

Imani's Moon

A RIF GUIDE FOR PARENTS AND FAMILIES

Themes: Maasai Culture, Moon, Folktales, Perseverance

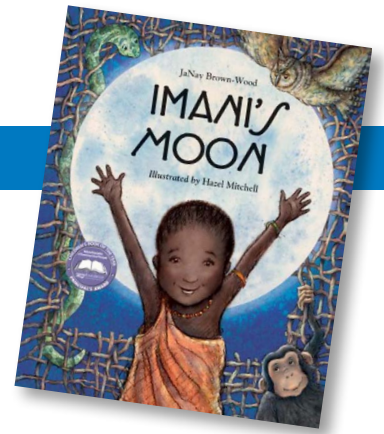
Book Brief: Imani is teased by the other children in her tribe for being so small. With the love and encouragement of her mother, Imani proves that size is not a measure of what a person can accomplish.

Author:

JaNay Brown-Wood

Illustrator:

Hazel Mitchell



TIME TO READ!



Before reading, make

predictions: Where do you think the story takes place? What role might the animals play in this story? What does the title mean?

While reading, make

connections: Have you

ever been teased? Who encourages you? What do you dream of doing? Have you ever been inspired by someone? How?

After reading, ask questions:

- ◆ What was the main idea of this story?
- ◆ Could the ending have been different if the other children were nicer to Imani?
- ◆ What might have happened if Imani hadn't touched the moon?
- ◆ How was this story similar to others you've read? Is this fiction or nonfiction?
- ◆ How do you know?

RELATED ACTIVITIES

MOON PHASES AND MILK!

Ingredients: chocolate cream-filled cookies, milk, toothpick

Go to www.moonphases.info/moon_phases.html for a look at the different moon phases. Separate cookies and use the toothpick to create the moon phases by scraping off parts of the cookie cream filling. Once finished, enjoy your moon phases with a tall glass of milk, the staple drink of the Maasai.

MAGICAL MOON ROCK

Materials: clay, old tennis ball, white acrylic paint, glitter, paint brush

Make your own magical moon rock like the one Imani was given! Warm up clay in your hands and then mold it around the tennis ball. Decide if you want your moon rock to be smooth or have craters like

the moon itself. Let the moon rock dry; paint the clay with white paint. Sprinkle a little glitter on the wet paint and let dry.

SKY I SPY

What do you see when you look at the night sky? Do you see constellations like Imani? Download these free apps and you can have a handy guide to what is right above your head: **Sky View Free** (iPhone) and **Star Chart** (Android). You can also download a free sky map at www.skymaps.com. Make up your own story about one of the constellations you see! How did it form?

TECHNOLOGY LINK

Get a closer look at the Maasai jumping dance at www.youtube.com/watch?v=AidkPPF49xc.

ADDITIONAL RESOURCES

OTHER FOLKTALES ABOUT THE SKY

Coyote Places the Stars, Harriet Peck Taylor (1997)

Thirteen Moons on Turtle's Back, Joseph Bruchac (1997)

Why the Sky Is Far Away: A Nigerian Tale, Mary-Joan Gerson (1995)



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A RIF GUIDE FOR EDUCATORS

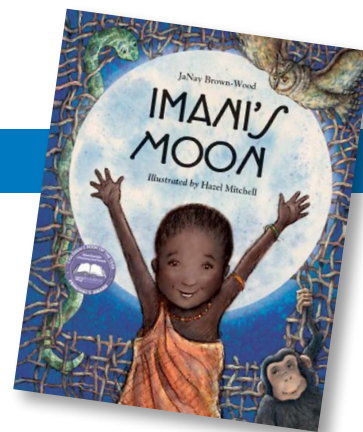
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Content Connections:
Science, Social Studies



TIME TO READ!



BEFORE WE READ, LET'S LOOK AT...

The Cover: What clues does the cover illustration give about where this story takes place? Who is Imani?

The Pictures: Flip briefly through the pictures. Describe the area where Imani lives. What natural

resources do you think are available to the Maasai? What can you tell about Imani's village and customs?

Prior Knowledge: Discuss with students how many cultures have stories that revolve around the sun, moon, and stars. Talk about why these might be such popular subjects around the world. Have students read or heard any old stories—myths—that “explain” something in the nature? Ask students for examples. Are stories like this still common today? Why might myths be less common now?

Vocabulary: Maasai, inspired, mocked, taunt, myth, constellation

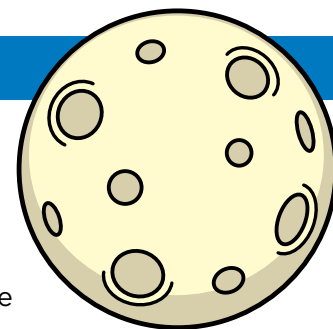
Purpose for Reading: As we read, think about why the author chose the moon for Imani to have as her goal.

WHILE WE READ

MONITORING COMPREHENSION

- ◆ How do the children in Imani's village treat her?
- ◆ How do their actions affect Imani? How does she feel?
- ◆ Where do the stories Imani's mom tells her come from?

- ◆ Why are dreams important?
- ◆ How does Imani's attitude change?
- ◆ How would you describe Imani? What are her character traits?



LET'S THINK ABOUT

Our Purpose: Why do you think the author chose the moon for Imani to focus on as her goal? Are there any other goals Imani could have worked toward instead?

