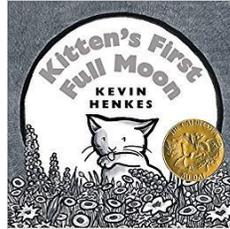




Read Aloud: Kitten's First Full Moon

Standards:

ELA.SL.CC.PS.1 - 3; ELA.RL.KID.PS.1 - 3
 ELA.RL.CS.PS.1 - 3; ELA.RL.IKI.PS.1 - 2
 ELA.RL.LTC.PS.1



Materials:

- *Kitten's Full Moon*

Vocabulary:

- **Chased:** to run after
- **Firefly:** a beetle that flies at night and glows at one end
- **(Full) moon:** when the moon looks like a whole circle
- **Lick:** to lap with tongue
- **Moon:** a bright object you often see in the night sky
- **Raced:** to move quickly
- **Reflection:** when light hits a flat, shiny surface and bounces back
- **Sprang:** to leap or rise quickly
- **Stretched:** to reach out
- **Tumbled:** to fall suddenly

First Read:

Children will:

- Listen to a story read aloud.
- Demonstrate increasing levels of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teachers will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice or by inserting a short definition.
- Provide comprehension asides: comment during the story about the main character's emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know.
- Model analytical thinking when appropriate – e.g. "I'm thinking...."

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| <p>“I have a new story for you today. The title of this books is <i>Kitten’s First Full Moon</i>. The author and illustrator is Kevin Henkes.”</p> <p>“This is a story about Kitten who sees her first full moon and thinks that it is a bowl of milk. Let’s read about what happens to Kitten as she chases after the moon.”</p> | <p><i>Show front cover. Point to title, intentionally underlining words using voice print match when reading both the words in the title as well as with author.</i></p> <p><i>Introduce the main character, using the illustrations on the cover. Point to Kitten and trace the circle of the full moon.</i></p> |
| <p>“It was Kitten’s first full moon- she could see all of the moon in the sky.”</p> | <p><i>p. 2 Point to Kitten and trace the circle of the full moon.</i></p> |
| <p>“...she closed her eyes and stretched her neck and opened her mouth and licked.”</p> | <p><i>p. 3 Model.</i></p> |
| <p>“...wiggled her bottom and sprang- jumped- from the top step..”</p> <p>“Kitten tumbled- she fell...”</p> | <p><i>p. 7-8</i></p> |
| <p>“So she chased it- ran after the moon- down the sidewalk...”</p> | <p><i>p.11-12</i></p> |
| | <p><i>p.18 Point to reflection in the pond.</i></p> |
| <p>“She leaped with all her might-...”</p> | <p><i>p.20 gesture - sweep finger under Kitten leaping</i></p> |

Discussion Questions(s):

- Why did the kitten think the moon looked like a bowl of milk?
- How did Kitten try to get the milk from the sky?

Second Read

Children will:

- Demonstrate increased level of sustained and focused engagement

- Show a steady increase in the number of words in listening vocabulary
- Develop understanding of main events

Teacher will:

- Continue to define the vocabulary words from Story Reading 1 and include additional vocabulary that may need more verbal definitions.
- Explain feelings or thoughts of secondary characters.
- Deepen the comprehension of primary characters, story problem, etc.
- Model analytical thinking.

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| <p>“We’ve read this story before, so you know that the title of the books is....<i>Kitten’s First Full Moon</i> by Kevin Henkes.”</p> | <p><i>Show cover, point to title and linger allowing children to chime in.</i></p> |
| <p>“Kitten tries to lick the moon because she thinks it is a bowl of milk to drink... she looks surprised that she licked a firefly - a bug who glows at night...”</p> | <p><i>p.3-4 Comprehension aside. Point to moon and firefly on tongue.</i></p> |
| <p>“Kitten keeps chasing the moon- she thinks the moon is moving away from her.”</p> | <p><i>p.11-12 Comprehension support.</i></p> |
| <p>“Kitten looks like she is creeping quietly, trying to sneak up on the moon so she can catch it...”</p> | <p><i>p.13-14</i></p> |
| <p>“When Kitten sees the moon’s reflection on the surface of the water, she thinks it is a large bowl of milk.”</p> | <p><i>p.18 Comprehension aside. Point to the moon and moon’s reflection.</i></p> |
| <p>“She was wet and sad and tired and hungry...I think she looks a little scared here too...”</p> | <p><i>p.22 Point to Kitten’s eyes.</i></p> |
| <p>“Lucky Kitten...you can see how Kitten thought the moon in the sky was a bowl of milk... both are round and white...”</p> | <p><i>p.29 Comprehension aside. Trace shape of bowl and moon.</i></p> |

Discussion Questions(s):

- How did Kitten feel when she couldn’t get the bowl of milk in the sky? How do you know?
- Why does the author say “Lucky Kitten!” on the last page of the book?

