

# Here's What You'll Get in the The Kissing Hand Super Pack

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### Retelling and Summarizing Lesson Plan

**The Kissing Hand**  
By: Audrey Penn  
Grade Level: 1 / Guided Reading Level: 1

**Retelling and Summarizing**

**1**  
**Get Ready To Read**  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of important words

**Summary**  
Jon Chester, as he prepares for his first day of school, Chester is nervous about leaving his familiar cozy home. He is worried that he will miss his mother, his friends, and his toys. Luckily, Chester has a very smart mother who shares a special secret with Chester. Her secret helps Chester find the courage to go to school.

**Link to What You Know**  
• Tell about a time when you felt nervous or worried.  
• Think of a time when an adult helped you feel better. How did the adult help you?

**Important Words to Know and Understand**  
**Firm** - The inside part of the hand between the wrist and the fingers

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the text you read  
✓ Know what to do

**Why Readers Retell and Summarize While Reading**  
Readers retell and summarize to remember the important events, characters, and information in books.

When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.

On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a researcher. Retell and summarize the information using important facts, facts, and vocabulary from the text.

Whether you are retelling and summarizing fiction or non fiction, the most important thing to do is use your own words.

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Guided Reading Level

Activate Prior Knowledge

### Retelling and Summarizing Lesson Plan

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**Retelling and Summarizing**

**3**  
**Retell and Summarize While Reading**  
✓ Think about the important events that happened first, next, then, and last  
✓ Notice the names of the characters and

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

**Page 4** - Who are the characters that you've met so far? What problem are they discussing?

**Page 12** - Mrs. Raccoon has given Chester a solution to his problem. What is the solution?

**Page 20** - What important event is happening? Why is Chester kissing his mother's hand?

**Page 24** - Mrs. Raccoon is waiting for Chester. Where is Chester? Where is Mrs. Raccoon? How do you know?

**4**  
**Notice the Work You Did While Reading**  
✓ Think  
✓ Reflect  
✓ Write

**Time to Reflect**  
**Think** - What type of information did you use when you retold and summarized **The Kissing Hand**? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

**Talk** - Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

**Reflect** - Think about the characters, events, and the settings in **The Kissing Hand**. How does paying attention to the story help you to be a better reader?

**Write** - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **The Kissing Hand**. (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

Asking Questions

Making Connections

Making Predictions

Author's Purpose

Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

Strategy and Text Based  
Reader's Response Prompt

Common Core State Standard

"I Can"  
Statement

Common Core Free  
Option

Reading Response Prompts for Each  
Comprehension Strategy Lesson Plan

## 5 Comprehension Strategy Graphic Organizers

**Retelling and Summarizing**

Title: \_\_\_\_\_

What is this book about?

Is it fiction or non-fiction?

Draw a picture or write a sentence for each box below:

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Retelling and  
Summarizing

**Making Predictions**

Title: \_\_\_\_\_

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your prediction here	Write your prediction here	Did I predict what happened? <input type="checkbox"/> Yes <input type="checkbox"/> No

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making  
Connections

**Making Predictions**

Title: \_\_\_\_\_

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your prediction here	Write your prediction here	Did I predict what happened? <input type="checkbox"/> Yes <input type="checkbox"/> No

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

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Making  
Predictions

**Identifying the Author's Purpose**

Title: \_\_\_\_\_

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

☐ To Persuade ☐ To Inform ☐ To Entertain

I know because...

What do you think author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Author's  
Purpose

**Asking Questions**

Title: \_\_\_\_\_

Question sentence starters

Question	Answer
I wonder...	Why didn't... How does... I am confused about... I am not sure why...
Question	Answer
Question	Answer
Question	Answer

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

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Asking  
Questions

# Vocabulary Connections Resources

**Vocabulary Connections**

**The Kissing Hand**  
By: Audrey Penn  
Grade Level: 1 / Guided Reading Level: 1

**Important Words to Know and Understand in "The Kissing Hand"**

**Cozy**  
Small, comfortable and warm

**Forest**  
A thick growth of trees and bushes covering a large area

**Grinned**  
To smile widely

**Nuzzled**  
To show by gently pushing or rubbing your nose or face against someone or something

**Palm**  
The inside part of the hand between the wrist and the fingers

**Scamper**  
To run or move quickly in a playful way

**Secret**  
Information that you don't share with others

**Tingled**  
To feel a strong emotion or to have a feeling like the feeling of many small sharp points pressing into your skin

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in The Kissing Hand Word List

