

Here's What You'll Get in the Goodnight Moon Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Synthesizing Lesson Plan

Goodnight Moon
By: Margaret Wise Brown
Grade Level: 1 / Guided Reading Level: H

Synthesizing

1

Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of words found in the book

Summary

It's time for bed and bunny will do anything to delay falling asleep! In *Goodnight Moon*, a young bunny wishes a slow goodnight to everything he can think of in the hopes of staying awake just a little bit longer. The appealing illustrations and poetic text structure will keep readers engaged throughout this simple, classic story.

Link to What You Know

- How long does it take you to fall asleep?
- Think of a time when you tried to stay up late. What did you do?

Important Words to Know and Understand

Comb - A flat piece of plastic or metal with a row of thin teeth that is used for making hair neat

Great - Very large in size; very big

2

Learn About Comprehension Strategies

- Think about the text you read when you get confused

Why Readers Synthesize While Reading

Readers synthesize in order to deeply understand what they read. As readers learn new information about characters, topics, and events, their understanding of the text gets deeper. This happens because new information gets added to what they already know.

When you read fiction (stories that are not real), the author usually tells you a little bit about the characters, the setting, and the problem at the beginning of the book. As you read further, the author gives you more information. If you pay attention to what the author writes, you'll notice that your thoughts about a character or a problem will change over time.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author gives you specific information about a topic. You can add the new information to what you already know about a topic to become more of an expert on a specific topic.

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Guided Reading Level

Activate Prior Knowledge

Synthesizing Lesson Plan

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Synthesizing

3

Synthesize While Reading

- Look for places where your opinion of a character changes
- Notice when you learn something new about a character or topic
- Look for new words that change your understanding of the text

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 2 - What information does the illustration give you about the story so far?

Page 8 - What is this story mainly about so far? How has your thinking changed since the beginning of the story?

Page 12 - Notice the words that help you understand the time of day the story takes place. What are they?

Page 14 - Notice the time on the clock. How much time has passed since the beginning of the story? How do you know?

Page 23 - Who do you think is saying "goodnight" to "nobody"? Why are they saying it?

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect

Think - How did your thinking change while you read *Goodnight Moon*? What information helped you to gain a better understanding of the characters or the problem in the book?

Talk - Tell your reading partner about a place where your thinking changed. Explain why your thinking changed.

Reflect - Think about the synthesizing work you did while reading *Goodnight Moon*. How does paying attention to the way your thinking changes across a text help you to be a better reader? Which reading comprehension strategies were most helpful to you as you read today?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Goodnight Moon*. (Remember to include examples from the book!)

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Explanation of Strategy

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Understanding Text Structure
By: Margaret Wise Brown
Grade Level: 1 / Guided Reading Level: H

1

Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of words found in the book

3

Understand Text Structure While Reading

- Notice the words in the text that describe things or actions.
- Notice the words that describe places, things, or actions.
- Notice the words that describe people or actions.
- Notice the words that describe events.

2

Learn About Comprehension Strategies

- Think about the text you read when you get confused

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect

Think - How did your thinking change while you read *Goodnight Moon*? What information helped you to gain a better understanding of the characters or the problem in the book?

Talk - Tell your reading partner about a place where your thinking changed. Explain why your thinking changed.

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Making Predictions
By: Margaret Wise Brown
Grade Level: 1 / Guided Reading Level: H

1

Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of words found in the book

3

Make Predictions While Reading

- Notice the words in the text that describe things or actions.
- Notice the words that describe places, things, or actions.
- Notice the words that describe people or actions.
- Notice the words that describe events.

2

Learn About Comprehension Strategies

- Think about the text you read when you get confused

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect

Think - How did your thinking change while you read *Goodnight Moon*? What information helped you to gain a better understanding of the characters or the problem in the book?

Talk - Tell your reading partner about a place where your thinking changed. Explain why your thinking changed.

