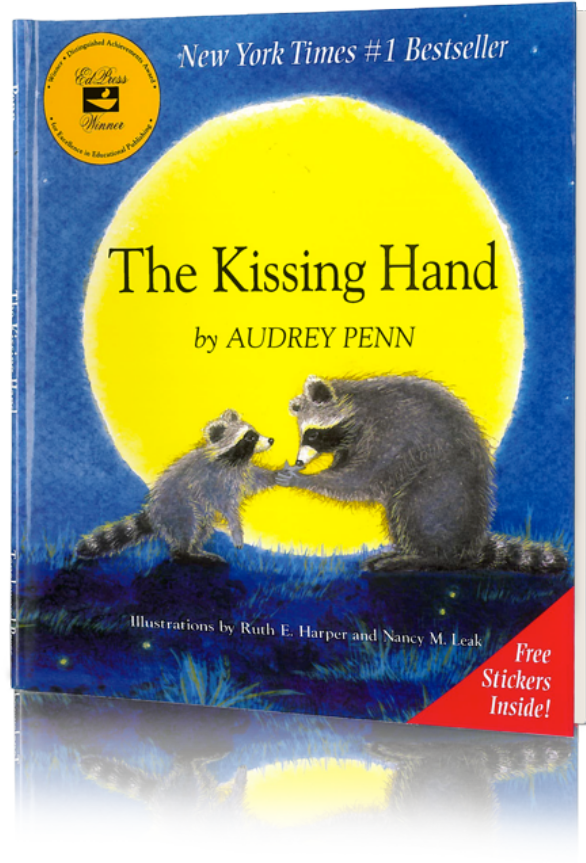


Sponsored by:



SAG FOUNDATION PRESENTS

Storyline online



THE KISSING HAND

Written by: Audrey Penn

Illustrated by: Ruth E. Harper & Nancy M. Leak

Watch online video of actor

Barbara Bain

reading this story at

storylineonline.net



BOOK SUMMARY

The first day of 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 by giving him a warm, gentle kiss right in the middle of his little raccoon hand. Mrs. Raccoon tells Chester that any time he feels lonely or overwhelmed, he can place his palm with the kiss on his cheek and he will know his mother loves him. Chester gives the same reassuring kiss to his mother's palm then happily joins the rest of the nighttime animals in the great tree. Both Chester and Mrs. Raccoon learn that their love is deep, endless and always present on this important day in both their lives.

DISCUSSION POINTS

BEING SCARED

(growing out of our fears, showing empathy to others, identifying feelings, understanding cause and effect)

- Talk about what things scare us and what reassures us when we are scared.
- What are some things that used to scare us that don't scare us now?
- How can we help someone who is scared not be scared?
- Is it okay to be scared but do something anyway?
- Usually, being scared is thought of as a negative feeling. Identify negative feelings and positive ones. Talk about cause and effect as well as appropriate feelings and reactions.

LEARNING NEW HABITS

(preparing for activities, leaving home, accepting school routine, finding things we like in unfamiliar places, being without our parents)

- Have students talk about what they do to prepare for school vs. playdates, going to the beach, visiting the library, bedtime, etc. Model a time line of events from *The Kissing Hand*. Then make a large time line on the board and have children put the places they go in order based on the hour, day, or season.
- Ask students to talk about their favorite parts about being home and being at school.
- Make a big paper Mommy, Daddy, and Teacher. Have children compare and contrast the characteristics of their teacher with those of their parents. Write the characteristics about the appropriate person. Help children see how Mommy or Daddy is both similar to Teacher and different.

FAMILY RITUALS

(routine, tradition, accepting when things are done differently)

- Have students tell each other or the class one routine they really like at home and one routine they really like at school.
- Explain what a tradition is and ask students to tell the class one tradition their family has that they really like.
- Talk about a time when a ritual or routine was done differently (by an aunt, a babysitter, another parent) and how it felt. You can ask children to raise their hands for “Who likes the crusts cut off their sandwich?” and other simple questions to help them see how they can all be different and alike at the same time.

