

TEACHER READING GUIDE

Rabbit Moon

written & illustrated by Jean Kim



Essential Question: How does answering appropriate questions during a read aloud help children better understand the story?

BOOK SNAPSHOT

Selected from the New Worlds Reading Initiative Booklist

Text Type: Literary

Genre: Folktale

Themes/Topics: Loneliness, Friendship

Social & Emotional Development:
III.C.4.a - Exhibits empathy by taking the perspective of others

SKILLS ALIGNED WITH FLORIDA'S EARLY LEARNING AND DEVELOPMENTAL STANDARDS

Word Work

IV.F.2.a

Distinguishes individual words within spoken phrases or sentences

Vocabulary

IV.C.1.a.

Demonstrates understanding of age-appropriate vocabulary

Comprehension

IV.F.4.b

Asks and answers appropriate questions about the story

BUILDING BACKGROUND

Jean Kim is the author of *Rabbit Moon*. The author is the person who writes the book. She wrote a special message to readers in the beginning.

- Jean Kim wrote *Rabbit Moon* to share a story from her home country, Korea, which is far away from here.
- In Korea, when people see a rabbit shape on the moon, they make a wish.
 - Discuss what it means to make a wish.
 - If you could make a wish when you look at the moon, what would you wish for? Why?
- In the story, a rabbit living on the moon makes the animals' wishes come true.

PREPARE FOR A READ ALOUD

A book should be read more than once for a child to understand the concepts and themes of the story. Multiple interactive read alouds encourage the development of oral language, vocabulary, general knowledge, and print-based skills.

How to Prepare for a Read Aloud:

- Read the book ahead of time.
- Identify any words or parts that might need additional clarification.
- Prepare how to introduce the book to children.
- Identify and write down questions and comments you will ask during the read aloud.
- Schedule an appropriate amount of time to read.
- Have fun!

WORD WORK – TAPPING WORDS (TOTAL PHYSICAL RESPONSE)

IV.F.2.a: Shows age-appropriate phonological awareness

- **Benchmark a:** Distinguishes individual words within spoken phrases or sentences

Engage the children in tapping out the number of words they hear in sentences from the story. **Word tapping** strengthens a child's ability to identify word boundaries, where one word ends and another begins.

Say: "In this word game, I want you to tap one time for every word you hear in my sentence. If I say, 'One more wish,' you tap like this. [Model saying the sentence and tapping three times.] Now you try."

- Time for adventure. (three taps)
- But then a pop! (four taps)
- It's time to go home. (five taps)
- What is it we wish tonight? (six taps)

Total Physical Response (TPR) is an effective strategy for teaching language by connecting physical movements with words.

Scaffold student learning by providing a visual to accompany the sounds they hear.

- For example: Display the sentence from the book, and point to each word as you read it aloud. Ask the children to tap each time they hear you read a word while pointing to each word in the sentence.

TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words.

Examples of Tier 2 vocabulary words for this text are:

IV.F.3.a: Shows an understanding of words and their meanings (receptive)

- **Benchmark a:** Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)

IV.C.2: Uses increased vocabulary to describe objects, actions and events (expressive)



journey (p. 5): When something or someone makes a **journey**, they travel from one place to another. The raccoon's wish makes a **journey** across the sky to the rabbit on the moon.



farewell (p. 15): When something or someone says **farewell**, they say goodbye. The rabbit says **farewell** to the moon when he leaves on his trip to Earth.



adventure (p. 14): An **adventure** describes an exciting and possibly dangerous trip. Rabbit goes on an **adventure** when he travels from the moon to Earth.



fade (p. 25): When something **fades**, it slowly becomes less bright. The day **fades** from light to dark when the sun goes down, and it becomes nighttime.

Vocabulary Extension Activity

Explicit vocabulary instruction includes multiple opportunities for children to use new words in meaningful contexts. To build students' expressive vocabulary, model the use of target words in classroom interactions and conversations.

For example:

- "Please take a **journey** from your seat to the reading carpet for storytime."
- "I like how you pretend you are on a rocket ship. Tell me more about your **adventure** to space."
- "Make sure to wave to your friends and say **farewell** before you leave school today."
- "I will **fade** the lights so the classroom is less bright during naptime."

READ FOR MEANING – READING COMPREHENSION

IV.F.3.a: Shows alphabetic and print knowledge

- **Benchmark a:** Recognizes that print conveys meaning.