Reflect - Think about the synthesizing work you did while reading *Goodnight Moon*. How does paying attention to the way your thinking changes across a text help you to be a better reader? Which reading comprehension strategies were most helpful to you as you read today?

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Understanding Text Structure

Making Predictions

Visualizing
By: Margaret Wise Brown
Grade Level: 1 / Guided Reading Level: H

1

Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of words found in the book

3

Visualize While Reading

- Notice the words in the text that describe things or actions.
- Notice the words that describe places, things, or actions.
- Notice the words that describe people or actions.
- Notice the words that describe events.

2

Learn About Comprehension Strategies

- Think about the text you read when you get confused

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect

Think - How did your thinking change while you read *Goodnight Moon*? What information helped you to gain a better understanding of the characters or the problem in the book?

Talk - Tell your reading partner about a place where your thinking changed. Explain why your thinking changed.

Reflect - Think about the synthesizing work you did while reading *Goodnight Moon*. How does paying attention to the way your thinking changes across a text help you to be a better reader? Which reading comprehension strategies were most helpful to you as you read today?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Goodnight Moon*. (Remember to include examples from the book!)

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Determining Importance
By: Margaret Wise Brown
Grade Level: 1 / Guided Reading Level: H

1

Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of words found in the book

3

Determine Importance While Reading

- Notice the words in the text that describe things or actions.
- Notice the words that describe places, things, or actions.
- Notice the words that describe people or actions.
- Notice the words that describe events.

2

Learn About Comprehension Strategies

- Think about the text you read when you get confused

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

Time to Reflect

Think - How did your thinking change while you read *Goodnight Moon*? What information helped you to gain a better understanding of the characters or the problem in the book?

Talk - Tell your reading partner about a place where your thinking changed. Explain why your thinking changed.

Reflect - Think about the synthesizing work you did while reading *Goodnight Moon*. How does paying attention to the way your thinking changes across a text help you to be a better reader? Which reading comprehension strategies were most helpful to you as you read today?

Write - Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading *Goodnight Moon*. (Remember to include examples from the book!)

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Visualizing

Determining Importance

Answer Key for Making Predictions with Goodnight Moon

Your Turn to Practice Making Predictions with Goodnight Moon

Page 4: Here the author lists more items in the bedroom. What do you predict will happen on the next page?

Page 1: Notice the words. Which words help you visualize the items in the room?

Answer Key for Visualizing with Goodnight Moon

Your Turn to Practice Visualizing with Goodnight Moon

Page 1: Notice the words. Which words help you visualize the items in the room?

Answer Key for Determining Importance with Goodnight Moon

Your Turn to Practice Determining Importance with Goodnight Moon

Page 4: What do you notice about the painting in the room when you read it?

Page 9: Why is it important to pay attention to the painting picture?

Page 13: What do you notice about the word "goodnight" in the text?

Page 15: Why is it important?

Answer Key for Understanding Text Structure with Goodnight Moon

Your Turn to Practice Understanding Text Structure with Goodnight Moon

Page 2: What information does the illustration give you about the story so far?

Page 8: How has your thinking changed since the beginning of the story?

Page 12: Notice the words that help you understand the time of day the story takes place. What are they?

Page 14: Notice the time on the clock. How much time has passed since the beginning of the story? How do you know?

Page 23: Who do you think is saying "goodnight" to "nobody"? Why are they saying it?

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

"I Can" Statement

Goodnight Moon: Making Predictions

Who is saying goodnight to the items and animals? How do you know?

I can tell who's telling the story at different parts of the stories that I read. CCSS: RL.1.6

Goodnight Moon: Making Predictions

Who is saying goodnight to the items and animals? How do you know?

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Who is saying goodnight to the items and animals? How do you know?

I can tell who's telling the story at different parts of the stories that I read. CCSS: RL.1.6

Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPagez.com

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Goodnight Moon: Making Predictions

Who is saying goodnight to the items and animals? How do you know?

