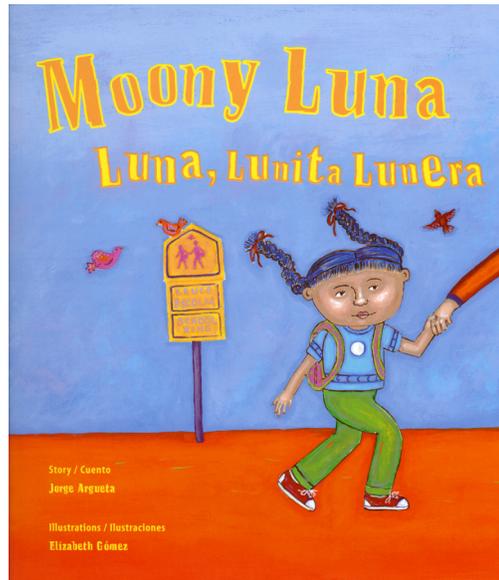


*Moony Luna/
Luna, Lunita Lunera*

Written by **Jorge Argueta**
Illustrated by **Elizabeth Gómez**



WHAT'S IT ALL ABOUT?

Five-year-old Luna isn't sure she wants to go school. For all she knows, there might be monsters there. However, when her loving parents assure her that school will be a great adventure, she agrees to give school a try. An understanding teacher and a group of friendly classmates help Luna realize she made the right decision.

Moony Luna / Luna, Lunita Lunera focuses on the emotions of a young girl who is starting school. Like many children, Luna has a mix of emotions—excitement, confidence, fear, uncertainty—as she prepares for her first day. Not knowing what to expect, Luna imagines that there are monsters lurking at her school. This story addresses the conflicting emotions that children often feel when starting school. ***Moony Luna / Luna, Lunita Lunera*** is more than a story of first-day jitters, however. It goes further to explore how community support is essential during times of transition. With help from her parents, classmates, and teacher, Luna becomes comfortable in her new environment.

Moony Luna / Luna, Lunita Lunera, in both Spanish and English, is an ideal read-aloud story for the start of kindergarten or first grade. It can be used to introduce and discuss the roles of children and teachers, the classroom, and school in general. Furthermore, young learners may take solace in learning that it is normal to have a mixture of feelings during this time of change.

This book is intended for children ages 3 to 6. We have used California Standards for kindergarten to guide the activities in this Teacher's Guide.

COMMUNITY: Latino

THEMATIC UNITS:

School and Community: first day of school; classroom/school culture; support of family and friends

Emotions: fear/confronting fears; recognizing/dealing with emotions; overcoming shyness to make new friends

Growing Up: new experiences; childhood milestones; separation from family

ABOUT THE AUTHOR



Jorge Argueta is a celebrated Salvadoran poet who has written and participated in more than fourteen books and anthologies. His first two books for Children's Book Press, *A Movie in My Pillow / Una película en mi almohada* and *Xochitl and the Flowers / Xochitl, la niña de las flores*, have each received awards and commendations. Argueta immigrated to the United States at age 19 to escape the violent conflict in his homeland. Since his arrival in the Bay Area, he has engaged in significant social and political work. Through poetry, lectures, and activism, he has eased the transition for other Central American immigrants. He has worked to promote literacy and cultural understanding in homeless shelters and public schools for more than ten years. Argueta lives in San Francisco with his partner, fellow poet Teresa Kennett, and teenage daughter, Luna.

ABOUT THE ARTIST



Elizabeth Gómez is a Mexican American artist and mother of two young children. Her bright, whimsical paintings not only reflect the magical realism of her native culture, they exude the vitality and warmth of her own busy household. A graduate of the renowned San Francisco Art Institute, Gómez has also completed significant studies in Italy, Canada, and Mexico. Throughout the 1990's her work figured prominently in galleries across the Americas. With the new millennium came her first children's book, *The Upside Down Boy / El niño de cabeza* (Children's Book Press, 2000), which was honored as a Smithsonian Notable Book for Children. Her first collaboration with Jorge Argueta came in 2002 with the book *A Movie in My Pillow / Una película en mi almohada*. She lives in Redwood City, California with her family.

Our thanks to the Irwin Home Equity Foundation for their support in the production of this Teacher's Guide.

