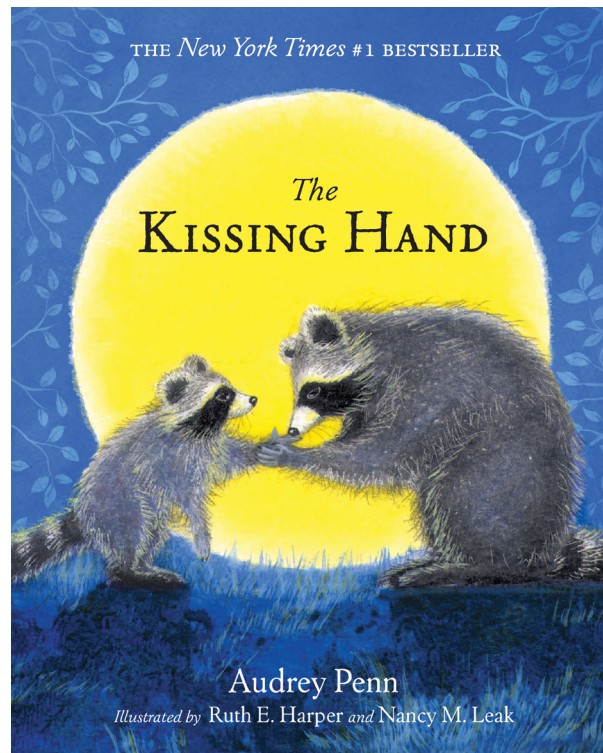




A TEACHER'S GUIDE

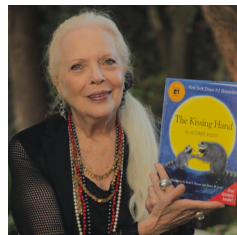
SUGGESTED GRADE LEVEL: K - 1ST



THE KISSING HAND

WRITTEN BY AUDREY PENN
ILLUSTRATED BY RUTH E. HARPET AND NANCY M. LEAK

Watch the video of actor
Barbara Bain
reading this story at
storylineonline.net



ABOUT THIS STORY

SYNOPSIS

School is starting in the forest, but Chester Raccoon does not want to go. To help ease Chester's fears, Mrs. Raccoon shares a family secret called "the Kissing Hand" to give him the reassurance of her love any time his world feels a little scary. *The Kissing Hand* is the book for any child taking the plunge into school with endearing illustrations that are as soothing as the story.

THEMES IN THE STORY

Separation, First Day of School, Love, Emotions/Feelings, Nocturnal Animals

READING AND WRITING

SUGGESTED GRADE LEVEL: K - 1ST

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. *Standards listed below are for kindergarten and first grades.*

BEFORE VIEWING

- Standards:** CCSS.SL.K.1, CCSS.SL.K.4, CCSS.SL.1.1, CCSS.SL.1.4
- Objective:** Tap knowledge and build background to prepare for viewing the video.
- Procedure:** Build background by discussing the following with students:
What do you know about raccoons?
Tell about a time you felt sad and alone.
How did you feel when you had to leave your mom to come to school?
Why were you afraid to come to school? What were some of your fears?

DURING VIEWING

- Focus:** Making Connections
- Standards:** CCSS.SL.K.2, CCSS.RL.K.1, CCSS.SL.1.2, CCSS.RL.1.1
- Objective:** Students will listen to story to make connections between Chester's feelings and their own feelings about being separated from a parent.
- Procedure:**
- Step 1: Stop story at appropriate parts to ask questions or pose prompts:
Where does Chester want to stay? Why?
What does Mrs. Raccoon tell Chester?
Why does Mrs. Raccoon call it the "the kissing hand?"
What went from Chester's hand to his heart?
What does Chester do when he feels lonely and needs his mom?
Does the kiss stick to Chester's hand?
What did Chester take with him wherever he went?
When does Chester go to school? Why?
What does Chester give Mrs. Raccoon before going to school? Why?
How did Mrs. Raccoon feel at the end of the story? How did Chester feel?
Did you ever feel like Chester? Tell about it.

AFTER VIEWING

Standards: CCSS.RL.K.2, CCSS.RL.K.3, CCSS.RL.1.2, CCSS.RL.1.3

Objective: Students will identify story elements and retell the story using key details.

Materials: Story Map –  Google It! or create your own on chart paper.
Student copy of Story Map (if appropriate)
Markers

Procedure:

Step 1: Discuss story elements: Characters, setting, and major events.

