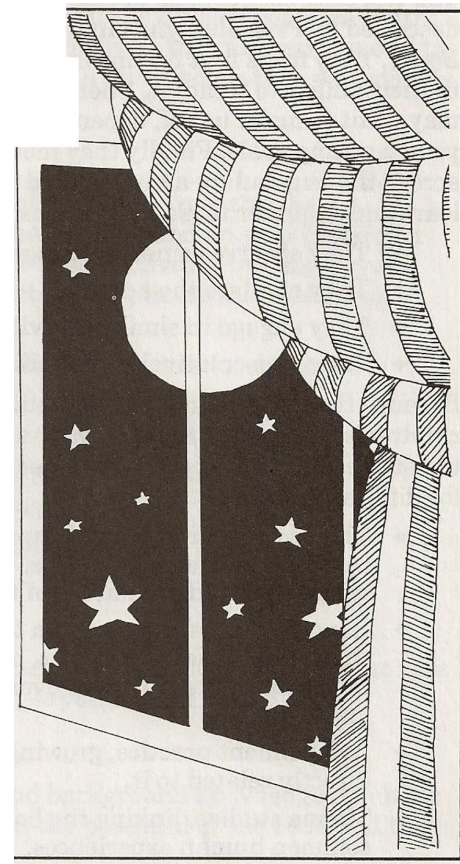


Goodnight Moon

Margaret Wise Brown
Pictures by Clement Hurd

The predictability of this bedtime favorite makes *Goodnight Moon* an ideal Big Book choice for beginning readers. With its repetition, rhyme and rhythm, Brown's text is as supportive of young children's reading efforts as it is of their desire to prolong pleasant bedtime rituals. Youngsters will recognize the "goodnight everything in sight" technique the little bunny uses so effectively until he can't keep his eyes open another minute. Carried along by the warmth of Hurd's matching illustrations, they'll soon be recognizing the words too.



The Book Experience

- (Session 1)**
- Many children may recognize *Goodnight Moon* - a favorite of parents, librarians and nursery school teachers - as soon as they see the cover. If this happens, you may as well read the title and the author's and illustrator's names immediately, and proceed directly to the story if it seems that the children recall most of it before you even begin to read the text. However, if the group's experience is such that few, if any, recognize the Big Book, hold it up and give the children time to look at the front and back covers and to talk about what they see. Record some of their comments on the board.

I see a moon and stars. M. H.
There are two kittens playing. K. E.
I see a little mouse. R. G.
I think it must be night time. J. K.

An observant child who knows how to tell time might comment on the fact that it's seven o'clock, and another might notice the picture of the cow jumping over the moon .

- If you haven't already done so, read the title, names and other words found on the covers of *Goodnight Moon*. Do the same with the title page, and then continue to turn the rest of the pages without reading the text, giving the children time to enjoy and take in the details of Hurd's pictures. Afterwards, invite the children to share their thoughts about what is happening in this story, or to recall what happens if they have heard it often in the past. Record these comments on the board too, using the children's initials to keep track of who said what.

A bunny is going to sleep. T. M.
His mother is knitting. C. B.
A mouse is playing in the room. D R.

- Session 1**
- Read *Goodnight Moon* enthusiastically through to the end without pausing, matching your voice to the warm, gentle tone and soothing rhythm of Brown's words.
 - Return to the children's predictions and comments. Read each together with the child who made it. Praise careful observations and successful predictions. Be supportive of slightly off-the-mark conclusions by saying things like, "Carlos, I can see why you would think the rabbit in the rocking chair was the mother. I would have thought the same thing if I hadn't read the words." Such comments will encourage beginning readers to continue using picture clues whenever they feel the need to do, while reinforcing the idea that the actual story is to be found in the text.
 - Encourage the children to share their responses to the story. Did they like it? Which part did they like best? Which picture did they like best? Did the story remind them of another they know, or of their own bedtimes now and when they were younger? Why do they think young children act like the bunny at bedtime?
 - Use questions about what happens next to guide the children through a simple recapping of *Goodnight Moon*.

- Session 2**
- Once again read the story with as much expression and enthusiasm as you can, underlining the text with your hand or a pointer as you read. Pause at each page to allow the children to ask questions or make comments on what they have just seen or heard, such as "Why is the mush there now?", "What is mush anyway?" and "Does that mean the lady is like a babysitter or something?" Listen carefully to these questions and comments so that you can get a sense of how much of the story the children understand, which words are unfamiliar to some of them, how observant they are, and what experiences they bring to the book.
 - You might want to incorporate a search for the little mouse on each two page spread into this second reading too. Simply ask "Where's the mouse here?" and have one of the children point to it before moving on to the next page.
 - Invite the children to respond to the story by painting a picture or writing about a favorite part of the book or about a personal experience the story brought to mind.