ACCEPTING CHANGE

(different environments and how they make us feel, being adaptable, accepting others)

- Have students talk about how it feels to leave home then arrive at school and leave school then arrive back home. Ask them why their feelings change (getting into their routine, seeing their friends, being with their pet, taking off their school uniform, etc.).
- Have students describe a place or thing in their house they really like. Help them recognize that many of their classmates may like or have the same things. Students can move in and out of groups based what they have in common to show how they are both alike and different.
- Have students talk about a time they didn’t want to go somewhere, eat something, or do something and were pleasantly surprised by how much they liked it. Emphasize that having an open mind can make new experiences easier.

LOVE

(showing feelings, how love can make us feel better, different kinds of love)

- Have students tell the class how they show love to their family, friends, and pets and how their family, friends, and pets show love to them. Make a big paper heart, and after you share how you show love, hand it to a student. The student who is holding the heart tells the class, then passes it to a fellow student, with or without a hug, until everyone has shared.
- Ask students why it is important that we love one another. You can put the answers inside a big heart on the wall.

ACTIVITIES

- Send the following letter home to your students' parents/guardians before you read *The Kissing Hand*.

Dear Parents,

As part of a class project for tomorrow, we need you to trace and cut out the outline of your hand. Please send in your hand cutout tomorrow.

Thanks for your participation,

The next day, read *The Kissing Hand* and discuss Chester's mom reassuring him and Chester reassuring her by kissing her hand. Then get the cutout of the parent's hand, and using nontoxic face paint, have the children place kisses inside the hand. Have them add things to make the kissing hand special: color it the parent's favorite color, draw something the parent really likes, add more hearts or kisses, apply stickers or stamps. They can use their hand to put a little love in their heart while they learn the song "Put a Little Love in Your Heart."

<https://www.youtube.com/watch?v=we6NT1WxMTA>

Attach the decorated hand to the following note and send it home.

Dear Parents,

*We read the book *The Kissing Hand* by Audrey Penn. It is a story about a young raccoon named Chester who was anxious about leaving home and going to school. So his mother decided to share a "family secret" with him: the "kissing hand." She gave him a kiss on his paw and told him to press the kiss to his cheek whenever he missed her.*

We know that you, too, may be anxious about your child going to school for the first time. So your child has made a "kissing hand" for YOU. (Feel free to use as needed.)

(Tie-ins: language arts- writing letters, giving and following directions, metaphor; social studies- role reversal, comforting and showing empathy, keeping a secret; art- outlining and cutting, decorating with a specific person in mind; music- learning a song)

- In the story, Mama Raccoon kisses Chester's hand and he feels it all through his body. Make several identical sets of paper bags with various objects in them: something stiff and prickly like a nailbrush or pot scrubber, something soft like yarn or fur, something squishy like a gel-filled item, etc. In small groups or as a class, have students take turns putting their hands in the bags without looking inside and use descriptive words for how the object feels. Write the words on cards. Form small groups and give each group one set of descriptive words. Have the groups work together to name as many things as they can think of that are like this descriptive word.

(Tie-ins: language arts- descriptive words, imagining; science- prediction, using our sense of touch, grouping similar objects)

- Chester's classroom is a big tree and all the animals sit on its branches when they are in class. Review shapes with the class and have the children make a large paper tree using rectangles, triangles, circles, ovals, diamonds, and squares as trunks, leaves, animal holes, branches, and bark. If you like, incorporate color distinction and math into the design or make four separate trees for each season. Post labels for the parts of the tree, the colors, and the shapes.

(Tie-ins: science- parts of a tree, seasonal changes; math- shape recognition, number sets)

- Using your large paper tree, show children pictures of each of the animals from *The Kissing Hand*. Ask the children to look at each animal, and based on its physicality, help them understand how that animal moves. Ask where in the tree each animal would live or if it would live not in a tree at all. Have the children tape the animal in the appropriate place in, on, under, or next to the tree. You can also make a paper river and pond and place them next to the tree as well as have children make different colored leaves to reflect the seasons. As the year goes on, you can add food sources, nests, or eggs for any of the animals or insects.

