



3-5 YEARS

Large Group



Skill and Goal

Oral language

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud.



Key Concepts

New: Interested
Gentle



Materials Needed

The Kissing Hand by
Audrey Penn
Chart paper
Marker



Also Promotes

Social-Emotional

The Kissing Hand

by Audrey Penn

Be Prepared: This is the first of three repeated readings of a book with children. Today's reading focuses on children's understanding of basic information presented in *The Kissing Hand*. Two novel words will be introduced today: interested (page 12) and gentle (page 8). Write the following at the top of the chart paper: Words We Understand.

BEGIN: Let's all get ready to listen to a book.

[Display cover of book.]

This is the cover of our book. What do we think our book might be about?

[Follow-up prompt, if needed: "What do we see on the cover of the book?"]

EXPLAIN: We know that reading a book is a good way to learn new words. Books use some words we may not know. We will talk about some words each time we read our book this week.

ACT: Let's look at a chart that will help us as we learn new words.

[Display chart.]

The title of our chart is: Words We Understand. I will write the words we learn on our chart.

[Point to each word as you say it.]

The title of our book is *The Kissing Hand*.

[Point to and say the names of the author and illustrators.]

EXPLAIN: Today let's talk about two words that are in our book. One word is interested. **Interested** means that you want to know more about something. Another word in our book is gentle. The word **gentle** means to use a soft touch or soft voice.

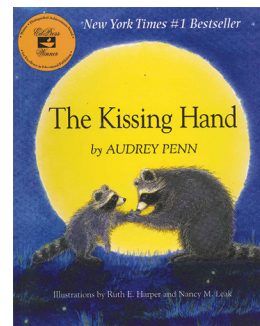
ACT: I will write these two words on our chart.

[Point to and say each word as you write it.]

Now we will read our book. We will begin reading right here.

[Point to first text word.]

Read the book without inviting talk until you have finished reading. Elaborate on words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to the text.



ASK: *[Focus discussion of the book on recall and words introduced earlier in the session.]*

- What is our book about? (Chester's first day at school)
- Who were the main characters in our book? (Chester and Chester's mom)
- What happened first? (Chester did not want to go to school)
- What happened next? (His mom helped him not be afraid by giving him a secret kiss)

[Point to and read each word on your chart.]

- What does "interested" mean? (you want to know more about something)
- What does "gentle" mean? (to use a soft touch or a soft voice)

[Promote children's understanding of novel words introduced today by elaborating on children's comments about a word's meaning or again defining the word. Reread the book's sentence with the novel word. Example: "We learned about the word 'gentle.' Remember, gentle means to use a soft touch or soft voice. 'Sometimes we all have to do things we don't want to do, she told him gently.'" Point to and describe pictures on pages 12, 13, and 14 that are directly related to the novel words.]

RECAP: Today we read a book about how Chester felt about going to school and how his mom helped him not to be so afraid. We talked about the words "interested" and "gentle."

Scaffolding Tips

Extra support ■ Our book says that Chester goes to school at night. Remind children that Chester is a raccoon. Explain that raccoons are active during the night and sleep during the day.

■ Demonstrate a gentle touch (on a child's shoulder or a stuffed toy) to help children understand the meaning of "gentle."

Enrichment ■ Invite children to describe a time when they were interested in something (wanting to know more about something). After a few children have shared ideas, explain there are lots of different things people are interested in.

Center Activity

If your room has the edition of *The Kissing Hand* with audio CD, provide the book and CD in the library area so children can listen to the story again.

 Family Child Care

Encourage children to play a game of *Heart Hide and Seek*. Invite older children to trace and cut heart shapes out of paper and hide them around the house. As you read *The Kissing Hand* again, stop at the page where Chester's mom kisses his hand. Encourage younger children to find the hearts hidden around the house.



3-5 YEARS

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Skill and Goal

Oral language

Children will strengthen their comprehension of information presented in a book read aloud and increase the number of novel words they understand.



Key Concepts

New: Tease
Unfold
Center
Thoughtful
Tingle
Forest

Review: Interested
Gentle



Materials Needed

The Kissing Hand by
Audrey Penn
Words We Understand
chart from Day 1
Marker



Also Promotes

Social-Emotional

The Kissing Hand

by Audrey Penn

Be Prepared: This is the second of three repeated readings of *The Kissing Hand*. Today's session focuses on children's comprehension of information presented in the book. The session also helps children understand more novel words.

BEGIN: [Display book cover.]

This is the book we read on Day 1. The title of our book is *The Kissing Hand*. Let's talk about what we remember about the book.

- ASK:**
- What is our book about? (Chester's first day at school)
 - Who were the main characters in our book? (Chester and Chester's mom)
 - What happened first? (Chester did not want to go to school)
 - What happened next? (His mom helped him not be afraid by giving him a secret kiss)

EXPLAIN: We are going to read our book again. We will stop to talk about what some of the words mean. We know that reading a book is a good way to learn new words. On Day 1 we talked about some words in our book. The words are written on our chart. Remember, the title of our chart is Words We Understand.