GETTING THE CLASSROOM READY

Welcome to School



Books about the first day of school, families and communities, dealing with emotions/overcoming fears; large self-stick notes/labels; photographs or pictures of students and their families and friends

- As part of your preparations for the beginning of the school year, gather a collection of your favorite books related to the following topics: the first day of school, families and communities, dealing with emotions/overcoming fears. Include several bilingual titles, if possible. Display the books together on a table or a special shelf in the classroom library. See the **Resources** section of this guide for additional ideas of books to include.
- ***Moony Luna / Luna, Lunita Lunera*** is a bilingual book with the text of the story presented in both Spanish and English. The school setting for the story is a bilingual classroom. If possible, reflect this by including bilingual labels for the things in your classroom, including table/mesa, desk/escritorio, chair/silla, clock/reloj, globe/globo, door/puerta, window/ventana, pencil sharpener/sacapuntas, and so on.
- Before the school year begins or as soon as possible afterwards, request that students and their families send in pictures or photographs of the students with those people who are most important to them. Use these images to create a bulletin board display entitled *Our Families and Friends*. Be sure to include images of your own family and friends in the display.
- Classes at most grade levels, but particularly kindergarten and first grade, often begin the school year with an introduction to classroom procedures and rules. You may want to consider including as part of the discussion a brainstorming session in which students talk about proper etiquette and behavior for participating in class, including a discussion of how to behave during circle time activities. List students' ideas on a sheet of butcher paper and post it in the classroom for future reference.

GETTING READY FOR THE STORY

Exploring the Book

Students learn basic book concepts as they go on a "guided tour" of the book and make predictions about its contents.

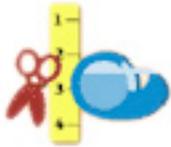


15–25 minutes



whole class

CA Reading Standard 1.1: Identify the front cover, back cover, and title page of a book. **1.2:** Follow words from left to right and from top to bottom on the printed page. **2.1:** Locate the title, table of contents, name of author, and name of illustrator. **2.2:** Use pictures and context to make predictions about story content.



One copy of *Moony Luna / Luna, Lunita Lunera*

1. During an early circle time meeting with your class, display a copy of *Moony Luna / Luna, Lunita Lunera* and explain that you are going to read aloud the story in this book about one girl's first day at school. As you point out the various features of the book—the cover, back cover, title page, author's name, illustrator's name, and so on—gauge students' prior knowledge by asking them to name each feature. Repeat back to students the name of each feature they have identified, filling in any they do not name and providing a simple definition for each one.
2. Conduct a "picture walk" in which you page through the book and ask students to focus their attention on the pictures. Ask them to name things they see in each picture and to share their ideas about what is happening. Before turning to the next page, have them predict what they think will happen next.
3. Read the story aloud, displaying the book to the class. The focus of this first reading should be reading for pleasure—encouraging students to enjoy the beauty of the book and the story it tells. As you read, track the print with your index finger. Take time to point out the Spanish and English version of the story, explaining that this book is a bilingual edition.

FIRST TIME AROUND: VOCABULARY DEVELOPMENT

Feeling Words

Students listen for words that describe characters and emotions and then sort the words based on what they describe.

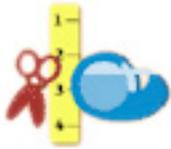


15–25 minutes



whole class

CA Reading Standard 1.15: Read simple one-syllable and high frequency words. **1.17:** Identify and sort common words in basic categories.



Chalkboard and chalk, or butcher paper and markers

1. Read the story again. Guide students to listen for words that tell about feelings and words that tell about the way things look. If necessary, help them identify the words.
2. Write the words students identify on the board or on butcher paper and read them aloud. Then have students read them again. You might ask volunteers to take turns pantomiming what someone looks like when they feel happy, afraid, strong, and so on.
3. Ask students to help you sort the words into two groups: words that tell about ways people feel and words that tell about ways things look. Then have them suggest other words they know that fit into these two categories and add them to the chart.

Ways People Feel	Ways Things Look
happy	scary
afraid	ugly
big	mean
strong	nice
	silly

OTHER VOCABULARY ACTIVITIES

- **Picture the Words:** Read to students the following sentences from the story: "My heart skips just like a little frog" (p. 3); "I'm five years old and as big as the full moon" (p. 9). Write the sentences on the board. Have students copy them onto separate sheets of paper and draw a picture to go with each one.
- **Sight Words:** Use words from the story to begin a list of sight words that students can refer to and build on throughout the year. Such words* could include: *to, for, the, a, be, my, about, how, I, go,* and so on.

* Words taken from the first 100 "instant words" in *The Reading Teacher's Book of Lists* by Edward Bernard Fry, Ph. D., Jacqueline E. Kress, Ed. D., and Dona Lee Fountoukidis, Ed. D. (John Wiley & Sons, Inc., 2000)

- **Color Words:** Read Luna's description of her clothing on page 15, drawing students' attention to the colors she mentions. Write the colors on the board. Then have students play a game of *What's My Color?* in which they take turns choosing a color and asking yes/no questions (without naming the color) to try to guess the color. For example, they might ask: *Is it the color of the sky? Is it the color of a tomato?*

SECOND TIME AROUND: READING COMPREHENSION

Picture the Story: What's It All About?

Students draw pictures to show their comprehension of the first, middle, and last parts of the story and then retell the story in their own words.

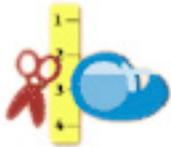


15–25 minutes



individuals, small groups or whole class

CA Reading Standard 2.0: Students identify the basic facts and ideas in what they've read, heard, or viewed. **2.5:** Ask and answer questions about essential elements of a text.



Paper, pencils, crayons, **Story Worksheet**

1. Provide students with copies of the **Story Worksheet**. Read aloud the heading in each box on the worksheet—*First, Middle, Last*—and explain that the headings refer to different parts of the story.
2. Have students work in either groups of 3 to 4 students, *as a whole class*, or individually to draw a picture in each box to tell what happened the first, middle, and last parts of the story. Make available a copy or copies of the book for them to refer to as they do their work.
3. When students have finished their drawings, ask them to display their work to the other members of their group. Have volunteers use their pictures to help them retell the story in their own words.
4. Afterwards ask students to compare their work with the work of the other members of their group. You might also have them ask each other questions about how Luna is feeling at the different parts of the story depicted in their drawings.

AFTERWORDS: LITERARY RESPONSE AND ANALYSIS

Our Own First Days

Students describe their own feelings as they approached and then experienced their first day at school.



15–25 minutes



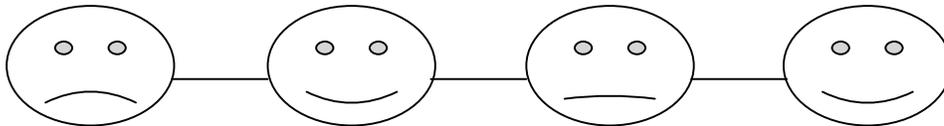
whole class

CA Reading Standard 2.3: Connect to life experiences the information and events in texts.



Paper plates or **Feelings Worksheet**, pencils, crayons, scissors

1. Reread the story with the class. As you read, pause at moments in which Luna's feelings are described. Have students look carefully at Luna's expression in the pictures that go with these moments. Then ask them to tell how Luna is feeling. Translate their responses into simple drawings of a face that show the emotions described. For example, a smiling face could be used to denote *happy*. Create a timeline showing how Luna's emotions change as the story unfolds.



2. Have students think about their own first day at school. Ask them to think about how they felt on that day. Then provide students with paper plates or copies of the **Feelings Worksheet** (see end of this document). Ask them to draw a picture or pictures of a face to show their feelings before, during, and/or after the first day of school. If students use the worksheet, have them cut out each face that they draw. When students have finished their drawings, collect their work.
3. Display some of the pictures. Discuss with students the feelings being depicted. Encourage students to use some of the words they discussed in the vocabulary activity about feeling words. (To be sensitive to students' feelings, do not reveal the names of the students who created the pictures.) Save the pictures for the **Graphing Feelings** activity in the **Math** section of this guide.

OTHER LITERARY RESPONSE ACTIVITIES

- ***Pictures That Tell a Story:*** Have students hunt through the story to find the pictures of the monster that appear throughout. Ask them to share their ideas about what story they think those pictures are telling.
- ***Overcoming Fears:*** Discuss Luna's fears regarding going to school as well as the things that happen that help her deal with her fears. Then ask students to think about a time they may have been afraid of something new or a new experience. Have willing students dictate a sentence or two about their fears and what helped them feel better in those situations. Encourage students to draw a picture to go with the sentences.

LANGUAGE ARTS

Monster Alphabet

In this activity, students make original artwork of monsters and name their monsters using specific letters of the alphabet.

