

Goodnight Moon

By Margaret Wise Brown

This book uses an array of images and poetry that guides children through a routine of getting ready to go to bed at night. The book provides a fun and interactive way to talk with children about their responsibilities preparing for bed at night, as well as discuss the feelings they may experience during this time of the night. The book helps children identify various items and brings them to life in a way that gives children a sense of peace and companionship.

Video:

https://www.youtube.com/watch?v=9yu_g5x3ZoQ



Teacher
Curriculum

Reading the Story

Important talking points to cover prior to reading the book:

- ✚ What do you do before you go to bed?
- ✚ How do you feel when it is time to get ready for bed?
- ✚ Ask the children to list as many feelings that they can.
- ✚ Do you ever feel alone or scared when you go to bed?
- ✚ Encourage the children to be open to their feelings and help them understand that all feelings are normal, we just must learn how to properly cope with our feelings.
- ✚ Ask the children about the feelings that they get when they are getting ready for bed. What caused you to feel that way? Is there something that you or your parent does to help you feel better if it is not a good feeling?



Circle Time:

During circle introduce the book and go over the talking points listed above. Tell that students to listen and watch carefully as the book is being read to see how they feel while they are listening. To make circle time a little more interactive provide laminated pictures of the items being read about in the book near the circle. While reading the book have children point out the objects in the room that are being described in the book. After the book is read bring out a feelings chart (provided below) and discuss the feelings that are listed on the sheet. Ask the students to point out the various feelings they had while the book was being read, as well as the feelings they described having while they are getting ready for bed at home. Discuss how those feelings are normal and ask for tips on how to cope with those feelings. This activity will help students learn how to identify objects, identify feelings, and find ways to cope with those feelings.

Movement Activity:

After reading the story have the children play a game of charades. Make sure that all the children have the feelings sheet to use for reference. During the activity, each student will be given a notecard that has a single feeling on it. During the students turn they will get up in front of the class and try to act out the feeling that is on their notecard. The class will then try to guess the feeling that is being portrayed and provide coping mechanisms for any negative feelings. This activity will provide students with a visual of each feeling, as well as coping mechanisms for the negative feelings that they may have.

Writing/Language Center:

While working on writing and language the children will write out the word that the teacher gives them. Each student will be given a dry erase board and a dry erase marker for writing the words given by the teacher. The student will use the objects from the book and activities done during class for the words that students will write out. In addition to writing out the objects from the book the students will also write out feelings that are listed on the feelings sheet. After the teacher has gone through all the objects and feelings the students will use 5 of each word in a short story. The short story will be written on paper and handed in to the teacher to review.

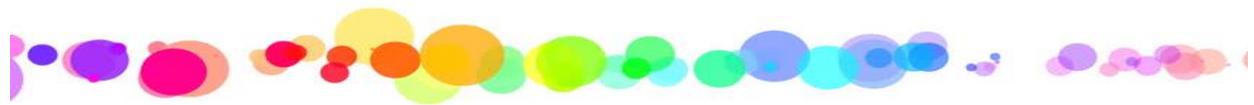
Gameplay:

During gameplay, the teacher will be administering a memory game. The children will work to remember the objects and feelings that have been reviewed during from the book, movement activity, and from the writing and language center activity. The students will form two lines in front of the chalkboard and the teacher will call out an object from the book or a feeling from the feelings sheet. One student from each line will step up to the chalkboard and draw the object or feeling that the teacher calls out. The students will have an array of chalk colors for drawing their pictures. After the activity is over the teacher will ask the children what feelings they felt during the game and how they worked through them.



Empathy Art Activity:

To keep the theme going the children will each draw an empathy art picture. The teacher will give each of the children a different emotion on a notecard. The students will then draw a picture of a person in a situation where they would experience the feeling that is on their notecard. Once they have completed that they children will then draw themselves into the picture and show how they would react to the person experiencing that feeling. Each child will then present their picture to everyone and describe their picture and why they chose to react the way that they did. This activity will bring to life the feelings that we have been discussing during the course of the day.



How do you feel today?



FRUSTRATED



SILLY



LOVING



IMPATIENT



BORED



SAD



AFRAID



PEACEFUL



RELAXED



HUMILIATED



LONELY



SHY



ANGRY



HAPPY



TIRED



CONFUSED



ENERGETIC



DISCOURAGED



CONFIDENT



DEVIIOUS



SAFE



UNIQUE



SKEPTICAL



DEPRESSED



GUILTY



OPTIMISTIC



ANNOYED



NERVOUS



SHOCKED



STRESSED