.
- Have students scan the target on the worksheet using the Aug That app to check for accuracy and or reinforcement.

## **Writing Activity:**

- Have students write a story using sequencing of events similar to The Napping House or change the ending of the story.
- Have students create an illustration to go with their story.
- Have students create a video of them signing their story.
- Submit student illustration and video clip to AugThat to augment.
  - ▲ Once augmented hang illustrations around the room and have students scan each other's stories.

## **Math:**

- Have students arrange the 3D objects from the story from largest to smallest. Scan the 3D objects with the Aug That app to verify size. Scan the corresponding trigger with the Aug That app to check accuracy. Reverse and do smallest to largest.
- Have students count how many feet are in each picture in the book and with the 3D objects.
- Have students write a number sentences to represent how many feet, animals, and etc... are in the book.

## **Science:**

- Have students explore the very dry conditions to very wet conditions using the 360 weather trigger.
- Have students compare each section and write down their observations.

**Questions:**

- How is the ground the same or different in each section?
- How is the sky the same or different in each section?
- How are the clouds the same or different in each section?
- What is the weather like in each section?
- How does each section make you feel?
- Which section has too much rain?
- Which section has too little rain?
- Which section is ideal for growing plants?

**Air and Wind:**

- Have students blow bubbles outside.
- While blowing bubbles have students practice predicting, measuring, and observing as they watch the bubbles move with the wind.
- Using the 360 Weather target have students predict which section would be the most successful section to blow bubbles in.
  - ▲ Why would \_\_\_\_ section be the most successful?
  - ▲ Why would \_\_\_\_ section be the least successful?

**Rainbows:**

Using the 360 Rainbow target have students write down their observations.

**Questions:**

- What different objects can make a rainbow?
- How is a rainbow form?
- Can you ever find the end of a rainbow? Why or Why not?