Goodnight Moon: Making Predictions

Who is saying goodnight to the items and animals? How do you know?

Goodnight Moon: Making Predictions

Who is saying goodnight to the items and animals? How do you know?

Goodnight Moon: Making Predictions

Who is saying goodnight to the items and animals? How do you know?

Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Making Predictions

Title: _____

I predict ...

My prediction was

Correct
 Incorrect

I know because...

Here is a picture about my prediction:

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making Predictions

Visualizing

Title: _____

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below.

Write down some of the words that the author used to help you make the picture in your mind.

Show your picture to someone. Make sure that you draw all of the words that helped you visualize.

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Visualizing

Determining Importance

Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important part of your book.

#1 _____

#2 _____

#3 _____

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Determining Importance

Understanding Text Structure

Title: _____

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
Page: _____		
Page: _____		
Page: _____		
Page: _____		

Text Structures You Might See While Reading:

Description	Sequence	Cause and Effect
Chronological	Order	Result

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Understanding Text Structure

Synthesizing

Title: _____

At First I was Thinking...	My new Thinking is...	I used to think... But now I think...
Because...	Because...	Because...
My new thinking is...	Now I understand...	After thinking about...
Because...	Because...	I conclude...

Directions:
1. Answer each of the questions.
2. Carefully cut out on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Synthesizing

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Optional Activity to Extend Engagement

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Interactive Activity

Goodnight Moon
By: Margaret Wise Brown
Grade Level: 1 / Guided Reading Level: H

Word Work

Instructional Focus:
Short vowels

Background:
A single vowel in the middle of a syllable is usually a short vowel.

Examples:

admit	comment	hush
brush	distrust	instruct
cabin	dump	jumping
crush	extinct	kitten
clock	honest	little

Materials and Preparation:

- A Copy of Goodnight Moon by Margaret Wise Brown
- Chart Paper
- Markers
- Scissors
- "Short Vowel Sound" Anchor Chart
- Double sided copies of "Word Cards Side A"
- Color the Rabbits Word Work Page (1 per student)
- Optional - Extend Engagement Activity (see below)
- Optional - Word Detective Extension Worksheet

Step 2: Connect Word Work to Reading

Short Vowel in the Text

- Introduce the "Connect Word Work to Reading" by asking learners to pronounce the short vowels sounds. Ask them if you read Goodnight Moon, they need to be able to pronounce words like hush, jump, and kitten. Explain that you are going to read some words incorrectly. Their job is to stop you when they hear a word that doesn't sound right. They will then read the word correctly using short vowel sounds.
- Begin reading Goodnight Moon by Margaret Wise Brown. Read the following words with short vowel sounds: brush, clocks, hush, jumping, kittens, little, mittens, mush, nobody, picture, red, sitting, socks, telephone, and whispering. Place sticky notes next to the words to help you remember when to mispronounce a word.
- When children stop you to fix a word, write the word on chart paper and read it together using the proper vowel sound. Remind learners of the rule that a single vowel in the middle of a syllable is usually short. See if each word follows this pattern.

Examples of Short Vowels found in the text:

• brush	• jumping	• mittens	• red
• clocks	• kittens	• mush	• sitting
• hush	• little	• nobody	
• socks	• telephone	• whispering	

Step 3: Guided Word Work Practice

Interactive Exploration

- Please write a step by step lesson plan below according to the example provided.
- Pass out copies of the "Word Mat".
- Distribute copies of the double-sided "Word Cards". Tell learners to cut out the words. Place the cards with the words facing up.
- Instruct learners to choose a word card and read it out loud. If the word has a short vowel sound, they will place the word card in the left column of the "Word Mat". If the word does not have a short vowel sound, they will place the word in the right column.
- Learners can check their work by flipping the cards over. Words with short vowel sounds have check marks on the back side of the card. Words without short vowel sounds have an "X" on the back side of the card.