[Point to chart and to each of the novel words defined on Day 1.]

ASK: What do we remember about the words we talked about on Day 1?

[Help children recall the meaning of each novel word defined on Day 1.]

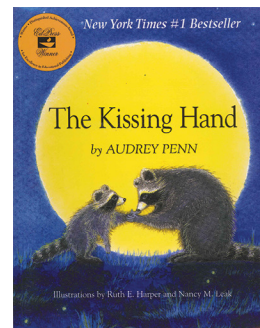
ACT: [Point to where to begin to read on the first text page of the book.]

We are going to begin reading here. This is the first word inside our book.

[Pause during reading to briefly define words identified for today's session using the following approach:

- Read the sentence with the novel word. Identify the novel word.
- Repeat the sentence in which the word is used.
- Then define the novel word and connect the definition to the book.

Examples: "We just heard the word 'forest.' Did everyone hear it? Chester Raccoon stood at the edge of the forest and cried. The forest is a large area of ground that is covered in trees. Chester and his mom lived in the forest."



They lived in a place covered in trees.” or “We just heard the word ‘center.’ ‘Next, he leaned forward and kissed the center of her hand.’ The word center means that it is the middle part of something. Chester kissed the middle of his mom’s hand.”

Below are the novel words and their definitions for this session:

- **Forest** (page 6): A large area of ground covered in trees
- **Tingle** (page 14): A warm feeling from being happy
- **Tease** (page 19): To joke
- **Thoughtful** (page 22): Thinking a lot or wondering
- **Unfold** (page 25): Open something that is closed
- **Center** (page 25): The middle part of something]

EXPLAIN: We learned six new words while reading our book today. I am going to write each word on our chart. Let’s talk about what we understand, or know, about each word. When we understand something, we know what it means or how it works.

[Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:

- *Ask children to describe a picture related to the word. Example: “We are learning what a forest is. ‘Chester stood at the edge of the forest and cried.’ What do we see in this picture (page 6) that tells us that Chester is in a forest?” (we can see trees in the picture)*
- *Define a word without naming it and ask children to identify the word. Example: “What do we say when someone is thinking a lot or wondering?” (we say that a person is being thoughtful)*
- *Encourage children to think about a novel word in another context. Example: “In our book, Chester felt a tingle when his mom kissed his hand. What might be something else that makes us feel tingly? Where on our bodies can we feel tingles besides our hand?”]*

ASK: Our book was about Chester feeling scared about going to school. Chester’s mom helped him not to be scared. She turned his hand into a kissing hand by placing a kiss in his hand. He could put his hand to his cheek so he would have part of his mom with him when he was at school. Are there other ways someone in your family can help you when you feel scared or afraid?

[Facilitate a discussion of book connections to children’s experiences. Examples:

- *“Our book today was about Chester’s first day at school. He felt scared. Have you ever felt scared? What did you do?”*
- *“At the end of our book today, we learned how Chester gave his mom a gentle goodbye. Can you tell us about a time you were gentle with someone? Someone in our room? Someone in your family?”*

- “Today we learned that a forest is a large area covered with trees. Have you ever been to a forest? What was it like?”]

RECAP: We learned more words today when we read *The Kissing Hand*. Let’s look at our chart to remember the words we are learning to understand.

[Say and point to each word on the chart. Invite children to say one thing they know about the word.]



Scaffolding Tips

Extra support ■ If children seem uncertain about the word “center,” identify something in the room that has a middle point. Examples: center of the carpet or table, the center of a piece of paper, or the center of a circle shape. ■ Demonstrate the word “unfold” by opening your closed hand.

Enrichment ■ Promote children’s comprehension of the story by inviting them to describe one or more of the following pictures: page 7, Chester is crying because he does not want to go to school; page 14, Chester’s mom is giving Chester the kiss on his hand so he can feel his mom’s love; page 24, Chester gives his mom a kiss in her hand to show love for his mom.



Center Activity

In the book, pages 20 and 21 show Chester looking at the hand his mom kissed. The illustrations include hearts to show the love his mom has for Chester. Provide heart-shaped paper and writing tools for children to draw an object or write a kind thought for someone. Encourage children to give away a heart to someone they care about.



Family Child Care

Invite school-age children to share ideas about things that make them feel better. Create a chart (Things That Make Us Feel Better) and write down their ideas. If reading this book after Week 11, you can refer children to the poster in Social-Emotional Week 11, Day 3. Encourage children to illustrate the ideas on the poster. Post the chart in the home and help children refer to the ideas on the chart when they are feeling sad or lonely.



3-5 YEARS

Large Group



Skill and Goal

Oral language

Children will interpret information presented in a book read aloud and will increase the number of novel words they understand.