(Tie-ins: language arts- names of animals, using directional words; science- assessing animal ability by physicality, animal habitats, biospheres)

- Raccoons' hands are special and extremely sensitive. Explain that people's hands are special, too. Have students make a word wall with all the things a hand can do. Once the word wall is done, have students sit in a circle and put the words into a basket or bag. In another basket or bag, put the names of the students. One by one, pick a name and a word and read them to the class so students can each stand and show the class the action with his/her hand, verbally explaining the action.

(Tie-ins: language arts- vocabulary building, action words; science- how hands work, demonstrating actions with our bodies, educated guessing; theatre arts- acting out words)

- Download Bingo cards with numbers from 1–25 and one forest card for each Bingo card. Cover letters of the Word Bingo with the opossum, bat, squirrel, rabbit, and raccoon and have the children color the animals. Glue the animal pictures onto a spinner, have a bowl of numbers from 1–25, and play *Kissing Hand* Bingo. At the end of the game, teach the children one characteristic of each animal and sing the Bingo song, substituting animals from *The Kissing Hand* for the farm animals and the piece of information learned about the animal instead of the sound.

(Tie-ins: art- coloring; science- eye-hand coordination, identifying animals by name, discerning animals' physical expressions; math- identifying numbers)

<http://www.prekinders.com/pdf/ForestCards.pdf>

<http://www.mrsjoyhall.com/wp-content/uploads/2012/01/BINGO-1-25.pdf>

- After worrying about his new school during the day then getting and giving hand kisses, Chester dances off to school at night. Have students talk about their feelings about day and night. You can identify descriptive words to contrast day and night, early and late, something starting and something ending, etc. Ask students to demonstrate with their bodies what those feelings or words look like. Using the following songs, have students dance to the sunrise and the sunset.

(Tie-ins: dance- using our bodies to express feelings, muscle coordination; music- how music creates emotions and paints pictures; science- differences between day and night, time; language arts- describing nature and events, using words to express moods and feelings)

Sunrise:

“Good Morning Starshine” by Oliver

(<https://www.youtube.com/watch?v=hw3oxJvSRj0>)

“Morning Has Broken” by Cat Stevens

(<https://www.youtube.com/watch?v=e0TInLOJuUM>)

“A Beautiful Morning” by the Rascals

(<https://www.youtube.com/watch?v=WrwfhncPfM>)

Sunset:

“Rêverie” by Debussy

(<https://www.youtube.com/watch?v=QRjllL-MP0U>)

“Waterloo Sunset” by the Kinks

(<https://www.youtube.com/watch?v=g-D9xcZgKX4>)

“Yellow” by Amy Sky

(<https://www.youtube.com/watch?v=0d2d543Jqik>)

- Chester goes to school at night with other nocturnal animals. Show the children this video (www.youtube.com/watch?v=yfNilF3NWCM), and for each of the nocturnal animals in *The Kissing Hand*, set up stations where the children color one animal mask and learn about that animal. Set up a moon near a big outdoor tree and have the masked children put on a short pageant play wherein the animals meet the moon in the forest and introduce and tell facts about themselves. The teacher can be the moon, giving new facts each time s/he meets a new animal. You can pin a clothesline tail to the opossum, pin black cloth to the bat’s shirt, pin a fluffy red tail to the fox, glue whiskers to the mouse mask, bobby pin feathers to the owl head, pin a fluffy brown tail to the raccoon, headband antlers to the deer, and put wings on the arms of the mockingbird if the children are comfortable.

(Tie-ins: language arts- telling a story with time constraints, vocabulary building; performing arts- using a play to communicate information, mimicking animals; art- eye hand coordination, realistic colors; science- nocturnal animals, habits and habitats of animals, animal appearance)

- Using printouts of the animals from *The Kissing Hand*, have the children identify patterns and numbers in their appearances: alternating rings of color on the raccoon tail, the same number of feathers on each bird wing, number of fingers on the bat wing, which animals have whiskers, type of tail, hand or foot, animals with fur, etc. Make a chart and set your criteria. Fill in the information by having the children rearrange the animals according to the criteria.