**Vocabulary Connections**

**The Kissing Hand**  
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<b>Cozy</b>	<b>Forest</b>	<b>Grinned</b>
		
<b>Nuzzled</b>	<b>Palm</b>	<b>Scamper</b>
		

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

**Vocabulary Connections**

**The Kissing Hand**  
By: Audrey Penn  
Grade Level: 1 / Guided Reading Level: 1

<b>Cozy</b>	<b>Forest</b>	<b>Grinned</b>
Small, comfortable and warm	A thick growth of trees and bushes covering a large area	To smile widely
<b>Nuzzled</b>	<b>Palm</b>	<b>Scamper</b>
To show by gently pushing or rubbing your nose or face against someone or something	The inside part of the hand between the wrist and the fingers	To run or move quickly in a playful way

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

**Vocabulary Connections**

**The Kissing Hand**  
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<b>Cozy is a/an</b> noun verb adverb adjective Definition of Cozy:	<b>Forest is a/an</b> noun verb adverb adjective Definition of Forest:	<b>Grinned is a/an</b> noun verb adverb adjective Definition of Grinned:
Cozy looks like this:	Forest looks like this:	Grinned looks like this:
Cozy reminds me of:	Forest reminds me of:	Grinned reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

Interactive Vocabulary Notebook Cards

**Word Games with Words from The Kissing Hand**

Read the word below each raccoon. Then use the code to color the raccoon.  
Nouns = Brown Adjectives = Gray Verbs = Orange

Cozy	Forest	Grinned	Nuzzled
Palm	Scamper	Secret	Tingled

Directions: Graph the number of consonants in each of the words in the word bank.

COZY	FOREST	GRINNED	NUZZLED	PALM	SCAMPER	SECRET	TINGLED

Number of Consonants

Name: \_\_\_\_\_

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Word Games and Answer Key

**Vocabulary Connections**

**The Kissing Hand**  
By: Audrey Penn  
Grade Level: 1 / Guided Reading Level: 1

A new word that I learned in this book is: \_\_\_\_\_

Name: \_\_\_\_\_

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPages.com

Personalized Vocabulary Bookmark

**Vocabulary Connections**

**The Kissing Hand**  
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Grade Level: 1 / Guided Reading Level: 1

Directions:

- Write a word from your reading that is new to you in the first column.
- Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in the text.
- Write the dictionary definition.
- Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Read Definition	✓

Independent Word Exploration | ©BookPages.com



# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

### The Kissing Hand

By: Audrey Penn  
Grade Level: 1 / Guided Reading Level: 1

#### Word Work

**Instructional Focus:**  
Words Ending in "ed"

**Background:**  
When "ed" is added to a base word, the final consonant sound may be /d/ (kissed) or /t/ (wrapped). Some (interested).

**Examples:**

"ed" sounds like /d/
hummed
begged
cried
filled

**Materials and Preparation:**

- A Copy of *The Kissing Hand*
- Chart Paper
- Words Ending in "ed" P
- Sorting Cards (1 set per
- Match Up Score Sheet
- Adding "ed" Word Wor
- Optional - Word Detect
- Optional - 2 Colors of

### The Kissing Hand

By: Audrey Penn  
Grade Level: 1 / Guided Reading Level: 1

#### Word Work

**Step 1: Introduce the Focus of Word Work**

**Introduce Words Ending in "ed"**

- Draw the students' attention to the chart paper.
- When "ed" is added to a base word, the final consonant sound may be /d/ (kissed) or /t/ (wrapped).
- Write the word "kissed" in the first column on the chart paper below "ed sounds like /d/". You may want to use a different colored marker to write the "ed".
- Write the word "wrapped" in the first column on the chart paper below "ed sounds like /t/". You may want to use a different colored marker to write the "ed".
- Ask the students to think of other words that follow the patterns. Allow students to turn and talk with a partner about the words they came up with or share with the class. Discuss any misconceptions if students share words that do not follow the pattern. Record words that do follow the pattern on the chart paper.

**Sample Anchor Chart**

Words that end in "ed"	ed sounds like /d/	ed sounds like /t/
kissed		
wrapped		

**Step 2: Connect Word Work to Reading**

**Extend Engagement**

Play I Have... Who Has...

- Create an index card for each child in your class.
- Write a word ending in "ed" on an index card using a one color marker.
- Flip the index card over and write the next "ed" word using a different colored marker.
- Distribute cards to students.
- Play I Have... Who Has... I have Cried. Who has Wiped. I have Wiped. Who has Learned. J.