Goodnight Moon
By: Margaret Wise Brown
Grade Level: 1 / Guided Reading Level: H

Word Work

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of Color the Rabbit Practice Page.
- Read the directions with the class.
- Students will color in all of the rabbits that have words with short vowel sounds.
- Tell the students to complete the practice page.
- Monitor students while they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for short vowels in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the Word Detective worksheet.

Independent Practice Page

Color the Rabbits
Word Work Practice Page

Directions:
Color in all the rabbits that have words with short vowels.

Name: _____ Independent Practice Page | @BookPages.com

Word Cards Side A
Interactive Activity

Directions: Cut out the words below. Choose a word and decide if the vowels are short. If the vowel makes a short sound, place the word in the left column of the "Word Mat". Check your work by flipping the cards over. Words with short vowel sounds have check marks on the back of the card. Words without short vowels have an "X" on the back of the card.

meat	fin	hide	coat
cube	kite	grade	snake
west	shine	skunk	bone
frog	drill	grass	tub
road	tap	bite	note
cone	rob	keep	win
fish	hat	crab	ring

Guided Word Work Practice | @BookPages.com

Extension Activity

Word Detective: Short Vowel
Extension Activity

Directions:
Be a word detective!
Be on the lookout for short vowels while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | @BookPages.com

Assessments

Running Record Assessment:
Use the first 100 words from the text to assess oral reading fluency



Running Record				
Title: Goodnight Moon		Guided Reading Text Level: H	Word Count: 100	
Name: _____		Date: _____		
Accuracy Rate: (# of words correct/100 words) _____				
Error Rate: (# of incorrect words/100 words) _____				
Self-Correction Rate: (# of words self-corrected/100 words) _____				
Time: (in seconds) _____		Words Per Minute: (100/seconds read x 60) _____		
Easy 95%-100% Accuracy		Instructional 90%-94% Accuracy		Hard 50%-89% Accuracy
E = Errors SC = Self-Correction M = Meaning S = Structure/syntax V = Visual				COUNT
				INFORMATION USED
Page		E	SC	E MSV SC MSV
1	In the great green room There was a telephone And a red balloon			
3	And a picture of-			
4	The cow jumping over the moon			
5	And there were three little bears sitting on chairs			
6	And two little kittens and a pair of mittens			
7	And a little toy house and a young mouse			
8	And a comb and a brush and a bowl full of mush			
9	And a quiet old lady who was whispering "hush"			
11	Goodnight room			
12	Goodnight moon			
13	Goodnight cow jumping over the moon			
15	Goodnight light and the red balloon Goodnight bears Goodnight chairs			
16	Goodnight kittens			
18	And goodnight mittens Goodnight clocks and goodnight socks			
Analysis and Comments:				
Tested By: _____				©BookPagez.com

Common Core Assessment:
One question for each Reading Informational OR Reading Literature standard (1-9)

Goodnight Moon CCSS Assessment		Name: _____
		Score: / 9
Directions: Use what you know about Goodnight Moon to answer each of the following questions.		
1. What was the story about?		
<input type="radio"/> A	A bunny who is settling in for the night.	
<input type="radio"/> B	The moon	
<input type="radio"/> C	Colorful bedrooms	
<input type="radio"/> D	Nocturnal animals	
2. Retell what happened in the story.		
<input type="radio"/> A	A bunny falls asleep and dreams about a moon.	
<input type="radio"/> B	The moon shines bright on animals that are awake at night.	
<input type="radio"/> C	The beginning of the story lists everything the bunny can see while in his bedroom. The bunny says goodnight to each object for the rest of the story.	
<input type="radio"/> D	An adult rabbit is upset because the bunny won't sleep.	
3. Who is the main character in the story?		
<input type="radio"/> A	A talking moon	
<input type="radio"/> B	A mouse	
<input type="radio"/> C	A mother rabbit	
<input type="radio"/> D	A bunny	
4. What words in the story tell us what the setting looks like?		
<input type="radio"/> A	"In the great green room"	
<input type="radio"/> B	"The moonlit forest was covered in moss."	
<input type="radio"/> C	"The warm cozy room had a warm fire."	
<input type="radio"/> D	"A bunny cuddled up in bed with his soft blanket."	
CCSS Assessment 1 st Grade Reading Standards for Literature		