(Tie-ins: language arts- names of animal parts, names of colors, names of animal coverings; math- numbers, patterns, shapes; science- creating groups, setting criteria, animal genus, ways animals move)

- Chester feels sad and so he cries. His mother feels love so she kisses his hand. Talk about emotions and physicality, how we know how another person is feeling. Ask the children questions:

"How would you feel if you saw a big box with a bow on it in your room?"

"How would you feel if you fell down and tore your new pants?"

"How would you feel if a big dog barked at you?"

"How would you feel if a friend took your toy?"

Write down the emotions students identify and then organize students into small groups. One by one, whisper an emotion to a group and have them silently act it out for the class. The other students have to guess what emotion they are portraying. Put the feelings and expressions on a Feelings Wall and reference it throughout the year. You can also expand to talk about action and reaction: what we can do to comfort someone who is sad, reassure someone who is afraid, encourage someone who is unsure, celebrate someone who is happy, etc.

(Tie-ins: language arts- vocabulary building, names of emotions; performing arts- dramatizing feelings, mime; social studies- how teams work; science- action and reaction)

- The Kissing Hand* starts out during the day and ends at night. Discuss sunrise, high noon, sunset and night, highlighting how the light and sky are different at different times of day. Show children four separate paintings for each time of day, for example:

Afremov's sunrise (<http://afremov.com/SAILBOATS-IN-SUNRISE-PALETTE-KNIFE-Oil-Painting-On-Canvas-By-Leonid-Afremov-Size-24-x24.html>)

Monet's noon (<http://www.1st-art-gallery.com/Claude-Oscar-Monet/Haystacks-At-Giverny.html>)

Bierstadt's sunset (<http://fineartblogger.com/wp-content/uploads/2013/03/bierstadt-sunset-over-river-painting.jpg>)

Van Gogh's nighttime (<http://www.vangoghgallery.com/catalog/Painting/508/Starry-Night.html>)

Give each child paper and paint. Have them paint four pictures and arrange them in time order to make one whole day. They can start at any point in the 24-hour period, but the pictures should reflect each of the four times, their skies and colors with their pictures. Have each child talk about what time it is in each picture and what people usually do at that time. They can also talk about the colors they used to make the painting and why. You can post the color wheel to help them learn the names of colors. (<http://www.dimensionsthruart.com/pages.php?pageid=25>)

(Tie-ins: language arts- names of colors; art- using pictures to communicate time, how color reflects time, the color wheel, using art as a source of inspiration; science- the daytime and nighttime skies, light changes throughout the day, hand/eye coordination)

- In small groups, have the children compare their hands to those of their classmates, having them examine using touch and sight and describing what they see. Explain that each human hand has unique prints. Show students examples of arches, whorls, and loops, reviewing until they are clear on the distinctions. On white paper, trace each child's hand with a marker. Then use an inkpad to print each child's fingers on the corresponding finger of the traced outline. Once the prints are complete, have students examine them under a magnifying glass, looking for arches, whorls, and loops. Make a chart and write the names of the children whose prints are mainly "arch," mainly "whorl," or mainly "loop" prints. Groups can also determine who has the longest and shortest, the thickest and thinnest, the widest and narrowest hands. They can learn the names for all five fingers, singing "Where Is Thumbkin?" to reinforce them. (www.youtube.com/watch?v=YEElo9ub9wA)

(Tie-ins: language arts- nicknames for body parts, descriptive words, comparative words; science- identifying distinguishing marks, hands, fingerprints, comparing data; math- compiling data into a chart, numbers; social studies- differences among the same species, accepting differences)

- Take pieces of paper, crayons, and Ziploc baggies outside to where at least four different trees are and help the children make rubbings of the bark of at least one tree. Also have them collect any items from the tree that are on the ground and put them in the baggie: pinecones, leaves, acorns, and seed pods. In the classroom, have students glue the rubbings to empty cardboard rolls and glue to them the items that go with that tree. Have the students make labels for their trees and place them near the window.

(Tie-ins: language arts- names of trees and tree parts; art- rubbings, assembling, making a model; science- identifying parts of a tree)

- Chester's mother shares a family ritual with him. Talk to the children about rituals or special things their mom or dad does to make them feel better when they are frightened or frustrated or worried or sad: anything from noodle soup when they are sick to tickle fests when they are down. Encourage the parents to think about special times they share. Have their parents take a picture of them doing this ritual and e-mail it to you. Print out the pictures and tape them on the board. Ask children to identify what the ritual is and how they feel about it. Note if any children have the same ritual or the same situation with a different ritual.

(Tie-ins: language arts- descriptive words, vocabulary, identifying emotions; social studies- rituals, empathy and compassion, human behavior, cause and effect; art- photography, using pictures to communicate ritual; math- comparing, grouping similarities)

RESOURCES

EMOTIONS

Silverlicious by Victoria Kann

The Feelings Book by Todd Parr

Feelings by Alike

HANDS

Ed Emberley's Complete Funprint Drawing Book by Ed Emberley

Hands Can by Cheryl Willis Hudson

Hands! by Virginia Kroll

My Hands by Alike

Feet, Flippers, Hooves, and Hands by Mark Rauzon

FORESTS

One Small Place in a Tree by Barbara Brenner

Sounds of the Wild: Forest by Maurice Pledger

Whose Tracks Are These? A Clue Book of Familiar Forest Animals by James Nail

The Nature Connection: An Outdoor Workbook for Kids, Families, and Classrooms by Clare Walker Leslie

NIGHT

Imagine a Night by Rob Gonsalves and Sarah L. Thomson

Night in the Country by Cynthia Rylant

Stars by Mary Lyn Ray and Marla Frazee

Auroras! Mysterious Lights in the Sky <http://ds9.ssl.berkeley.edu/auroras/story.html>

THE MOON

Moon phases demonstration: <https://www.youtube.com/watch?v=wz01pTvuMa0>

A Full Moon is Rising by Marilyn Singer

Full Moon by Michael Light and Andrew Chaikin

RACCOONS

Exploring the World of Raccoons by Tracy Read

Sara Raccoon and the Secret Place by Margaret Burdick

The True Story of "Freezy" the Raccoon by Marion J. McCombs

EARLY DAYS OF SCHOOL

The Night Before Preschool by Natasha Wing

This School Year Will Be the BEST! by Kay Winters

Little School by Beth Norling

INTERNET RESOURCES

About Face with Arthur:

<http://pbskids.org/arthur/games/aboutface/aboutface.html>

Handprint Animals:

<http://www.redtedart.com/2012/10/06/handprint-animals-alphabet-a-z/>

Discover the Forest:

<http://www.discovertheforest.org/what-to-do/>

(animal sounds and virtual hike are great)

Get Outside:

The Kids Guide to Fun in the Great Outdoors by Jane Drake and Ann Love

Daniel Tiger's Day & Night:

<http://pbskids.org/apps/daniel-tigers-day--night.html>

(free app)

Goblin Forest HD *(children's interactive story book app)* by Genera Interactive

ABOUT THE AUTHOR

Audrey Penn

<http://www.audreypenn.com/>

ABOUT THE ILLUSTRATORS

<http://www.rutheharper.com/>

<http://www.jacketflap.com/nancy-m-leak/213389>

ABOUT THE READER

Barbara Bain

http://www.imdb.com/name/nm0000828/?ref_=fn_al_nm_1

Barbara Bain is the Founder of SAG Foundation's BookPALS (Performing Artists for Literacy in Schools)!

ABOUT STORYLINE ONLINE

The SAG 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 SCREEN ACTORS GUILD FOUNDATION

The Screen Actors Guild 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 programs. Founded in 1985, the SAG Foundation is a national non-profit organization, independent from SAG-AFTRA, and relies solely on support from grants, corporate sponsorships, and individual contributions to maintain our programs and create new ones. For more information, visit sagfoundation.org.

STORYLINE ONLINE BROUGHT TO YOU BY

SCREEN ACTORS GUILD
FOUNDATION