Step 2: Display chosen story map. Explain each part of your story map. Tell students they are going to use the story map to retell the story.

Step 3: Have students use key details to retell the story by asking the following guided questions and recording students' responses on the story map:

Who are the characters in the story?

What is the setting?

What happens in the beginning of the story?

What is the problem?

What happens in the middle of the story?

How is the problem solved?

What happens at the end of the story?

Step 4: Have students retell the story orally using the class generated story map. (Whole Class – Partners)

Extend It: Have students create their own story map.

READING RESPONSE

Standards: CCSS.RL.K.3, CCSS.W.K.3, CCSS.RL.1.3, CCSS.W.1.3

Objective: Students will use key details to answer the prompt.

Prompt: How did Chester's feelings about going to school change from the beginning to the end of the story? Why did they change?

Procedure:

Step 1: Read prompt to students.

Step 2: Allow time for students to discuss prompt with a partner.

Step 3: Check student responses depending on the ability of your class:

Oral response

Draw a picture of Chester in the beginning and end of the story.

Students can copy and fill in the sentence template:

Chester feels _____ in the beginning because _____.

Chester feels _____ in the end because _____.

WRITING - NARRATIVE

Standards: CCSS.W.K.3, CCSS.W.1.3

Objective: Students will write a narrative piece using grade appropriate sentence structure and spelling.

Prompt: Tell about a time when you felt scared and alone because you had to be away from home.

Procedure:

Step 1: Read and discuss prompt with students.

Step 2: Have students complete writing assignment based on the ability of your class.

ACROSS THE CURRICULUM ACTIVITIES

SOCIAL STUDIES - HELPING HANDS

Students understand appropriate behavior for school and home.

MATERIALS —

Chart paper

Paper

Markers

Teacher Prep: Draw 2 large hands on chart paper. Label one hand- HELPING; the other hand- HURTING

PROCEDURE —

- Step 1:** Discuss ways we use our hands, guide students to distinguish between using hands to help people and hurt people.
- Step 2:** Discuss feeling with students: How do we feel when we use our hands to help people? How does it feel when we use our hands to hurt someone? How does it feel when someone uses their hands to hurt you?
- Step 3:** Ask students to think of ways hands are used to help around school. How are hands used to hurt people or things around school? List ideas on teacher-created chart.
- Step 4:** Discuss answers with students.
- Step 5:** Distribute blank paper to students. Have students write a title – HELPING HANDS. Then have them work with a partner to trace each other's hands. (Option: create this yourself and copy for each student)
- Step 6:** Students can then draw or write something kind or helpful they will use their hands for.

ART - MY KISSING HAND

MATERIALS —

Paper

Markers or crayons

Lipstick

PROCEDURE —

- Step 1:** Trace each student's hand on a sheet of paper.
- Step 2:** On the top of the page, have them copy:
(Student's Name) loves you!
- Step 3:** Apply lipstick to student's lips and have them kiss their traced hand in the middle of the palm.
- Step 4:** Students now have a "kissing hand" to give.


SCIENCE — LEARN ABOUT RACCOONS

Students differentiate fiction from nonfiction and learn facts about raccoons.

MATERIALS —

Chart paper

Nonfiction books or other resources about raccoons. Use the internet to find videos.

 **Google It!:** Drawing of raccoon (1 per student)

Markers or crayons

PROCEDURE —

- Step 1:** Begin by discussing Chester and Mrs. Raccoon from *The Kissing Hand*. Ask students if raccoons really act this way. Explain that sometimes books have animal characters that act like people and these books are called fiction books.
- Step 2:** Tell students you are going to learn about real raccoons by reading nonfiction materials. Nonfiction books contain facts about a subject.
- Step 3:** Ask students what they know about raccoons.
- Step 4:** Introduce vocabulary words and explain meaning to students:
Mammal — warm blooded animal with hair or fur and gives birth to its young
Nocturnal — active at night (remind students that in the story Chester goes to school at night)
- Step 5:** Tell students they are going to (read a story, watch a video) to learn about real raccoons.
- Step 6:** Ask students to listen to find out where raccoons live, what they eat, and any other interesting facts.
- Step 7:** After reading or viewing, create a Raccoon Facts poster on chart paper. Make a student generated fact list about raccoons.
- Step 8:** Distribute the picture of the raccoon to students. Have them use the chart to write their favorite fact about raccoons. Color the picture to look like a real raccoon.

ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's children's literacy website *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

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