

**Good Night, Planet**

by Liniers

ISBN: 978-1-935179-19-1

F&P Reading Level = K

Lexile Level = 290L

by Maria E. Santana,  
 Spanish Teacher,  
 New York City Department of Education



**ELA COMMON CORE STANDARDS**

<b>KEY IDEAS AND DETAILS</b>	
What kind of stuffed animal is the girl holding on the cover of the book? Why do you think the title of the book is <i>Good Night, Planet</i> ? What kind of relationship might the girl and Planet have? Are they very close friends or is Planet just a toy for her? Are the three animal characters friends?	RL.1.1 RI.1.1 RL.2.1 RI.2.2 RL.1.3 RI.2.3
When does the story happen? Time, season, place? How long does the story last?	RL.2.1 RI.2.1 RL.1.3 RI.2.3
What mission do they have to accomplish? How did they try to achieve their goal? How did the different characters respond to the challenge of reaching the moon? Were they successful?	RL.1.3 RI.1.3 RL.2.3 RI.2.3
What is the message of the story?	RL.1.3 RI.2.3

<i>(Integration of Knowledge and Ideas cont'd)</i> On page 7 we see Emma's dog looking through the window. How do you think the dog is feeling? Does he feel bad because he is not playing with Emma and Planet? Why do you think Emma does not allow her dog to play with them?	RL.1.7 RI.1.7 RL.2.7 RI.2.7
Why are the three animals special? Do they behave as kids or as animals? How do animals communicate between them?	RI.2.7 RL.2.7
Are you familiar with other stories and movies that deal with the topic of toys coming alive?	RI.2.7 RL.2.7
On page 27, we see that Bradley the mouse thinks that the moon is a big cookie. How can he think that? Is it an interesting comparison? He is certain that sometimes somebody reaches the moon and takes a big bite out of it. Can you explain this? Do you know how the moon sometimes has different shapes?	RI.2.8
On page 28, Planet says that "Every animal, big or small, is a whole universe." Do you agree? Why? Think about the moon as a satellite and the fact that the stuffed animal is called Planet. In which way is the stuffed animal also a part of the universe? Satellite-planet-universe	RI.2.8
Compare page 29 to page 9. What can you say about Emma and Planet? What has she missed while she was sleeping? Would she like to be part of Planet's adventures at night?	RI.2.8 RL.2.7 RI.2.7

<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
What do the illustrations in the first pages tell you about the girl, Planet, and the dog? Which specific illustrations give you more information?	RL.1.7 RI.2.7
Who are the other characters that Planet interacts with? In what ways are they different from each other?	RL.1.7 RL.2.7 RL.1.9 RL.2.9

# ELA COMMON CORE STANDARDS CONTINUED

## Good Night, Planet

by Liniers

ISBN: 978-1-935179-19-1

F&P Reading Level = K

Lexile Level = 290L

by Maria E. Santana,  
Spanish Teacher,  
New York City Department of Education



CRAFT AND STRUCTURE	
There are many wordless/silent panels in this comic. Is the information provided by the pictures enough?	RL.2.5 RI.2.5
The girl does not say too much but we see her in many panels. Can you tell how she feels and what she likes to do?	RL.1.6 RL.2.6
On page 13, what do we find out? On page 15, what do we learn about Elliot and Planet? On page 16, what are they doing to get the cookie?	RL.1.5 RL.2.5
On page 18, a new mouse character appears. Why is “Want to see the biggest cookie ever?” written in bold?	RL.2.4 RI.2.4
On page 28, we learn the name of the mouse and everybody introduces themselves to each other. Why now?	RL.2.4 RI.2.4
Explain that “metaphors” are used to make a comparison between two things that aren’t alike but do have something in common. Ask students why Bradley is using the metaphor of the moon as a cookie, and ask them to think about other metaphors for the moon.	RL.1.4 RI.1.4 RL.2.4 RI.2.4 RL.1.6 RI.1.6 RL.2.6 RI.2.6
What is the meaning of Planet’s words: “Every animal, big or small, is a whole universe”? (p.28)	RL.1.4 RI.1.4 RL.2.4 RI.2.4
Which words mark the beginning of the adventure and which words mark the end of the adventure in this story? How much time passes in this story?	RL.2.5 RI.2.5 RL.2.5

(Craft and Structure cont’d)	
Who is telling the story?	RL.1.6
What do you think, Liniers, the author of the story wants to explain?	

SPEAKING AND LISTENING / WRITING	
Have students write in small groups an alternative ending to the story.	W.2.5
Have students exchange their ideas and comment on each other’s work.	W.2.3
Have students draw their favorite toy, write its name, the characteristics it should have to be a best friend, and explain why.	W.2.8
	SL.2.5
	SL.2.6
Have students share experiences where they had to work cooperatively with others towards a shared purpose. Be sure they describe the people involved, the place where it happened, if they achieved their goal, and how they felt.	SL.4.1
	SL.4.2
	SL.6.1
	SL.6.2



