

# KITTEN'S FIRST FULL MOON

## KITTEN'S FIRST FULL MOON

by Kevin Henkes

Themes: Persistence, Learning, New Experiences, Nature

Ages: 2 - 7; Grades: PreK - 2

Running Time: 9 minutes

### SUMMARY

One night Kitten looks up in the sky and sees a beautiful little bowl of milk just waiting there for her. Yum, thinks Kitten, and sticks out her tongue...but all she gets is a bug! Throughout the night, Kitten tries many creative ways to try to get that tempting bowl of milk. Her persistence and inquisitiveness bring her to many new places, but the milk remains elusive. Finally, exhausted, she returns to her own home, and a lucky treat is waiting just for her.

### OBJECTIVES

- Students will make and verify predictions based on background knowledge.
- Students will identify and draw the phases of the moon.
- Students will keep a moon observation journal.
- Students will practice fluency and sight words with shared reading.

### BEFORE VIEWING ACTIVITIES

Show pictures of the moon in its various phases. Ask students if they have seen the moon looking like the different pictures. Tell them that they are going to watch a movie about a kitten who is seeing the moon for the first time, and she thinks it is something else. Brainstorm with students:

- What do you think the kitten might mistake the moon for?
- What other things does the full moon look like to you? Encourage students to watch and listen to see what the kitten thinks and does.

Read the first page of the book, *Kitten's First Full Moon*, or show the very beginning of the movie. Guide students to make predictions about what they think Kitten might do after seeing the full moon. Show them how to pay close attention to the words and pictures to make predictions that make sense. Say: The text says, "And she wanted it." *That makes me think that Kitten might try to get the moon. I wonder what she will do?* Invite students to share predictions about what Kitten might do to get the moon. Write down and/or draw their predictions to revisit after viewing the movie.

### AFTER VIEWING ACTIVITIES

Remind students of the predictions that they made before viewing the movie. Ask:

- Were we correct about what we thought Kitten might do to get the moon?
- Did she do anything that we didn't predict?
- What do you think Kitten will do the next time the full moon comes around?
- How do you think she will feel on the next full moon? Why do you think she'll feel that way?

Fold a paper into four equal parts. Draw the outline of four phases of the moon in each part. Label each section: *full moon, half moon, crescent moon, new moon*. Photocopy enough for all of the students. Provide students with crayons, markers, or paint. Instruct them to color the moon to represent how the moon would look in each different phase. Read aloud the name of each phase, encouraging children to join in when they hear the word, "moon."

Create a daily "Moon Watch" observation chart. Ask students to look at the moon each evening and draw a picture of what they see. Send the chart home with students with an accompanying letter to parents explaining the assignment. Each day, discuss their observations and complete a class chart. Continue this through a month so that students can

experience and record the changing phases of the moon. Use the book *Kitten's First Full Moon* as a shared reading text to be revisited daily with the class for a whole week to build fluency and sight words. A sample schedule might look like this:

**Monday:** Read the book aloud to the class. Show them how to predict what the text will say, based on repetitive text. (*Poor kitten! Still, there was the little bowl of milk, just waiting*). Use a pointer to show tracking the words one-to-one on the page.

**Tuesday:** Read the book aloud again. Invite students to choral read the parts they remember. Emphasize reading the repetitive text (i.e. *Poor Kitten!*) with expression.

**Wednesday:** Read the book aloud again. Invite students to choral read the parts they remember. Invite a student or students to use a pointer to track the words as you read.

**Thursday:** Read the book aloud again. Invite students to choral read the parts they remember. Invite a student or students to point out sight words on each page.

**Friday:** Choral read the entire book as a class.

### OTHER RELATED TITLES FROM WESTON WOODS:

*Fletcher and the Falling Leaves*, by Julia Rawlinson, ill. by Tiphonie Beeke

*Fletcher and the Springtime Blossoms*, by Julia Rawlinson, ill. by Tiphonie Beeke

*Katie Loves the Kittens*, by John Himmelman

*Moon Man*, by Tomi Ungerer

*The North Star*, by Peter H. Reynolds

*Scaredy Squirrel*, by Mélanie Watt

*Space Case*, by James Marshall

*Splat the Cat*, by Rob Scotton

*Stars! Stars! Stars!* by Bob Barner

To order other Weston Woods titles visit [www.scholastic.com/westonwoods](http://www.scholastic.com/westonwoods) or call 800-243-5020

*This guide may be photocopied for free distribution without restriction.*