



FOLLOW THE MOON HOME

A Tale of One Idea, Twenty Kids, and
a Hundred Sea Turtles

By PHILIPPE COUSTEAU
and DEBORAH HOPKINSON

Illustrated by MEILO SO

ABOUT THE BOOK

Viv has a new home and a new school by the sea. Follow her as she finds her way in a new place and helps bring together a whole community to save the sea turtles of the South Carolina coast.

A triumphant story of environmental activism, community, and friendship.

FOLLOW THE MOON HOME

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Ages 4-6 • F&P Text Level Gradient: N • Lexile(r) Measure: NC520L

ABOUT THIS GUIDE

This teacher guide contains discussion questions and activities aligned with the Common Core State Standards. See inside for reference to the Reading and Writing strands and grade-specific standards.



PRE-READING ACTIVITIES

Introduce the book by reading aloud the title and subtitle. Explain that titles are often symbolic of the themes explored in a book, while subtitles offer description. Lead the class in a discussion about what the subtitle of *Follow the Moon Home* reveals about the story. Instruct students to write a paragraph that makes a prediction about the “One Idea” referenced in the subtitle.

Correlates with CCSS RL.2-3.1, SL.2-3.1, L.2-3, W.2-3.1.

Philippe Cousteau, one of the authors of the book, is the grandson of Jacques Cousteau. Direct students to read about Jacques Cousteau at www.cousteau.org, the Costeau Society’s website, and then write a paragraph about Jacques Cousteau’s passion. Discuss how he made it his mission to teach others about ocean conservation. The picture book *Manfish*, written by Jennifer Berne and illustrated by Éric Puybaret (Chronicle Books, 2008), is another excellent resource for learning more about this amazing oceanographer.

Correlates with CCSS RI.2-3.1, W.2-3.2.

WHILE READING: DISCUSSION QUESTIONS

- Vivienne says on the first page, “I always need help finding my way, especially in a new place.” Discuss what “finding my way” means. Explain Vivienne’s worries about being in a new town. Do you think that she finds her way in this story? If so, how? Who or what else needs help finding their way in the story?
- Explain to students that conflict in a story is a problem to be solved, and that the conclusion is the resolution of the conflict. What is the conflict of *Follow the Moon Home*? What is Vivienne’s role in solving the conflict? Discuss how the conclusion ends happily for the turtles, Vivienne, Mr. J’s class, and the entire community.
- Vivienne rides her bike around town looking for a problem to solve. Describe each building in Vivienne’s town. Which buildings might she and her classmates visit while working on their project on the Loggerhead Sea Turtles?
- Illustrators use line to draw a reader’s eyes to a certain spot on the page. In the illustration of the man on the beach telling Vivienne that it is nesting season, how does Meilo So use line to draw attention to the red sign? Find other good examples of the use of line in the illustrations.
- Define “activist” for the class. How do Vivienne and the other students in Mr. J’s summer school class become activists? How do they get the entire community involved in their cause?
- A symbol is an object that expresses an idea or a concept. Discuss the symbolism of the cookie cutters on the last page. Are there any other visual symbols in Meilo So’s illustrations?
- Read aloud the “Letter to Young Activists” that Philippe Cousteau writes at the end of the book. How is he carrying on the work of his grandfather?

Correlates to CCSS RL.2-3.1, 2-2.3, 2-3.5, 2-3.7; SL.2-3.2, 2-3.3.



AFTER READING

- Mr. J’s class creates fact sheets about Loggerhead Sea Turtles to distribute around town. Ask students to create their own fact sheets—including an illustration of the turtles—using research from books in the library, sites on the Internet such as National Geographic and South Carolina’s Department of Natural Resources website, and the book’s backmatter. The following resource is also helpful:

Amazing Animals: Sea Turtles by Kate Riggs (Creative Company, 2015)

Correlates to CCSS W.2-3.7

- Vivienne writes an editorial called “Lights Out for Loggerheads” for the community newspaper. She is also the class spokesperson on the local news. Explain to the class that editorials are opinion pieces in newspapers or on television news shows. Ask students to write Vivienne’s editorial and read it to the class.

Correlates to CCSS W.2-3.1; SL.2-3.6; L.2-3.1, 2-3.3.

- Read aloud poems from *Water Sings Blue* (Chronicle Books, 2012) written by Kate Coombs and illustrated by Meilo So. Lead the class in a discussion about how the poems relate the mysteries of the ocean. Ask students to write a poem about the Loggerhead Sea Turtle in the style of Kate Coombs, and then have students illustrate their poems.

