



Unit: Building Classroom Community for Kindergarten Lesson 3: Talking About Feelings and Talking with Partners

Read Aloud: *Moony Luna/Luna, Lunita Lunera*
written by Jorge Argueta,
illustrated by Elizabeth Gómez



Day 1: Read Aloud to Understand the Book

NOTE: Before this lesson, decide on the list of feeling words you'd like students to learn. Take care to use them consistently. The words included in this lesson plan are *scared, sad, proud, shy, and happy*. You might add more words during the reading of the book (e.g., *nervous, lonely, silly*) or during the Extension discussion depending on your students' language readiness.

Lesson Objectives (Day 1 and Day 2)

- Students will listen to *Moony Luna/Luna, Lunita Lunera* and accompanying teacher comments to build understanding of the key ideas and details of the text
- Students will demonstrate understanding of the text by answering questions with a partner
- Students will follow agreed-on rules for discussion (raising hands, listening, talking to partners)
- Students will begin to build a common vocabulary for words to describe their emotions. This will support future discussions of books, experiences, and classroom conflict resolution

Common Core Standards

- RL.K.1, RL.K.2, RL.K.3
- SL.K1-A

NOTE: *Moony Luna/Luna, Lunita Lunera* is a bilingual book. This lesson could also be presented effectively in Spanish. See the end of this lesson for additional English Language Learner support strategies.

Before Reading

1. Gather your class and say, ***“Today we will read a book called Moony Luna/Luna, Lunita Lunera. It’s about a girl who starts kindergarten. She has a lot of different feelings about starting school. When we read, we’ll talk about words for how she’s feeling.”***
2. If needed, quickly review hand raising and listening behaviors.

During Reading

1. Each time a new emotion is introduced, model thinking aloud to identify it and its corresponding behavior. When an emotion occurs a second time, ask students to identify it. For instance:
 - ***“When Luna says her heart skips just like a little frog, it makes me think she’s scared about going to school. My heart beats hard when I’m scared.”***
 - ***“When I see Luna crying, it makes me think she’s sad. I cry sometimes when I’m sad.”***

- **“When Luna wakes up and thinks about monsters being at school, how does she feel?”**
- **“Luna is thinking about how big she is and getting dressed all by herself. I think she’s feeling proud of herself. When I know I can do something, I feel proud.”**
- **“When Luna hides behind her mom’s skirt, I think she’s feeling shy. When I feel shy, I want to hide.”**
- **“How do you think Luna is feeling when she’s hiding under the table?”**
- **“When I see Luna smiling and singing and dancing, it makes me think she’s happy. I smile when I’m happy.”**

After Reading

1. Review the events of the story and Luna’s emotions by asking the following questions:
 - **“How does Luna feel on the night before school starts?”**
 - **“How does Luna feel when she gets to school on the first day?”**
 - **“How does Luna feel when her classmates teach her a funny song?”**
 - **“How does Luna feel when her parents pick her up from school?”**
2. Compliment students for raising their hands to speak and for listening to each other.
3. Explain that another day you’ll reread the book and talk more about feelings.

Day 2: Discuss and Respond to the Book

NOTE: Before this lesson, you’ll need to decide how you’d like partner conversations to look in your class. Decide on your target behaviors and how your students will break off quickly into pairs. Or, if you think your students still need more practice raising hands to share one at a time, save partner discussion practice for another day and ask the group questions.

Before Reading

1. Explain that today you’ll reread *Moony Luna/Luna, Lunita Lunera* and practice using words for different feelings. You’ll also share how you felt about starting school.
2. Explain that raising hands and listening to one person talk at a time is one way you can talk as a class. Today you’ll practice another way: talking with partners.
 - Ask a student to be your partner. Model the behaviors you’d like to see during partner conversations by discussing a simple question such as **“What did you have for breakfast?”** (e.g., Turn knee-to-knee, look at each other, take turns talking and listening. etc.)
 - Tell your students how you’d like them to find a partner quickly and practice answering the same question in pairs.
 - Compliment the behaviors you observed.

During Reading

Pause at a few places to ask students to review feeling words and talk to partners. For instance:

- **“How does Luna feel while she is taking a bath?”** (Ask one student to answer.)
- **“How did you feel when you were getting ready for your first day of school?”** (Turn and talk to partners.)
- **“How does Luna feel when she gets to school on the first day?”** (Ask one student to answer.)
- **“How did you feel when you got to school on the first day?”** (Turn and talk to partners.)

After Reading

Restate some of the comments you heard students tell their partners or ask students to share what they said to their partners about their feelings about starting school.

Extension

NOTE: Depending on students’ attention spans, you may wish to complete this portion of the lesson at another time.

1. Explain that you’ll be making a “Feeling Words” poster to help everyone remember words for how people can feel. You’ll also be practicing talking to partners again.
2. Show a picture depicting each emotion you’d like to include on your list. Ask a student to name the emotion. If she or he uses a different word than your target word, acknowledge it but be sure to include your target word on the poster for consistency. Create a picture of faces depicting the following emotions to include on a class poster: scared, shy, proud, sad, happy, nervous, silly, lonely, angry, excited.

3. For each emotion, ask students to talk to partners about a time when they’ve felt that way or a time when someone might feel that way. This will be challenging for some students, so be sure to listen in and provide support as needed.
4. Keep the poster accessible and refer to it when discussing emotions of characters in books and student experiences.
5. Continue to practice talking to partners frequently.

ELL Support Strategies

- Instead of waiting until the Extension portion, create the “Feelings Words” list ahead of time or as you read on Day 1. Use it to support the discussion on Day 2.
- Provide opportunities for students to act out the emotions discussed to support vocabulary building (e.g., “Show me how ‘sad’ could look.”). Also explicitly model/point out/act out behaviors related to each emotion (e.g., crying, frowning, hiding, etc.) to build additional vocabulary.
- Display a photo or picture of partners talking to each other. Label aspects of the photo as you talk about effective partner conversations (e.g., “Eyes looking at each other”) and refer to it when you comment on partner behaviors during the lesson.
- For the partner discussion in the Extension activity, provide a sentence frame (“When I feel _____, I _____.”).

BOOK INFORMATION

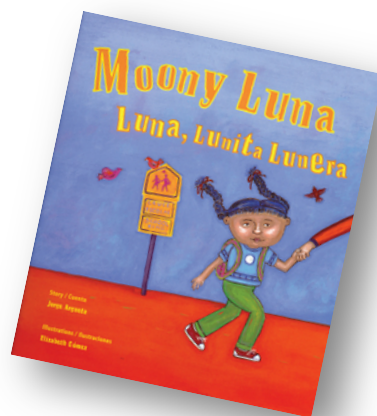
Moony Luna/Luna, Lunita Lunera

ISBN: 978-0-89239-306-0

RESOURCES ON THE WEB

Check out the complete **Building Classroom Community Unit for Kindergarten** at www.leeandlow.com/collections/278

Learn more about *Moony Luna/Luna, Lunita Lunera* at www.leeandlow.com/books/2850



ABOUT LEE & LOW BOOKS



LEE & LOW BOOKS is the largest children’s book publisher specializing in diversity and multiculturalism. Our motto, “about everyone, for everyone,” is as urgent today as it was when we started in 1991. It is the company’s goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories.