

The Girl Who Slept Under the Moon

- **Title:** Lesson Plan: The Girl Who Slept Under the Moon
- **Subtitle:** Age Group: 6-8 years old





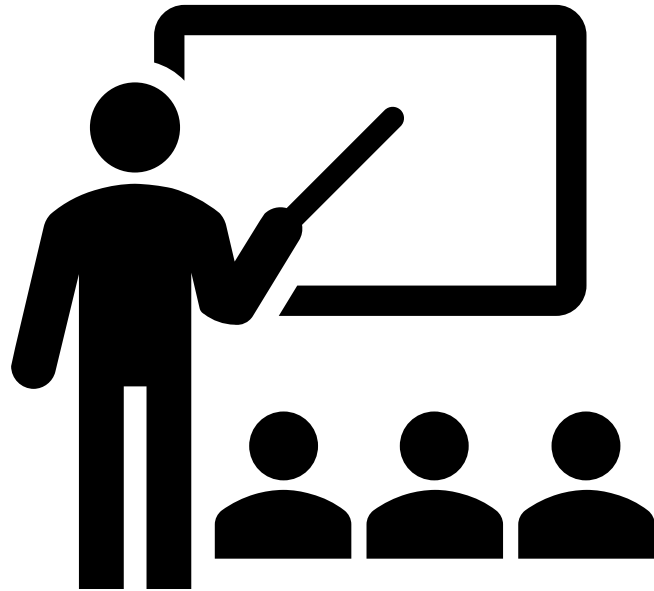
Lesson Objectives

- **Objective 1:** Understand the theme of *Belonging* and how it connects to people, family, and place.
- **Objective 2:** Explore how the character in the story finds a place where she feels at home and what it means to belong.
- **Objective 3:** Encourage children to think about where they feel they belong and what makes them feel part of a group or family.

Materials Needed

- **Book:** *The Girl Who Slept Under the Moon* (read aloud by the teacher)
- **Art Supplies:** Large paper, markers, crayons, colored pencils
- **Optional Supplies:** Stickers or stamps (for fun)
- **Handouts:** Words like "belonging," "home," "family," and "community" with simple pictures





Lesson Structure Overview

- **Introduction** (10 minutes)
- **Reading Time** (15-20 minutes)
- **Discussion** (10-15 minutes)
- **Activity** (20-25 minutes)
- **Conclusion** (10 minutes)
- **Extension/Homework** (Optional)
- **Assessment**

Introduction



- **Setting the Scene:**

- Show the cover of *The Girl Who Slept Under the Moon* and ask:
 - “What do you think this story is about?”
 - “Why do you think the girl is sleeping under the moon? What could that tell us about her feelings?”

- **Key Question:**

- "What does it mean to belong somewhere?"
- "Can you think of places where you feel like you belong? What makes you feel happy or safe there?"

Reading Time (15-20 minutes)

- **Read Aloud:**
 - Read *The Girl Who Slept Under the Moon* aloud to the class. Pause occasionally to ask questions:
 - "Why do you think the girl sleeps under the moon? What does it make her feel?"
 - "What does she find when she looks for a place to belong?"
 - "Where do you think the girl feels happiest? Why?"
- **Reflect:**
 - After reading, ask: "What do you think the story tells us about finding a place where we feel like we belong?"





Discussion

- **Comprehension Questions:**

- "Why does the girl want to find a place where she belongs?"
- "What places or people make the girl feel safe and loved?"
- "Can you think of a place or a group where you feel like you belong?"

- **Introduce Belonging:**

- Explain that belonging means being part of something bigger than yourself—your family, school, friends, or the world around you.

- **Key Question:**

- "Who makes you feel like you belong? What is it about them or the place that makes you feel safe and happy?"



Activity 1: My Place of Belonging

- **Goal:** Create a picture of a place where students feel they belong.
- **Instructions:**
 - Ask students to think about where they feel safe, loved, and happy (home, park, with family or friends).
 - Give each student large paper and markers/crayons to draw this special place.
 - Ask: "What do you see in your special place?" "Who is there with you?"
 - Have them add words like "family," "friends," or "home" to explain why this place makes them feel they belong.

Activity 2: Link to the Quran/Sunnah

- **Goal:** Create a picture of a place where we belong as an Ummah
- **Instructions:**
 - Ask students to think about how this place (ie. a mosque) can connect our communities.
 - Give each student large paper and markers/crayons to draw their local mosque.
 - Ask: "What do you see there?" "Who is there with you?"
 - Have them add worship such as like "mosque," "prayer," "family" to explain why this place makes them feel they belong in our Ummah.