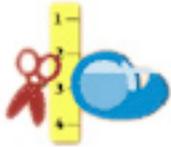


15–25 minutes



whole class and individual

CA Writing Standard 1.1: Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events. **1.4:** Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.



Paper, crayons, pencils

1. Discuss what the monsters looked like in the story. Tell students that they are going to create monsters of their own, but first they are going to brainstorm ideas of what monsters could look like. As students mention ideas, write them on the board to create lists of monster characteristics and adjectives.
2. Assign each student a letter of the alphabet. Then ask students to draw a picture of a monster labeled with a name that starts with that letter. As necessary, help students select names that start with their assigned letters.
3. Assemble all of the drawings to create a “monster” alphabet display for the classroom. Encourage volunteers to create additional monster drawings, if necessary, to make the alphabet complete.

OTHER LANGUAGE ARTS ACTIVITY

- ***Puppet Play About the First Day:*** Have pairs of students make paper bag or popsicle stick puppets to use to act out a short skit about first-day-of-school jitters and joys.

SOCIAL STUDIES

Looking For Monsters at School

In this activity, students tour the school. Through observation and discussion, they become familiar with the physical layout of the campus and the people who work there.

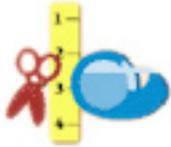


two 30 minute sessions



whole class

CA Social Science Standard K.3: Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts. **K.4.5:** Demonstrate familiarity with the school's layout, environs, and the jobs people do there.



Butcher paper, markers, paper, pencils, crayons

1. Take students on a tour of the school. Visit and describe the purpose of the various rooms, classes, and facilities, such as the cafeteria, auditorium/theater, playground, library, and so on. Introduce students to as many teachers and school staff as possible. Guide students to ask school personnel questions about their jobs. As you tour, emphasize names of jobs and names of places in the school.
2. Upon returning to the class, recall with students the places and the people from the tour. Record this information on the board. Discuss the different jobs that people do at the school.
3. Work with students to make a poster that maps the layout of the school. The next day, use students' observations to label the map. Guide students to describe where certain people work in the school and what they do.

OTHER SOCIAL STUDIES ACTIVITIES

- **Job Interviews:** Invite a few of the people students met on the tour for a class interview. Have students prepare and ask additional questions about their jobs.

- ***Illustrated Map:*** Have students create drawings of different school personnel. Tape the drawings next to the school-map poster, and work with students to make lines from the drawings to the place in the school where they work.
- ***Parents at Work:*** Have students draw pictures of their parents doing their jobs. Then have students share and discuss their drawings with the class.

ART

Pattern Paintings

Students identify and examine patterns in the story artwork and then create their own patterns using paints.

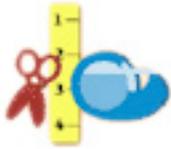


30–50 minutes



whole class, small groups, and individual

CA Visual Arts Standards: Artistic Perception—1.1: Recognize and describe simple patterns found in the environment and works of art. **Creative Expression—2.1:** Use lines, shapes, and colors to make patterns. **2.6:** Use geometric shapes (circle, triangle, square) in a work of art.



Butcher paper, markers, paper, pencils, watercolor paints, brushes

1. Display page 27 of the story and reread the text aloud. Point out the picture Luna is making and ask students to share any details they notice. Guide the focus of the discussion to the letters LUNITA. Write these on a sheet of butcher paper, using the same alternating colors as Luna does (red, yellow, green, red, yellow, green). Draw students' attention to these alternating colors. Then engage students in a discussion of how repeated colors, shapes, or objects can constitute patterns.
2. Have students work in small groups to page through the book to locate, identify, and discuss other patterns in the objects, shapes, and colors in the pictures. Ask groups to share the patterns they have found with the rest of the class. For example: on page 24 and 25 the carpet has a moon pattern on it.
3. Provide students with art supplies and ask them to create their own pattern painting, either following and extending one of the patterns in the story or creating a pattern of their own.
4. Once students have finished their work, ask volunteers to display their paintings and describe the patterns they created. Alternately, you could have students display their work and ask volunteers from the rest of the class to identify the patterns.

OTHER ART ACTIVITIES

- ***Bilingual Shapes:*** Use the artwork on the classroom wall on pages 18–19 of ***Moony Luna / Luna, Lunita Lunera*** as the starting point for a discussion about shapes, their names, and their characteristics. Ask children to make bilingual shape posters to display in the classroom. Provide students with a list of the shape names in both Spanish and English to copy as labels for their work.