Third Read:

Children will:

- Jointly reconstruct the story with peers and teacher
- Recall some main events when prompted
- Ask/Answer questions for further understanding

Teacher will:

- Jointly reconstruct the story with children.
- Expand, clarify or add more information to children’s responses.
- Address misunderstandings.
- Define words as necessary.
- Deepen comprehension asides.
- Model analytical thinking.

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| <p>“We’ve read this book several times before so we remember the title is..... And the author and illustrator is Kevin Henkes. Today we are going to talk about and retell the story together.”</p> | <p><i>Show cover, linger and fill in title if not provided by children.</i></p> |
| | <p><i>p. Read first page</i></p> |
| <p>“But we remember when she closed her eyes....”</p> | <p><i>p.3-4</i></p> |
| | <p><i>p.5-6 Read.</i></p> |
| <p>“So then what did Kitten do? What happened?”</p> | <p><i>p.7-8</i></p> |
| | <p><i>p.9-10 Read.</i></p> |
| <p>“Kitten started chasing.....what happened?”</p> | <p><i>p.11-12</i></p> |
| <p>“And...”</p> | <p><i>p.13-14</i></p> |
| <p>“Then Kitten had an idea....What happened next?”</p> | <p><i>p.15-16</i></p> |
| <p>“Then we remember what Kitten saw...”</p> | <p><i>p.17-18</i></p> |

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| “And here....” | <i>p.19-20</i> |
| “Poor Kitten....what happened?” | <i>p.21-22</i> |
| “After she get out of the pond....” | <i>p.23-24</i> |
| “We remember...” | <i>p.25-26</i> |
| “Lucky Kitten.” | <i>Read last page.</i> |

Discussion Questions(s):

- How are the reflections that Ernst collects in *Puddle Pail* the same or different from the reflection of the moon Kitten chases in this story?
- What happened to the moon’s reflection in the pond when Kitten jumped in?

Fourth Read:

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children, or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

Discussion Questions(s):

- What will the kitten do next time she sees the moon’s reflection in the water?

| Suggested Transition Activity First Read | Literacy/Language Skills Supported |
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| <p>Dismiss children using the ending sounds from <i>Kitten's First Full Moon</i>.</p> <p>Say: "Today I will dismiss you using the last sound in your name. I will use words from <i>Kitten's First Full Moon</i>."</p> <p>"If your name ends with the sound /t/ like first, you may..."</p> <p>"If your name ends with /n/ like Kitten, you may..."</p> <p>"If your name ends with /l/ like full, you may..."</p> <p>*Support children by continuing to exaggerate the ending sounds to help bring their attention to it. For children who do not recognize that the ending sound of their name matches- state it for them highlighting the sound in both the child's name and the word (i.e. Amal, the last sound in your name is /l/ just like the last sound in full. You may...")</p> | <p>Direct</p> <ul style="list-style-type: none"> -phoneme segmentation -vocabulary support <p>Indirect</p> <ul style="list-style-type: none"> -exposure to well formed sentence structure |

| Suggested Transition Activity Second Read | Literacy/Language Skills Supported |
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| <p>Dismiss children using sounds from <i>Kitten's First Full Moon</i> and child names.</p> <p>Say: "If your name begins or ends with /m/ like moon..../k/ like kitten..../f/ like full, etc."</p> | <p>Direct</p> <ul style="list-style-type: none"> -phoneme segmentation -vocabulary support |

| Suggested Transition Activity Third Read | Literacy/Language Skills Supported |
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| <p>Point to the letters in the title on the cover of the book, <i>Kitten's First Full Moon</i>.</p> <p>Say: "If your name has an uppercase K in it you may...." "If your name has an uppercase F in it, you may..." "If your name has a lowercase i in it, you may..."</p> | <p>Direct -UC/LC letter id</p> |
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| Suggested Transition Activity Fourth Read | Literacy/Language Skills Supported |
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| <p>Use movement words from the story to dismiss the children.</p> <p>Say: "Jose, Ahmed and Hailey <i>wiggle</i> your body and then you may..." "Amanda, Safia and Chantelle <i>stretch</i> your neck then you may..." "...pretend to <i>climb</i> a tree and then you may..." "...<i>close</i> your eyes then open your eyes and now you may go..."</p> | <p>Direct -vocabulary support</p> <p>Indirect -exposure to well formed sentences</p> |