IV.F.4.b: Demonstrates comprehension of books read aloud

- **Benchmark b:** Asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?” “How would you feel if you...?”)

IV.G.1.c: Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition

- **Benchmark c:** Writes own name (e.g., first name, last name, or nickname), not necessarily with full correct spelling or well-formed letters

Before:

- Introduce the book *Rabbit Moon* by Jean Kim.
 - Display the front cover.
 - Read the book title. Explain that Jean Kim is the author and illustrator of *Rabbit Moon*.
 - Ask volunteers to tell what the author and illustrator do. Show examples of words and illustrations from the front cover, back cover, and spine of the book.
- Before you read *Rabbit Moon* aloud, lead the children in a picture walk. A picture walk is a time to preview the illustrations and guide the children in making predictions about the action of the story.
- Use the following prompts to build excitement for reading *Rabbit Moon*:
 - The title of the book is *Rabbit Moon*. Why do you think the author chose this title?
 - What do you think this book might be about?
 - What do you know about stars?
 - How do you think Rabbit might feel about stars?
 - What hints does the illustration on the cover give us?

During:

Beginning (Read p. 1 – 7.)

Characters send their wishes to the moon, and Rabbit turns them into stars in the night sky.

- The characters write their wishes down on paper, and send them on a **journey** to the moon.
 - Who receives their wishes on the moon?
 - What does Rabbit do with their wishes?

Middle (Read p. 8 – 15.)

The animals are happy when their wishes are granted. The rabbit is lonely, so he makes a wish and takes a **journey** down to Earth.

- Rabbit looks down at all the happy animals on Earth and feels lonely on the moon. When you feel lonely, you are sad because you are by yourself or do not have anyone to talk to.
 - Think of a time you felt lonely. What made you feel better?
- To feel better about being lonely, Rabbit makes a wish.
 - What is Rabbit’s wish? What do you think about Rabbit’s wish?

Middle (Read p. 16 – 25.)

Rabbit’s star balloon pops. His friends help him up. They spend time together doing fun activities.

- Rabbit takes an **adventure** to Earth. When his balloon pops, his wish comes true.
 - How does Rabbit’s wish come true?
- The animals notice Rabbit is lonely.
 - How are they good friends to Rabbit?
 - How are *you* a good friend to others?



End (Read p. 26 – 38.)

Rabbit sees he must return home to grant more wishes. His friends help repair his balloon so he can **journey** home and grant wishes again.

- Rabbit and his friends notice there is a big problem in the sky.
 - What is the problem?
 - How do they solve the problem?

Print Awareness:

- As you read, use non-verbal cues to draw attention to the words by tracking with your finger.
- Draw attention to reading from top to bottom and left to right.



After:

At the end of the story, Rabbit receives one last wish. His friends wish to see Rabbit again. They send him a special tool called a telescope to see each other from far away.

- How will the telescope help Rabbit if he feels lonely again?

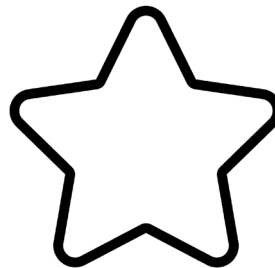
Students will write their own wish to send to Rabbit to personally connect to the story. Emergent reading and writing skills support one another. As children learn to *read* for meaning, they also learn to *write* for meaning (Shea, 2011). Keep these emergent writing stages in mind as you implement the activity:

- Drawing, Scribbling, Letter-like forms, Letter strings, Inventive spelling, Conventional spelling

Guiding questions for writing activity:

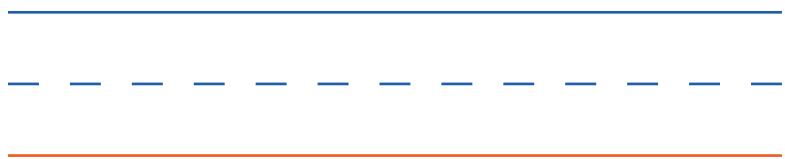
- If you could make one wish to send something to Rabbit to keep him from being lonely, what would your wish be? (Brainstorm ideas with children.)
- Children will write or trace their names. (Name's Wish)
- Children will draw their wishes for Rabbit.

--- Name's Wish ---



- Consider using the printable star template on the last page of this resource to support implementing this writing activity.

Shea, M. (2011). *Parallel learning of reading and writing in early childhood*. New York: Routledge.



'S WISH