Activity 3: Sharing Circle

- **Goal:** Share and reflect on each student's drawing.
- **Instructions:**
 - Once everyone finishes their drawings, gather students in a circle.
 - Invite each student to share their drawing and explain why that place makes them feel like they belong.
 - Encourage students to listen and reflect on each other's special places.

Conclusion

- **Wrap-Up Discussion:**
 - Ask: "What did we learn about belonging today? Where do you feel like you belong?"
 - Discuss how the girl in the story found her place where she felt at home, and how we all have places and people who make us feel the same way.
- **Reflective Question:**
 - "What makes you feel safe, loved, and part of something? How do you help others feel like they belong?"



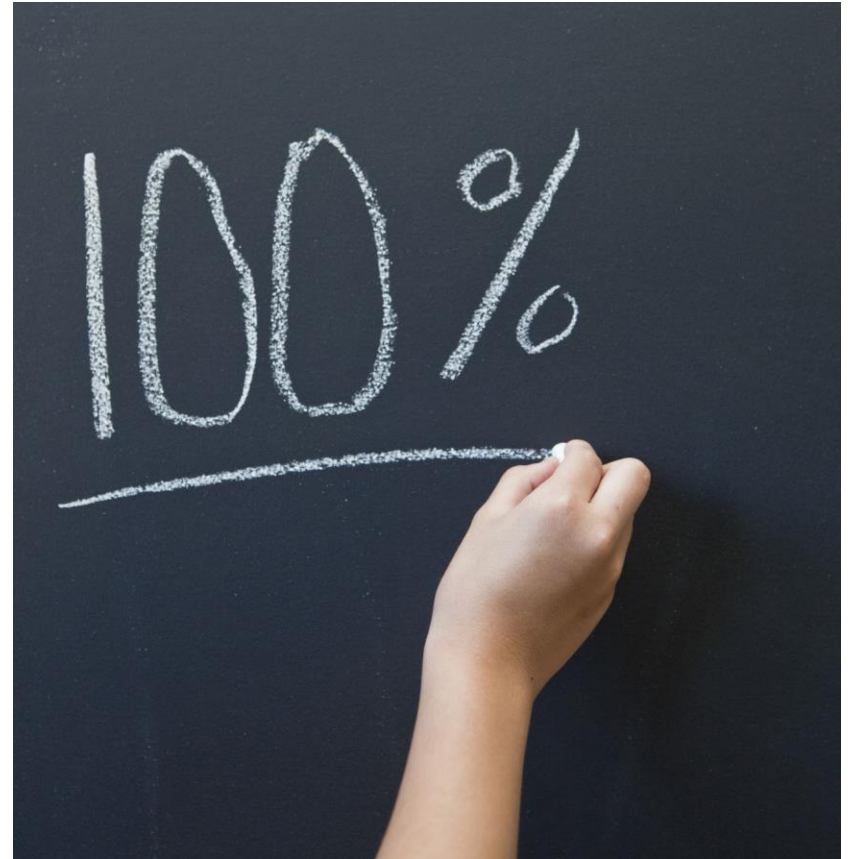
Extension/Homework (Optional)

- **Belonging at Home:**
- Ask students to talk to a family member about what makes them feel like they belong in their family or community.
- Have them write or draw about it to share with the class the next day.
- **Craft at Home:**
- Encourage students to create a small craft (e.g., friendship bracelet, drawing) that symbolizes a place or person they feel they belong to. They can bring it in to share with the class.



Assessment

- **Formative Assessment:**
 - Observe student participation in discussions and activities. Can they express where they feel they belong and why?
- **Summative Assessment:**
 - Review students' drawings and listen to their explanations. Are they able to connect the idea of belonging to a personal experience or place?



Differentiation Strategies

- **For Younger or Struggling Students:**
 - Provide additional prompts and visual aids to help them understand the concept of belonging.
- **For More Advanced Students:**
 - Encourage deeper thinking about how belonging can relate to various communities (e.g., school, sports teams, cultural groups).
- **For Students with Special Needs:**
 - Offer extra time for drawing and speaking, and provide visual examples to support comprehension.



The End!

- **Closing Slide**
- **Thank You!**
 - Encourage students to reflect on their sense of belonging and how they can help others feel included.