Goodnight Moon CCSS Assessment Answer Key	
Directions: Use what you know about Goodnight Moon to answer each of the following questions.	
1. What was the story about? (RL.1.1)	
<input checked="" type="radio"/> B	A bunny who is settling in for the night.
<input type="radio"/> A	The moon
<input type="radio"/> C	Colorful bedrooms
<input type="radio"/> D	Nocturnal animals
2. Retell what happened in the story. (RI.1.2)	
<input type="radio"/> A	A bunny falls asleep and dreams about a moon.
<input type="radio"/> B	The moon shines bright on animals that are awake at night.
<input checked="" type="radio"/> C	The beginning of the story lists everything the bunny can see while in his bedroom. The bunny says goodnight to each object for the rest of the story.
<input type="radio"/> D	An adult rabbit is upset because the bunny won't sleep.
3. Who is the main character in the story? (RI.1.3)	
<input type="radio"/> A	A talking moon
<input type="radio"/> B	A mouse
<input type="radio"/> C	A mother rabbit
<input checked="" type="radio"/> D	A bunny
4. What words in the story tell us what the setting looks like? (RI.1.4)	
<input checked="" type="radio"/> A	"In the great green room."
<input type="radio"/> B	"The moonlit forest was covered in moss."
<input type="radio"/> C	"The warm cozy room had a warm fire."
<input type="radio"/> D	"A bunny cuddled up in bed with his soft blanket."
CCSS Assessment 1 st Grade Reading Standards for Literature BookPagez.com	

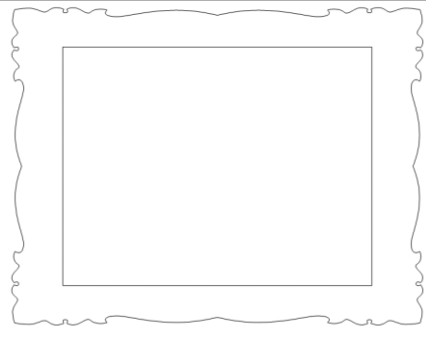
Answer Key



Extension Activity

Name: _____ Date: _____

Directions: Illustrate your bedroom in the frame below. List the items you would say "goodnight" to on the lines below.



Extension Activity | @BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation
<p>Goodnight Moon Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Goodnight Moon" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Making Predictions Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.1 - Ask and answer questions about key details in a text.</p> <p>RL.4 - Identify words and phrases in stories or poems that suggest feeling or appeal to the senses.</p> <p>RL.6 - Identify who is telling the story at various points in a text.</p> <p>RL.7 - Use illustrations and details in a story to describe its characters, settings or events.</p> <p>RL.9 - Compare and contrast the adventures and experiences of characters in stories.</p> <p>RL.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 - Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p>W.1.8 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.9 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Language</p> <p>L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).</p>

Common Core State Standards Correlation
<p>Goodnight Moon Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Goodnight Moon" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Understanding Implication Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.1 - Ask and answer questions about key details in a text.</p> <p>RL.2 - Recall stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 - Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p>W.1.8 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.9 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Language</p> <p>L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).</p>

Common Core State Standards Correlation
<p>Goodnight Moon Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Goodnight Moon" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Determining Implication Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.1 - Ask and answer questions about key details in a text.</p> <p>RL.2 - Recall stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 - Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p>W.1.8 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.9 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Language</p> <p>L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).</p>

Common Core State Standards Correlation
<p>Goodnight Moon Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Goodnight Moon" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Understanding Implication Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.1 - Ask and answer questions about key details in a text.</p> <p>RL.2 - Recall stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 - Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p>W.1.8 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.9 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Language</p> <p>L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).</p>

