Discuss how stories can help us see something new or in a new way. Explain that this is a story about getting comfortable with closing your eyes for the night. But it is also a story about using imagination. The stories we read and write can help us work our imagination. Ask students to think of a time and then share when they used their imagination for something good. Next, have students close their eyes. When they can picture something in the room that they can say hello to that isn’t another person, have them raise their hands, and keep their eyes closed. When called on, they can say “hello ---” (ex. “Hello map”).
Inspectional Read:
Distribute the text and ask participants to anticipate what they expect this reading to be like. (This will likely be done whole class or in reading groups, depending on developmental stage and resources.) Read the story the first time aloud. (Having the illustrations is of great benefit.) Label the “lines” as they appear on individual pages—23 pages in the book have lines. (Note that, depending on the developmental stage of the group, the text may be transcribed from the book, multiple copies of the book may be located, or the book may be copied with graphics for one-time use, arranged on a wall or in a circle within the group.)

Background Information:
Margaret Wise Brown (1910 – 1952) was a prolific U.S. writer of children’s books, including the picture book The Runaway Bunny, as well as Goodnight Moon, both illustrated by Clement Hurd.

Goodnight Moon was first published in September 1947. It is an example of anthropomorphism, or personification—the attribution of human form or other characteristics to anything other than a human being.

Vocabulary:
As the story is read with students, ask them to listen for the word “mush” and any other words in the story they are unsure of. For most, little time will be needed to deconstruct vocabulary.
(The words listed in Ideas & Values may need to be visited, depending on the direction of the seminar.)

Analytical Read:
Have students use color crayons to match rhyming words. Model the first pair, which some may see as room—balloon. Others may wait for bears—chairs. Both are okay. Do this after the initial whole-class read.

For a third reading, have students mark a section of the text in which they think the words are most comforting and relaxing. They can mark that part with a star. Have students mark with a question mark (?) a part of the story that surprised them, or is very different from how they get ready to go to bed.
Pre-Seminar Process

- Define and state purpose for Paideia Seminar.
- Describe the responsibilities of facilitator and participants.
- Have participants set a Personal Goal.
- Agree on a Group Goal.

Seminar Questions

Opening (Identify main ideas from the text.):

- What are all the different things “goodnight” could mean in the story? (round-robin response)

Core (Analyze textual details.):

- What part of the story shows the most imagination?
- What is the most peaceful part of the story?
- Do you think creatures and other things are listening in the story? Why or why not?
- Would the story be different if the old lady wasn’t in it?
- Look at the light through the story. It stays on after the bunny says goodnight light? Why?

Closing (Personalize and apply the ideas.):

- Can your imagination help you have a good night? Explain your thinking.
Post-Seminar Process

- Have participants do a written self-assessment of their personal participation goal.
- Do a group assessment of the social and intellectual goals of seminar.
- Note reminders for next seminar.

Post-Seminar Content

Transition to Writing:

Have students think back to when they were asked to consider how they used imagination in their own lives. Did the bunny use imagination? Is it similar or different to how students use imagination? Discuss.

Writing Task:

Get ready to share your thinking with your classmates!

After reading and discussing Goodnight Moon, write a class story (or a group story if help is available) from the perspective of an animal as a child.

The animal is…

- trying not to cry over something sad, or
- trying not to laugh hysterically at the dinner table over something funny.

What kinds of things might the animal say to the objects around in their head to help them calm down? (Narrative/Description)

Write/explain how the story created by your group or class is the same and different from Goodnight Moon.

(Note that, depending on the developmental stage of the students, the activity may transfer for an individual approach.)

(LDC Task#: 27)
Brainstorm:

Go back to the *Launch*. Ask students when they used their imagination to fix something, make it better, or to help them in some way. Have them think about how the bunny uses his imagination. What does the bunny do? Why does the bunny do that? What does the bunny see? What will their animal see?

Structure the Writing:

Depending on age and the developmental appropriateness, it may serve students best to use a four-step approach

1) Choose an animal they can see as a “person” as well.
2) Choose if it will be about trying to not cry or trying not to laugh too much.
3) What “simple” thing makes the animal want to cry or laugh hysterically?
4) What is around them? What can the animal talk to, in order to get itself calm and relaxed?

First Draft:

Consider having students verbalize the four-steps or “points” to the class or a group (*Structuring the Writing*). Allow for multiple voices and paraphrasing after the basics of the story are established.

Collaborative Revision:

(Depending on students’ ability.) Students should read their stories to someone else. The emphasis should be on the things seen in the setting that the animal addresses in order to keep calm.

Edit:

(Depending on a students’ ability.) For beginning writers, editing should not be a priority beyond looking at sound/letter connections, and common blends.

Publish:

Have the story divided up into parts, much like the 23 pages of text for *Goodnight Moon*. Assign students to illustrate a given section, depending on what the animal is doing and whom they are talking to in that part. Display on the wall, or assemble as a class book.
**Goodnight Moon** by Margaret Wise Brown

In the great green room
There was a telephone
And a red balloon
And a picture of—

The cow jumping over the moon

And there were three little bears sitting on chairs
And two little kittens
And a pair of mittens
And a little toy house
And a young mouse
And a comb and a brush and a bowl full of mush
And a quiet old lady who was whispering “hush”

Goodnight room
Goodnight moon
Goodnight cow jumping over the moon

Goodnight light
And the red balloon
Goodnight bears
Goodnight chairs

Goodnight kittens
And goodnight mittens
Goodnight clocks
And goodnight socks
Goodnight little house
And goodnight mouse
Goodnight comb
And goodnight brush

Goodnight nobody

Goodnight mush

And goodnight to the old lady whispering “hush”

Goodnight stars

Goodnight air

Good night noises everywhere

And from the plan writer’s own copy.