MATH

Helping Hands

Students play a game in which they practice counting to figure out the number of fingers in the hands under the table.



15–25 minutes



small groups

CA Mathematics Standards: Number Sense—1.2: Count, recognize, represent, name, and order a number of objects (up to 30).



Tables

1. Assign students to groups of 3 to 4. Then reread aloud pages 20–23 of *Moony Luna / Luna, Lunita Lunera*. Explain that students are going to play a game in which they will reenact this scene and practice counting at the same time.
2. Work with one of the groups to model the game. Ask one student from the group to "hide" under a table. The remaining students in the group should decide together silently, how many hands they will place under the table to help the hiding student. They should then place that many hands under the table and wiggle their fingers slowly. Finally, they should ask the hiding student to look at the fingers.
3. The student under the table should count the number of fingers to figure out the total number of fingers shown. Then ask the student to come out from under the table and give his or her answer, showing how he or she figured it out.
4. Have each group play the game several times so that each student has the opportunity to count fingers. Circulate among the groups to monitor their play and offer assistance as needed.

OTHER MATH ACTIVITIES

- **Graphing Feelings:** Have students use the pictures they made of their feelings on the first day of school (See the **Our Own First Days** activity in the *Afterwords: Literary Response & Analysis* section) to create a pictograph in which they organize the pictures by feeling and show how many students reported having each feeling on the

first day. Guide students to arrange and display the pictures by category in vertical columns on a bulletin board, label the columns, and then count the totals in each column.

- **Counting Hands and Fingers:** As an alternate to the activity above, ask students to draw the outline of their hands several times on a large sheet of paper and then count the number of hands and fingers shown. Encourage them to write their answers on their pictures.
- **Times of Day:** Use the text and pictures in the story as the starting point for a discussion of time and times of day, including the words *morning*, *afternoon*, *evening*, *today*, *yesterday*, and *tomorrow* as part of the discussion.
- **Monster Counting Book:** Have students work together to make a counting book from 1 to 30. Assign each student a number and ask him or her to create a single page of the book with the number and a corresponding number of pictures of monsters. Students can then compile the pages into a counting book.
- **School Transportation:** Survey students to find out how they get to school. Tally their responses in appropriate categories, such as *Walk*, *Car*, *Bus*, *Bike*, and *Other*. Ask them to use this information to make a pictograph showing each mode of transportation and how many students use it. Then lead the group in a discussion to determine which transportation modes are most used, least used, and so on.

SCIENCE

Properties of Objects

Students use items mentioned and pictured in the story as the starting point for observing, describing, discussing, and comparing common objects.

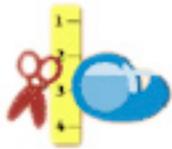


25–40 minutes



whole class and small group

CA Science Standards: Physical Sciences—1.a: Students know that objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking) **Investigation and Experimentation—4.b:** Describe the properties of common objects. **4.d:** Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight). **4.e:** Communicate observations orally and through drawings.



Common classroom objects similar to those in the story, such as clothing, backpacks, plants, pencils, crayon, papers, books, chalk, and so on

1. Have students page through the story to identify and name common objects that they see in the pictures. As students mention the objects, write them on the board.
2. Ask students to look around the classroom to locate objects similar to those listed on the board. Then ask them to use their senses to observe the objects carefully, thinking about what they are like in terms of observable properties, such as their color, size, shape, weight, texture, and so on.
3. Have volunteers take turns describing different objects. Then pick one property (for example, color) and work with students to sort objects based on that property. Make lists on the board to reflect the sorting that takes place. Then ask students to sort the objects a second time, based on a different property. Note with students how the lists on the board change when the property being compared changes.

OTHER SCIENCE ACTIVITIES

- ***Moon, Sun, Stars:*** Have students find pictures of the moon, sun, and stars in ***Moony Luna / Luna, Lunita Lunera***. Use the pictures to engage students in a discussion about these and other objects in space. Ask students to share what they know about each object or type of object. Encourage them to talk about such properties as their color, size, temperature, and location.
- ***What Happens to Puddles?:*** Point out the puddles of water on the floor in the artwork on pages 10–11 of ***Moony Luna / Luna, Lunita Lunera***. Ask students to tell what they think would happen to the water if Luna and her parents did not clean up the mess. Then ask them what would happen if the puddles were found on the ground outside on a sunny day. Use their responses as a lead in to a discussion about the different states of water.

RESOURCES

Related Titles from Children's Book Press

A Movie in My Pillow / Una película en mi almohada. Poems by Jorge Argueta.

Illustrations by Elizabeth Gómez.

Angels Ride Bikes / Los ángeles andan en bicicleta. Poems by Francisco X. Alarcón.

Illustrations by Maya Christina Gonzalez.

Baby Rattlesnake / Viborita de cascabel. Told by Te Ata. Adapted by Lynn Moroney.

Illustrations by Mira Reisberg.

Quinito's Neighborhood / El vecindario de Quinito. Story by Ina Cumpiano. Illustrations by José Ramírez.

Xochitl and the Flowers / Xóchitl, la niña de las flores. Story by Jorge Argueta.

Illustrations by Carl Angel.

Books from Other Publishers

Baer, Edith. *Así vamos a la escuela: Un libro acerca de niños en diferentes países del mundo.* Scholastic, 1994.

*Clement, Rod. *Just Another Ordinary Day.* HarperCollins, 1997.

*Hest, Amy. *Off to School, Baby Duck.* Candlewick Press, 1999.

*Lasky, Kathryn. *Lunch Bunnies.* Little, Brown and Company, 1996.

*Maurer, Donna. *Annie, Bea, and Chi Chi Dolores: A School Day Alphabet.* Orchard Books, 1996.

Parr, Todd. *Otto Goes to School.* Little, Brown and Company, 2005.

*Perez, L. King. *First Day of Grapes.* Lee and Low Books, 2003.

*Recorvits, Helen. *My Name Is Yoon.* Farrar, Straus & Giroux, 2003.

Sendak, Maurice. *Where the Wild Things Are.* HarperCollins, 1988.

*Shannon, David. *David va al colegio (David Goes to School).* Editorial Everest (Leon), 2000.

* Shields, Carol Diggory. *Lunch Money and Other Poems About School.* Dutton Books, 1995.

*Stock, Catherine. *Where Are You Going, Manyoni?* William Morrow and Company, 1993.

Wells, Rosemary. *Eduardo: El primer día de colegio (Edward Unready for School).* Santillana Publishing Company, 1996.

Wells, Rosemary. *Timoteo va a la escuela (Timothy Goes to School).* Santillana Publishing Company, 1995.

*Whitcomb, Mary E. *Odd Velvet.* Chronicle Books, 1998.

*Titles from California Department of Education Web site list of *Recommended Literature: Kindergarten Through Grade Twelve* @ <http://www.cde.ca.gov/ci/rl/ll/>

Web sites:

Websites that provide first day of school activity ideas:

First Day Of School Activities <http://www.cbv.ns.ca/sstudies/activities/1rstday/1rst.html>

Ideas for the First Day of School <http://www.suelebeau.com/firstday.htm>
A to Z Teacher Stuff http://atozteacherstuff.com/Themes/Back_to_School/

Resources for kindergarten teachers:

Preparing For Kindergarten http://www.hubbardscupboard.org/kindergarten_prep.html
Mrs. Fischer's Kinder Themes <http://www.kinderthemes.com/index.html>

CONTRIBUTORS

Theresa L. Macbeth has been a schoolteacher since 1973 and has taught grades K through third grades. She is currently a kindergarten teacher at Longfellow Elementary School in Alameda, California. She has also developed and coordinated Longfellow's school wide Spring Dance Performance for the past 14 years.

Diane Rosen is a second grade teacher at Miraloma Elementary School in San Francisco. Diane has also taught at San Francisco State University in the Instructional Technology Department and has worked as an educational technology consultant for the San Francisco Unified Schools and educational software developers.

Loreta Torres is a fourth grade bilingual two-way (Spanish Immersion and Spanish as a Second Language) teacher at Fairmount Elementary School in San Francisco. Fairmount views all members of the community as teachers and learners, offering many programs supporting learning for families as well as students. Loreta is also a Bay Area Writing Project (BAWP) teacher consultant.

TIPS FROM THE PROS

Please share your own ideas for how to use *Moony Luna / Luna, Lunita Lunera* in the classroom. We'll be pleased to post your work on the Web site for other teachers to use. E-mail us your lesson plans at communityprograms@childrensbookpress.org.