Common Core State Standards Correlation
<p>Goodnight Moon Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Goodnight Moon" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Synthesizing Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RL.1 - Ask and answer questions about key details in a text.</p> <p>RL.2 - Recall stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p>RF.1.1 - Demonstrate understanding of the organization of basic features of print.</p> <p>RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p>W.1.8 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.9 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.1b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Language</p> <p>L.1.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).</p>

Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>Goodnight Moon Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Goodnight Moon" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language</p> <p>L.1.4a - Use the sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.4b - Identify reliable connections between words and their use (e.g. note places at home and in a zoo).</p> <p>L.1.4c - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).</p>

Common Core State Standards Correlation
<p>Goodnight Moon Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Goodnight Moon" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills</p> <p>RF.1.3 - Know and apply the grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.4 - Blend and segment onsets and rimes, including key details, and demonstrate understanding of their central message or lesson.</p>

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Goodnight Moon Super Pack

5 Comprehension Strategy Practice Pages

Making Predictions Practice Page

Tu turno para practicar: Hacer predicciones con Goodnight Moon (Buenas noches luna)


Página 6:
Aquí el autor enumera más elementos en el dormitorio. ¿Qué predices que sucederá en la página siguiente?

Páginas 11 a 12:
Observe cómo el autor está diciendo buenas noches a la luna y la vaca. ¿Qué predices que sucederá en la página siguiente?

Página 21:
Haga una predicción sobre lo que sucederá con el fuego en la chimenea.

¿Qué información usaste para hacer la predicción?

Nombre: _____



Page by Page
Guided
Questions

Answer Key

Hacer predicciones con Goodnight Moon (Buenas noches luna)


Página 6:
Aquí el autor enumera más elementos en el dormitorio. ¿Qué predices que sucederá en la página siguiente?
Las respuestas varían. Podrían incluir: Predigo que aprenderemos sobre más objetos en la habitación.

Páginas 11 a 12:
Observe cómo el autor está diciendo buenas noches a la luna y la vaca. ¿Qué predices que sucederá en la página siguiente?
Las respuestas varían. Podrían incluir: Predigo que el autor dirá buenas noches a otros artículos en la habitación.

Página 21:
Haga una predicción sobre lo que sucederá con el fuego en la chimenea.
Las respuestas varían. Podrían incluir: El fuego se apagará o el conejo adulto apagará el fuego.

¿Qué información usaste para hacer la predicción?
Las respuestas varían. Podrían incluir: Mi conocimiento previo me ayuda a darme cuenta de que los incendios no deben dejarse desatendidos.

Nombre: _____



Sample answers
written in Spanish

Visualizar
con Goodnight Moon (Buenas noches luna)

Página 1:
Fíjate en las habitaciones.
Las palabras: _____
habitación

Página 7:
Visualiza un tazón de papilla. ¿Su imagen m...
Las respuestas: _____

¿Cómo es la...
Las respuestas: _____
vapor sal...
¿Como es d...
Las respuestas: _____
¿Por qué es...
Las respuestas: _____

Página 14:
Visualice el color de los mitones en esta ilustración.
Las respuestas: _____

¿Por qué elegiste ese color?
Nombre: _____

Determinar la importancia
con Goodnight Moon (Buenas noches luna)

Página 4:
¿Qué notas sobre la pintura en la habitación donde están sentados?
Las respuestas: _____
cuelga en...
¿Por qué es...
Las respuestas: _____
interesante

Página 9:
¿Por qué es importante considerar?
Las respuestas: _____
la pared?
Las respuestas: _____
detalles...
Las respuestas: _____
su padre

Página 13:
¿Qué notas sobre la palabra "buenas noches" en esta página?
Las respuestas: _____
veces par...
¿Por qué es...
Las respuestas: _____
cuenta pa...
noches a...
¿Por qué es esto importante?
Nombre: _____