- Session 3**
- Through changes in your voice and inviting nods and smiles, encourage the children to chime in whenever they wish as you read the story through a third time. The repetition of phrases and the end-of-line rhyme will help the children recall and predict several words and phrases.
 - When you finish this reading, invite the children to share with the group the clues they used to help them to predict what words came next. Hesitant readers will benefit greatly from hearing other children say things like "Mittens comes after kittens because it sounds the same," "I know there's mittens on that page because of the picture of them" and "Goodnight is the first word lots of times and it starts with a big G."

- Session 4**
- More aware of the variety of clues available to them and attracted by the natural flow of the language in *Goodnight Moon*, the children will be ready and eager to join you as you read the story a fourth time. If they seem ready to do so, you might want to suggest a choral reading involving the whole group from the very first page on.
 - Ask the children for some of the phrases they remembered so well during this reading. Record these on chart paper, reading each word as you print it.

Goodnight moon.

Goodnight cow jumping over the moon.

Goodnight bears.
Goodnight chairs.
Goodnight noises everywhere.

When the list is complete, read it through together, and save it so the children can refer to it when they are writing their own stories.

- Session 5**
- As you read the story this time, pause very deliberately at several places in the story to let the children fill in what comes next. If some children have trouble with these oral cloze activities, encourage them to read through the appropriate phrase or sentence again to see which word would make sense in the gap you have left in your reading.
 - After this reading, do some written cloze activities which you have prepared in advance. Either cover all or part of selected words with small strips of card paper right in the Big Book or on passages from the text you've printed on chart paper. Remove the cards to confirm the children's predictions.

Language Learning

- The sparse, predictable text of *Goodnight Moon* is well suited to some further progressive cloze activities. You could cover more and more words each time you read a selected passage until nearly the entire passage is hidden. The children will feel very proud to see how much of the story they can recall.
- You could also do cloze exercises which focus only on initial consonant recognition as a clue to predicting the word coming next. Leave the first letter of each hidden word exposed, and gradually reveal the rest of the word if a child needs to see additional letters before deciding what the word must be. Use re-running whenever necessary to help the children decide if the words they have predicted make sense in the context of what comes before and after the blank.
- Have fun exploring the rhyming words in *Goodnight Moon*. Print the following list (on the left below) on chart paper, reading each word as you print it.

room balloon moon
bears chairs air*
kittens mittens everywhere*
toyhouse mouse hush
clocks socks
goodnight light

Invite the children to name another word in the story which rhymes with each of these. Print them to the right of their rhyming matches, reading them aloud as you print them. (* Some children may include these two words with bears and chairs; others may want to keep them as a separate pair because they don't have an s sound at the end.) Transfer these words to small cards to be used independently by the children.

- If you think some children might have difficulty recalling the rhyming words that match a given list, you could print them all on cards first and invite the children to select the two or more cards with words that sound the same.
- This list of words provides an opportunity to make the point that the similar appearance of many rhyming words like *clocks* and *socks* or *brush*, *mush* and *hush* is a valuable clue to be used when reading, but that some words like *bears*, *chairs* and *everywhere* sound the same but don't look the same.
- Explore opposites using words from *Goodnight Moon*. Print the following words on the board, saying each one as you print it.

big young everybody empty under noisy

Invite the children to find words in the text which are the opposites of these, and print them underneath.

Little old nobody full over quiet

Read each pair together with the group. Transfer the words to chart paper and to small cards that can be used by the children at their leisure.

- The children might enjoy reading these opposite words in place of those used by Brown. Invite them to read the following passage you have printed on chart paper.

In the great green room
there was a picture of
the cow jumping under the moon.
And there were three big bears
sitting on chairs

And two big kittens and an old mouse
And a noisy young lady whispering "hush."

Encourage them to refer back to the chart paper list of opposites if necessary. Ask them which words they would want to change to make this passage be the same as the text in the book. Draw a line through each of these and print the text word above it. Read the amended passage together.

- Print the text from page 14 on chart paper. Ask each child for another "goodnight" line he or she would use if it were bedtime at home. Add these lines to the passage, read it when it is complete, and save it so the children can refer to it when they are writing their own stories.

Goodnight Mom.

Goodnight Dad.

Goodnight Grandma.

Goodnight bed.

Goodnight blanket.

Goodnight goldfish.

- Work together on a similar "good morning" list.
- Red and green are mentioned in the story. You could ask the children to name other colors Hurd uses in his

illustrations and draw up a list similar to the following, using the appropriate colored marker to print each color word.