Key Concepts

- New:** Familiar
Edge
Forward
Grin
- Review:** Interested
Gentle
Tease
Unfold
Center
Thoughtful
Tingle
Forest



Materials Needed

- The Kissing Hand* by Audrey Penn
- Words We Understand chart from Days 1 and 3
- Marker



Also Promotes

Social-Emotional

The Kissing Hand

by Audrey Penn

Be Prepared: This is the third of three repeated readings of *The Kissing Hand*. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words.

BEGIN: [*Display book cover.*]

We have read our book two times this week. Each time we read the book, we learn something new. The title of our book is *The Kissing Hand*. Let's talk about what we remember about the book.

- ASK:**
- What is our book about? (Chester's first day at school)
 - Who were the main characters in our book? (Chester and Chester's mom)
 - What happened first? (Chester did not want to go to school)
 - What happened next? (his mom helped him not be afraid by giving him a secret kiss)

EXPLAIN: We are going to read our book again. We will stop during our reading to talk about what some of the words mean. Our chart reminds us of the words we are learning to understand.

[*Point to chart.*]

ACT: The author of our book is Audrey Penn. The illustrators of our book are Ruth Harper and Nancy Leak.

[*Point to each name as you identify the author and the illustrators.*

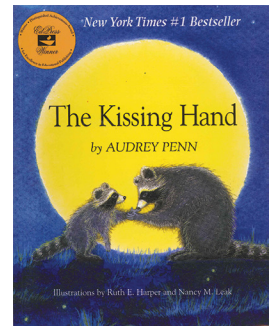
[*Point to where to begin to read on the first text page of the book.*]

We are going to begin reading here. This is the first word inside our book.

[*Read the book from the beginning. Pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means.*

[*Pause to briefly define the four words identified for today's session using the following approach:*

- *Read the sentence with the novel word. Identify the novel word.*
- *Repeat the sentence in which the word is used.*
- *Then define the novel word and connect the definition to the book.*



Example: "I just read the word 'grin.' Did everyone hear it? 'He turned to his mother and 'grinned.' The word 'grin' is another word for smile. Chester was smiling at his mom."

Below are the novel words and their definitions for this session:

- **Edge** (page 6): *The place where something begins or ends*
- **Forward** (page 14): *Moving closer to something in front of you*
- **Grin** (page 22): *Another word for smile*
- **Familiar** (page 25): *Something that you know well]*

EXPLAIN: We learned four new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand, or know, about each word.

[Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:

- *Ask children to describe a picture related to the word. Example: "Please look at this picture of Chester looking at his mom (page 23). What is the expression on his face?" (a grin)*
- *Define a word without naming it and ask children to identify the word. Example: "Chester's mom moved closer to Chester to kiss his hand. What's another word for moving closer?" (forward)*
- *Encourage children to think about a novel word in another context. Example: "Chester knew what his mom's hand felt like. It was familiar. What are some things that you are familiar with?"]*

ASK: Different types of things happened in our book. Let's talk about why some things may have happened.

[Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. Display pertinent pictures in the book to help children focus on questions you ask. Sometimes it is helpful to introduce topics by first describing (or asking) what happened and then asking "why" questions about what happened. Examples:

- *"At the beginning of our story, Chester wanted to stay home so he could play with his toys and friends, read his books, swing on his swing, and be with his mom. Chester did not want to go to school. What do you think Chester thought might happen at school?"*
- *"Chester's mom told Chester that her kiss on his hand would not go away when he washed his hands and his food. Why do you think Chester's mom said that her kiss would stick on his hand?"*
- *"Just before Chester goes into his school, he gives his mom a kissing hand. Why do you think Chester did this?]*

RECAP: We learned more about our book today by talking about why some things happened in our story. We also learned more words today when we read *The Kissing Hand*. Let's look at our chart to remember all of the words we are learning to understand. Each of these words helps us understand information in our book.

[Say and point to each word on the chart. Invite children to recall how the word was used in the book. Provide a brief description of the word's use in the book if children cannot recall.]

 Scaffolding Tips

Extra support ■ To help children understand the word "edge," point to an item in your room and ask children where the item ends. Example: "Where does the tabletop end? The end of the table is called the edge." ■ Encourage children to imitate the kissing hand by pressing their hand to their cheek.

Enrichment ■ Chester's mom shared a secret with Chester. Ask children if they have ever shared a secret with someone else. Who did they share the secret with?

 Center Activity

Provide a large sheet of paper or cloth, paintbrushes, and various colors of paint, and invite children to help create a hand mural. Encourage each child who wishes to participate to kiss their hand before brushing their hand with paint and making a handprint on the paper or cloth. Provide children with opportunities to make more than one handprint, but if they want to kiss their hands again, be sure they wash the paint off before they kiss their hand again.

 Family Child Care

Encourage preschooler(s) to "read" *The Kissing Hand* to younger children in your setting by retelling the story, using the book's pictures as a guide.