Entender la estructura del texto
con Goodnight Moon (Buenas noches luna)

Página 3:
Describe lo que ves.
La vaca e...
¿Por qué cre...
Las respuestas: _____
los elem...
Página 5:
Compara y contrasta.
¿Qué es lo...
Las respuestas: _____
agregaron...
gattitos, u...
de punto...
¿Que es dife...
Las respuestas: _____
alfombra

Páginas 9 y 10:
¿Cómo el autor le informó al lector sobre lo que habla en la historia?
Las respuestas: _____
¿Cómo nos ayuda esto a entender la historia?
Las respuestas: _____

Página 17:
¿Cómo nos está diciendo el autor sobre los artículos en esta historia?
Las respuestas: _____

Página 22:
Observe cómo el autor usa relojes para mostrar el paso del tiempo y la forma de demostrar una secuencia de eventos.
Las respuestas: _____

Nombre: _____

Sintetizar
con Goodnight Moon (Buenas noches luna)

Página 2:
¿Qué información te da la ilustración sobre la historia hasta ahora?
Las respuestas: _____
que se va...
y el reloj...
mucho tie...
¿Cómo ha...
Las respuestas: _____

Página 8:
¿Cómo ha cambiado tu forma de pensar desde el comienzo de la historia?
Las respuestas: _____
¿De qué se...
Las respuestas: _____
sobre la...
Las respuestas: _____
la histor...
habitación

Página 12:
Observe la historia y sintetice.
Las palabras: _____

Página 12:
Observe las palabras que le ayudan a comprender la hora del día en que se desarrolla la historia. ¿Qué son?
Las respuestas: _____

Nombre: _____

Visualizing

Determining
Importance

Understanding
Text Structure

Synthesizing

Writing About Reading with Optional CCSS Alignment

Goodnight Moon (Buenas noches luna): Sintetizar

Piensa en la primera y la segunda parte de la historia. ¿Qué pasó al principio? ¿Qué pasó hacia el final?

Puedo hablar sobre los personajes y el escenario y puedo contar lo que sucede en las historias que leo. CCSS: RL.1.3

Goodnight Moon (Buenas noches luna): Sintetizar

Piensa en la primera y la segunda parte de la historia. ¿Qué pasó al principio? ¿Qué pasó hacia el final?

Puedo hablar sobre los personajes y el escenario y puedo contar lo que sucede en las historias que leo. CCSS: RL.1.3

Goodnight Moon (Buenas noches luna): Sintetizar

Piensa en la primera y la segunda parte de la historia. ¿Qué pasó al principio? ¿Qué pasó hacia el final?

Puedo hablar sobre los personajes y el escenario y puedo contar lo que sucede en las historias que leo. CCSS: RL.1.3

Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPagez.com

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

Goodnight Moon (Buenas noches luna): Sintetizar

Piensa en la primera y la segunda parte de la historia. ¿Qué pasó al principio? ¿Qué pasó hacia el final?

Goodnight Moon (Buenas noches luna): Sintetizar

Piensa en la primera y la segunda parte de la historia. ¿Qué pasó al principio? ¿Qué pasó hacia el final?