green room black phone

red balloon yellow and blue light

white moon yellow and green curtain

blue sky

Independent Practice

- **Make available the Big Book copy and small copies of *Goodnight Moon* for the children to use on their own.**
- Make available a commercially or teacher-prepared tape of *Goodnight Moon* with which the children can read along when they wish to do so.
- Make available a blank tape so those children who choose to will be able to prepare their own taped version of the story.
- **Read a favorite version of *Goldilocks and the Three Bears*.**
- Sing "Hey, Diddle, Diddle." Make copies of the words available so the children can read along with them as they sing.
- *Goodnight Moon* is like a story lullaby of sorts. Many children have been read to sleep with it. Why not sing some lullabies too, especially one like "Hush, Little Baby" with its repetition and very predictable form? You could make available the words to these lullabies, and invite the children to illustrate them and gather them together into a "Goodnight Book."
- Some children will want to make their own versions of the Big Book. Encourage them to do so. Encourage them to make personalized adaptations too, in which they write about and illustrate the things to which they would say goodnight in their own bedrooms.
- Drawing a plan or painting a picture of their bedrooms might be an activity several children would enjoy.
- **Leave out the cards on which you printed the rhyming words so the children can play a matching game in pairs or small groups.**
- **Leave out the "opposites" cards too so the children can use them in the same way.**
- **Invite the children to add to the list of opposites you began on the chart paper.**

happy sad

up down

short tall

yucky yummy

- If the exploration of opposites generates a lot of interest, you could suggest that some children work together to produce an illustrated "Book of Opposites."

- **Having become more familiar with color words, several new rhyming words and pairs of opposites, some students may want to compose poems about bedtime or about their own rooms.**
- Perhaps you could arrange to have in class a sturdy doll house with which the children can play for a week or two, or a more delicate one which they can "look at but not touch" for a few days. Some might be inspired to write a story or paint a picture about a magnificent dream doll house. Others might want to imagine the mouse in *Goodnight Moon* living in the doll house, and write or paint a picture about something that happens to it in there.
- You might also want to arrange for a classroom visit from a pet bunny. The children could learn about what it likes to eat and drink, and could make careful observations about how often it sleeps, how it uses its front teeth and how its hind legs are suited to the way it moves. Observations and comments could be recorded in story or chart form.
- Invite the children to bring to class their favorite bedtime stories, and spend an afternoon sharing these and talking about various bedtime rituals the children still find comforting.

Themes

- *Goodnight Moon* would fit nicely with a "night" or "bedtime" theme. The story could also become part of a unit dedicated to "rhyming words," or even "pets." Other titles you might wish to explore are *Bunches and Bunches of Bunnies*, *Dark Night*, *Sleepy Night*, *Mooncake*, and *Wyken, Blynken and Nod*.

REMEMBER! No matter what you do with *Goodnight Moon*, stay with the text only as long as the children remain interested. The primary criterion for the selection and continued use of any book should always be the children's enjoyment.

Evaluation

- Observe the children as they respond to *Goodnight Moon*, paying particular attention to changes in their interest, attention and enjoyment. Make anecdotal notes as you watch them participating in the group and working independently on book-related activities.
- Collect samples of their responses to the story - their pictures, stories, poems and other results of their independent activities. Date each sample for evidence of growth in, for example, their understanding of opposites and of rhyming words, and of their ability to relate personal experiences to the story.
- Have the children mark in their reading records any books they read in connection with *Goodnight Moon*, especially other stories about bedtime, nursery rhymes or bunny rabbits.
- Arrange a conference time to talk with each child about *Goodnight Moon* and their responses to it. As you talk about a picture, story, poem, room plan, etc. they've made, notice what personal experience they've brought to the story.

Resources

Classroom Materials

Asch, Frank. *Happy Birthday Moon*. Scholastic. Asch, Frank. *Mooncake*. Scholastic.

Bourgeois, Paulette. *Franklin in the Dark*. Scholastic. Field, Eugene. *Wynken, Blynken and Nod*. Scholastic. Freeman, Don. *Corduroy*. Scholastic.

Ginsburg, Mirra. *Good Morning Chick*. Scholastic. Jeffers, Susano. *All the Pretty Horses*. Scholastic. Littledale, Freya. *The Sleeping Beauty*. Scholastic.

Mathews, Louise. *Bunches and Bunches of Bunnies*. Scholastic.

McArthur, Nancy. *Megan Gets a Dollhouse*. Scholastic. Munsch, Robert. *Mortimer*. Annick Press.

Potter, Beatrix. *The Tale of Peter Rabbit*. Scholastic. Reid, Barbara. *Sing a Song of Mother Goose*. Scholastic.

Saunders, Susano. *Mr. Nighttime and the Dream Machine*. Scholastic. Yolen, Jane. *Owl Moon*. Scholastic.

Professional Books

Barrett, Frank. *A Teacher's Guide to Shared Reading*. Scholastic, 1982.

Baskwill, Jane and Paulette Whitman. *Whole Language Sourcebook*. Scholastic, 1986. Goodman, Ken. *What's Whole in Whole Language?* Scholastic, 1986.

Holdaway, Don. *The Foundations of Literacy*. Ashton Scholastic, 1978.

Johnson, Terry and Daphne Louis. *Literacy Through Literature*. Scholastic, 1987. (Available from Heinemann in the United States.)

Lynch, Priscilla. *Using Big Books and Predictable Books*. Scholastic, 1986.

Van Manen, Max. *The Tone of Teaching*, Scholastic, 1986.