Correlates to CCSS W.2-3.2.

EXTENSION STRATEGIES

- Talk about the meaning of the word “endangered.” Tell students that the Loggerhead Sea Turtle is an endangered species. Ask them to find out how a species gets on the endangered list and to learn about other endangered reptiles. Then have them select an endangered species to write about. Students should research their chosen species’ habitat and the reasons they are on the endangered list.

Correlates to CCSS RI.2-3.1, W.2-3.2.

- Research wildlife conservation on the Internet. Discuss what our government does to protect wildlife.

Correlates to CCSS RI.2-3.1

- What is an environmentalist? Talk about the qualities of a hero and have students identify environmentalists they view as heroes. Use the following text as a resource:

Heroes of the Environment: The Stories of People Who Are Helping to Protect Our Planet (Chronicle Books, 2009), written by Harriet Rohmer and illustrated by Julie McLaughlin

Correlates to CCSS W.2-3.1, 2-3.8.

- Using *Follow the Moon Home* as a call to action, divide the class into small groups and challenge students to become activists like Mr. J’s class by following their plan of action. Read “Take it from here!”, a note from co-author Deborah Hopkinson.

- Explore your community (this may be your neighborhood or school)
- Identify something you care about
- Plan
- Take action
- Think big
- Tell your story

TAKE IT FROM HERE! A note from co-author Deborah Hopkinson

One reason I love traveling for author visits is the chance to see some of the amazing projects school communities undertake around the country—creating organic gardens, investigating frogs in a local ecosystem, raising money for local or international causes, conducting a school-wide disaster relief drive. Philanthropy has been an important part of my life, as I spent many years as a fundraiser and grant writer before becoming a full-time author.

Here are some thoughts about using *Follow the Moon Home* as a jumping off point for a classroom project:

Learn about the principles of philanthropy and volunteerism in the classroom.

BOOKS: There are many wonderful books for young readers that explore what it means to try to make our world a better place.

SPEAKERS: Hospitals, colleges, foundations, and nonprofit organizations will often send speakers to visit schools. Don't forget parents and grandparents: their experience and involvement in community organizations can make them excellent resources.

Engage your class and school community. The best ideas grow out of personal interest and, as in this book, getting to know the local community. Even young students can have ideas about how to make their classroom, school, or town better. And even if you don't live near the ocean, you can still get involved in helping sea turtles internationally.

Start small—celebrate big. Whether it's knitting caps for premies, pooling pennies for a special cause, starting a waste-saving campaign in the cafeteria, or volunteering for litter clean-up, young people become part of community by doing.

—Deborah Hopkinson

Email me at deborahhopkinson@yahoo.com or send me a Tweet about your project @deborahhopkinson. I'd love to hear about it!

Correlates to CCSS W.2-3.7, 2-3.8; SL.2-3.1, 2-3.2, 2-3.3, 2-3.4, 2-3.6; L.2-3.1, 2-3.3.

ABOUT THE AUTHORS AND ILLUSTRATOR

Philippe Cousteau is a prominent leader in the environmental movement. An award-winning television host, producer, author, speaker, philanthropist, and social entrepreneur, his mission is to empower people to recognize their ability to change the world. He is currently the host of the television series *Awesome Planet* and a special correspondent for CNN International. His writing has won multiple awards including *Learning Magazine's* Teachers' Choice Award for the Family, a Gold Nautilus Book Award, and a ForeWord's Book of the Year Gold Award. In 2004, he founded EarthEcho International, a leading environmental education organization that is creating a whole new generation of environmental citizens: youth equipped with the knowledge to understand environmental challenges, the critical thinking skills to solve them, and the motivation to do so. He lives in Los Angeles, California.

Deborah Hopkinson is the author of many award-winning books for young readers, including *Titanic: Voices From the Disaster*, *Apples to Oregon*, and *The Great Trouble: A Mystery of London*, *The Blue Death*, and *A Boy Called Eel*. She lives near Portland, Oregon. Visit her on the web at www.deborahhopkinson.com.

Meilo So is the esteemed illustrator of many books, including *Water Sings Blue*, which Booklist called 'beautifully illustrated' in a starred review. She was born in Hong Kong and now lives in the Shetland Isles with her husband and daughter, and she has an enduring love of the sea.

This Common Core-aligned teacher guide was prepared by educator Shari Conradson.

FOR MORE INFORMATION OR QUESTIONS ABOUT THIS TEACHER GUIDE, CONTACT JAIME WONG AT JAIME_WONG@CHRONICLEBOOKS.COM.