*Good Night, Planet*

by Liniers

ISBN: 978-1-935179-19-1

F&P Reading Level = K

Lexile Level = 290L

Maria E. Santana, Spanish Teacher  
 United Nations International School, NYC



**Guided Reading Lesson Plan**

Overview	<i>Good Night, Planet</i> is a great comic to show kids the importance of teamwork and provide constructive feedback, despite not getting the expected result. The three animal characters cooperate using their individual skills to try to achieve their goal: to reach the big cookie in the world.
Subject	English Language Arts
Grade Level	Grade 2
Suggested Time	45 minutes
Materials	Pens, pencils, notebook paper
Objectives	<p>Students will discuss what friendship means to them.</p> <p>Students will discuss what teamwork means to them and why it is important to work cooperatively to achieve a shared purpose.</p> <p>Students will describe characters based on their actions.</p> <p>Students will learn/revisit the concept of a metaphor: How does a cookie look like the moon? And they will create their own metaphors.</p>
Before Reading	<p>Have kids look at the cover of the book and ask them the following questions:</p> <p>What kind of stuffed animal is the girl holding?</p> <p>Why do you think the title of the book is <i>Good night, Planet</i>?</p> <p>Read aloud the dedication on the back cover, and ask the kids if they think that the little girl turning her back on the cover might be Emma.</p> <p>Ask the kids what kind of relationship Emma and Planet might have. Are they very close or is Planet just a toy for her?</p>
Reading	<p>As you read aloud focus on the following spots:</p> <p>The first pages of the book are wordless (pages 4-10). Ask the kids:</p> <p>Are words necessary to describe what is happening in these pages? Why? What can you infer from the images: in which season does the story take place, how old is the girl, are Emma and Planet good friends, what kind of things do they do together, how important is Planet to Emma?</p> <p>On page 7 we see Emma's dog looking through the window.</p> <p>How do you think the dog is feeling? Does he feel bad because he is not playing with Emma and Planet?</p> <p>Why do you think Emma does not allow her dog to play with them?</p> <p>On page 13, what do we find out?</p> <p>On page 15, what do we learn about Elliot and Planet?</p>



## Guided Reading Lesson Plan Continued

### *Good Night, Planet*

by Liniers

ISBN: 978-1-935179-19-1

F&P Reading Level = K

Lexile Level = 290L

Maria E. Santana, Spanish Teacher  
United Nations International School, NYC



Reading cont'd	<p>On page 16, what are they doing to get the cookie?</p> <p>On page 18, a new mouse character appears. Why is “Want to see the biggest cookie ever?” in bold?</p> <p>On page 19, the mouse calls Elliot and Planet friends. Why?</p> <p>On page 20, what do you think Planet is whispering to Elliot? Why?</p> <p>On page 23-24, what kind of advice does the mouse give to Planet?</p> <p>Is it important to believe in something to achieve it?</p> <p>On page 27, why does the mouse say: “This was amazing” if Planet could not reach the moon? Is it a failure or an accomplishment?</p> <p>On page 27, we see that the mouse thinks that the moon is a big cookie. Why does he think that?</p> <p>On page 27, Bradley the mouse is certain that sometimes somebody reaches the moon and takes a big bite out of it. Can you explain this? Did you notice how the moon sometimes has different shapes?</p> <p>On page 28, we learn the name of the mouse and everybody introduces themselves to each other. Why now?</p> <p>On page 28, Planet says that “Every animal, big or small, is a whole universe.” Do you agree? Why?</p> <p>Compare page 29 to page 9. What can you say about Emma and Planet? What has she missed while she was sleeping?</p>
After Reading	<p>Have an open discussion about different ways to make friends, and about why teamwork is so important in this story.</p> <p>Reinforce the concept of metaphor, and make kids create more metaphors about the moon in different stages (new moon, crescent moon, and half moon). Then, try the sun, snow, your brain, your eyes...Let the kids create their own metaphors in small groups and then share with the rest of the class.</p> <p>Hand out activity sheet “Your Own Words.”</p> <p>Hand out activity sheet “Personalities &amp; Teamwork.” Have students work on it individually and then have students exchange their ideas and comment on each other’s work.</p>



NAME \_\_\_\_\_

**PART 1: Describe the personalities of the characters in the story. They all have different strengths and traits.**

Look at these panels and describe Elliot's personality. What can you tell about him from the pictures?




---



---

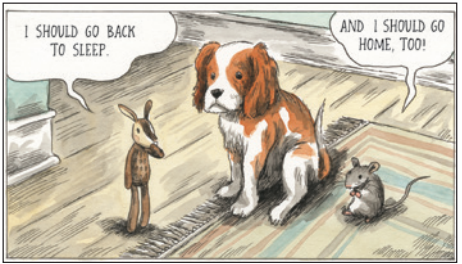


---

# GOOD NIGHT, PLANET

## ACTIVITY SHEET: PERSONALITIES & TEAMWORK (CONTINUED)

Look at these panels and describe Planet's personality. What can you tell about her from the pictures?



Look at these panels and describe Bradley's personality. What can you tell about him from the pictures?



---

---

---

WWW.TOON-BOOKS.COM © and ™ 2018 RAW Junior, LLC. All rights reserved.

# GOOD NIGHT, PLANET

## ACTIVITY SHEET: PERSONALITIES & TEAMWORK (CONTINUED)

**PART 2: Working in a team can help people reach bigger goals than if they work alone because everyone has special strengths. Let's think about what roles Planet, Bradley, and Elliot play in their group.**

"Doers" focus on the task and take action

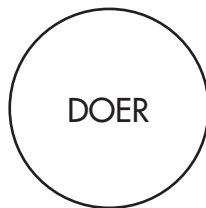
"Knowers" know helpful information

"Carers" look out for others

Which roles do Planet, Bradley, and Elliot play? Draw lines to match each character with the role you think she/he best fits. Then, support your opinion by finding a page where the character shows this trait. Write the page numbers in the boxes.



BRADLEY



Supporting page for why I think this character is a "doer"



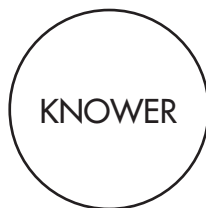
PLANET



Supporting page for why I think this character is a "carer"



ELLIOT



Supporting page for why I think this character is a "knower"

NAME \_\_\_\_\_

Look at the wordless panels and imagine what Emma and Planet are saying to each other. Write your own words in the balloons.