Goodnight Moon (Buenas noches luna): Sintetizar

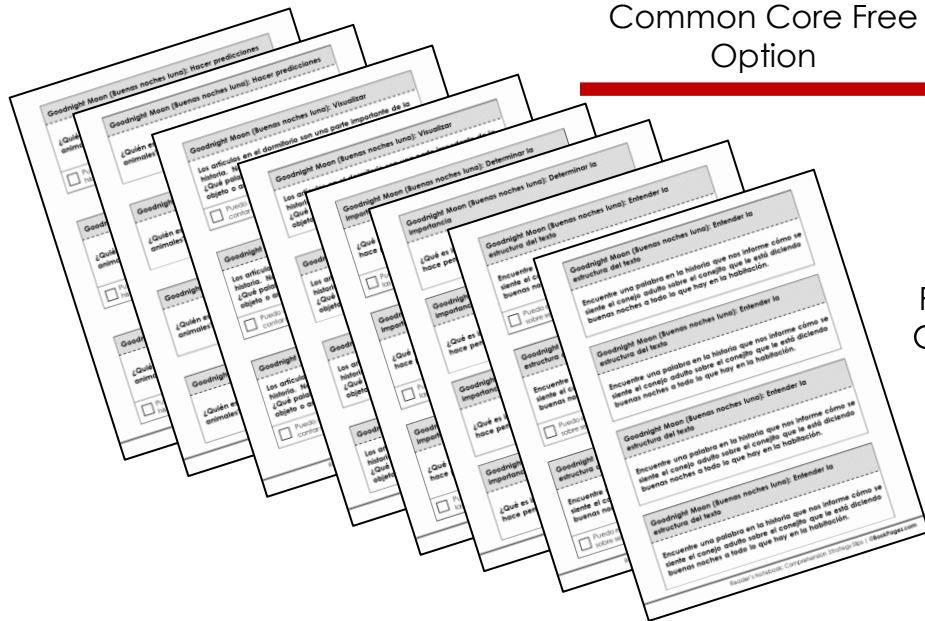
Piensa en la primera y la segunda parte de la historia. ¿Qué pasó al principio? ¿Qué pasó hacia el final?

Goodnight Moon (Buenas noches luna): Sintetizar

Piensa en la primera y la segunda parte de la historia. ¿Qué pasó al principio? ¿Qué pasó hacia el final?

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Common Core Free Option



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Hacer Predicciones
Título: _____

Yo predigo...

Mi predicción fue...

Correcto
 Incorrecto

Yo sé porque...

Aquí hay una foto sobre mi predicción:

Indicaciones:
1. Contesta las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha en tu cuaderno del lector.

Making Predictions

Visualizar
Título: _____

¿Qué página usaste para practicar o visualizar?

Haz un dibujo de tu imagen mental en el espacio abajo:

Escribe algunas de las palabras que la autora usó que te ayudaron a hacer esta imagen en tu mente.

Comparte tu dibujo con alguien. Asegúrate de haber dibujado todas las palabras que te ayudaron a visualizar.

Indicaciones:
1. Contesta cada pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha en tu cuaderno del lector.

Visualizing

Determinar la importancia
Título: _____

Piensa en el libro. Escribe toda la información importante en la burbuja de pensamiento.

Ahora determina los grandes eventos, palabras o hechos que son importantes para ti. Haz un dibujo para ilustrar las partes más importantes de tu libro.

#1 _____

#2 _____

#3 _____

Indicaciones:
1. Contesta cada pregunta.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha en tu cuaderno del lector.

Determining Importance

Entender la estructura del texto
Título: _____

Estructura del texto	¿Dónde fue usada la estructura del texto?	Cómo la estructura del texto me ayudó?
_____	Página: _____	_____
_____	Página: _____	_____
_____	Página: _____	_____
_____	Página: _____	_____

Selecciona que puedes ver, míralos bien.

Dirección	Secuencia	Causa y efecto
Compara y contrasta	Caricatura y sátira	

Indicaciones:
1. Contesta las preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha en tu cuaderno del lector.

Understanding Text Structure

Sintetizar
Título: _____

Al principio yo estaba pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Pero ahora pienso...
Porque...	Porque...	Porque...
Porque...	Porque...	Porque...

Mi nueva forma de pensar es...

Porque...

Porque...

Después de pensar sobre...

Puedo concluir que...

Porque...

Indicaciones:
1. Contesta las siguientes preguntas.
2. Corta cuidadosamente en las líneas de puntos.
3. Pega o engancha en tu cuaderno del lector.

Synthesizing