Extending Our Thinking: With a partner, discuss another way this story might have ended. Share your idea with the class. Do you like any of the alternate endings better than the one in the book? Why or why not? Can you think of any other titles the author could have used for this book? What other folktales or myths remind you of this story? Explain your answer.

NOTE TO EDUCATORS

- ◆ Extension Activities for Educators also available.
- ◆ Vocabulary Scaffolding Sheet also available.

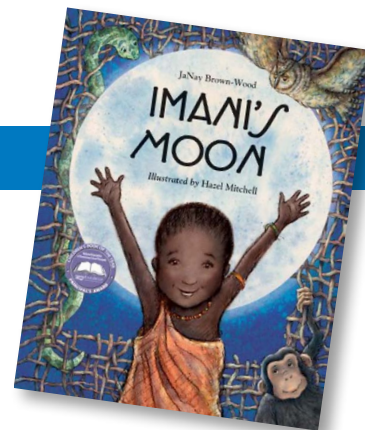


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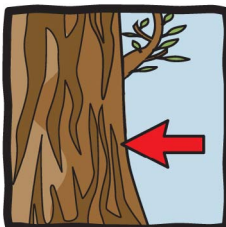
A RIF VOCABULARY SCAFFOLD



triumphed: won



bark: the outside cover of a tree, usually rough and brown



captured: caught; trapped



cub: a baby animal; baby lions, bears, and wolves are called cubs



delicate: easily broken; not strong



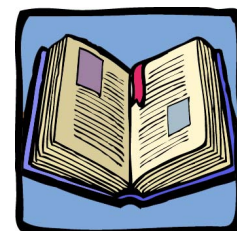
meerkat: a small, long animal with fur that lives in burrows underground



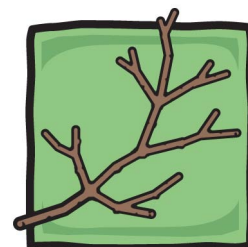
sprinted: ran very fast for a short distance



tale: a story



twig: a small branch or stick



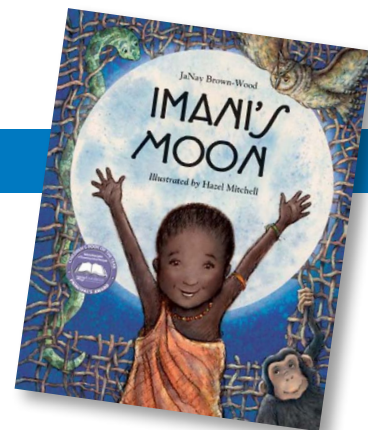
village: a small group of people who live out in the country, away from the city



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RIF EXTENSION ACTIVITIES FOR EDUCATORS

STEAM-THEMES: SCIENCE, TECHNOLOGY, ENGINEERING, ART, MATH



SCIENCE, TECHNOLOGY MOON PHASE MADNESS

Materials: basketball, flashlight, internet access

Introduce moon phases with one of these short videos: www.youtube.com/watch?v=nXseTWTZlks or www.jpl.nasa.gov/education/videos/videos/moonphases/moonphases-excerpt.mov. Students

should take notes and record vocabulary. To demonstrate

moon phases, have one student (sun) hold a flashlight high in the air. Have another student (Earth) stand about 10 ft. in front of the first student, holding the basketball (moon).

Have the student with the ball rotate slowly while holding the ball up high. What moon phases can students recognize?



TECHNOLOGY JUST A PHASE

See if students understand moon phases with this fun challenge game: http://sciencenetlinks.com/interactives/moon/moon_challenge/moon_challenge.html. Learn more about moon phases by exploring NASA's Scientific Visualization Center: <http://svs.gsfc.nasa.gov/cgi-bin/details.cgi?aid=4236>.

TECHNOLOGY, WRITING COMPARE, CONTRAST

Watch this video about Brandon Todd: www.brandontodd.tv/events/the-fivefive-documentary. Afterward, have students create a Venn diagram comparing his story with Imani's.

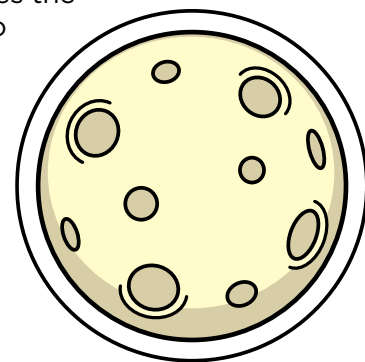
ENGINEERING, ART, WRITING CREATIVE CONSTELLATIONS

Materials: toothpicks, mini marshmallows, paper and pencil

Figures in the stars are called *constellations*. Research popular constellations. Choose one. How did it get its name? Have you ever seen it in the sky? Make a model of it using toothpicks stuck together with mini marshmallows. Then, design and build your own constellation with toothpicks and marshmallows. Name it and write a story—myth—to explain how it came to be.

ART, TECHNOLOGY, SCIENCE FULL MOON DESIGN

Provide students with a plain white circle of paper (full moon). Have them go to <http://farmersalmanac.com/full-moon-names> and read about the different names the Algonquin tribes gave to each full moon. Have students choose one name and create a design on their paper moon that best represents its name, description, and season.



MATH THE HIGH JUMP

Have students brainstorm ways to measure how high someone can jump. How can they ensure their method is accurate? Once a method has been determined, have students take turns jumping while being measured. Students should work with a partner and record at least 3 jumps each, if able. This would be a great way to practice averages!