**Words Ending in "ed" in the Text**

- Tell the students that the book they will be reading today has a lot of words that end in "ed".
- Show them **page 7** of *The Kissing Hand*. Tell the students to listen carefully and look at the words while you read. Ask the students to put a thumb up when they see or hear a word that follows the pattern.
- After reading, ask the students to identify the words that ended in "ed" (wiped, interested, learned, called). Add the words to the chart paper.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that follow the pattern. Remind them to be polite and not to interrupt you while you read.
- Read *The Kissing Hand*.

**Examples of Words that end in "ed" Found in the Text:**

cried	wrapped	filled
wiped	teased	danced
learned	turned	watched
nuzzled	ginned	pressed
looked	unfolded	interested
smiled	learned	called

Word Work Lesson Plan | ©BookPagez.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

### The Kissing Hand

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Grade Level: 1 / Guided Reading Level: 1

#### Word Work

**Step 3: Guided Word Practice**

**Interactive Exploration**

- Provide each student with a set of sorting cards (allow students to cut apart the cards or provide them with precut cards).
- Explain that the words on their cards are words from the book that end from the book that end in "ed".
- Review each word.
- Model how to play **Match Up**.
- Divide students into pairs and allow them to play **Match Up** (refer to attached resources for directions).
- Monitor students and assess students' understanding while playing **Match Up**.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of **Add "ed" Word Work**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

**Step 5: Reconnect and Reflect on Word Work**

**Group Discussion**

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

**Step 6: Extend Word Work (optional)**

**Extension Activity**

- Ask students to be on the lookout for words ending in "ed" in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word in lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

Word Work Lesson Plan | ©BookPagez.com

Interactive Activities

Independent Practice Page

### Go Fish

Student Directions

**Materials:**  
Sorting Cards

**Players:**  
2

**Directions:**

- Write your name or initials on each of your sorting cards.
- Combine all of the players sorting cards to make one deck of cards.
- Place the combined deck of cards **face down** in the middle, between both players. This pile is called the **deal pile**.
- Player 1 takes a card** from the deal pile. Next, **Player 2 takes a card** from the deal pile. This process continues until each player has 5 cards.
- Begin play. **Player 1** looks at their cards and chooses one card. **Player 1** says, "Do you have \_\_\_\_\_?"
- Player 2** checks each of their 5 cards. If **Player 2** has the match to the card wanted by **Player 1**, they **hand over** the match. If not, they say "Go fish".
- If **Player 1** gets a match, he or she places the matching cards **face up** on the table and takes another turn. If told to "Go fish," **Player 1** draws from the pile. If there is a match, he places the matching cards **face down** and takes another card. If the player does not draw a match, he keeps the card in his hand and **Player 2** takes a turn.
- The object of the game is to "go out" by laying down all of your cards in matching pairs. The first player to "go out" wins.

**Deal Pile**  
Each player takes 5 cards from the pile.

Independent Word Work Practice | ©BookPagez.com

Extension Activity

### Word Detective: Words Ending in "ed"

Extension Activity

**Directions:**  
Be a word detective!  
Be on the lookout for words ending in "ed" while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: \_\_\_\_\_ Word Work Extension Activity | ©BookPagez.com

### Add "ed"

Word Work Practice Page

**Directions:**  
Write the base word plus the "ed" ending to form the words in the word bank. The first one has been done for you.

**Word Bank**

cried	nuzzled	called	learned
smiled	turned	teased	ginned

- cry + ed = cried
- \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_
- \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_
- \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_
- \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_
- \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_
- \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_
- \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Name: \_\_\_\_\_ Independent Word Work Practice | ©BookPagez.com

# Assessments

Running Record  
Assessment:  
Use the first 100 words  
from the text to assess  
oral reading fluency



Running Record					
Title: The Kissing Hand		Guided Reading Text Level: I		Word Count: 100	
Name: _____			Date: _____		
Accuracy Rate: (# of words correct/100 words) _____					
Error Rate: (# of incorrect words/100 words) _____					
Self-Correction Rate: (# of words self-corrected/100 words) _____					
Time: (in seconds) _____			Words Per Minute: (100/seconds read x 60) _____		
Easy 95 %- 100% Accuracy		Instructional 90 %- 94% Accuracy		Hard 50 %- 89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/syntax V = Visual				COUNT	
				INFORMATION USED	
Page		E	SC	E MSV	SC MSV
1	Chester Raccoon stood at the edge of the forest and cried.  "I don't want to go to school," he told his mother. "I want to stay home with you. I want to play with my friends. And play with my toys. And read my books. And swing on my swing. Please may I stay home with you?"				
4	Mrs. Raccoon took Chester by the hand and nuzzled him on the ear.  "Sometimes we all have to do things we don't want to do," she told him gently. "Even if they seem strange and scary at first. But you will love school *..."				
Analysis and Comments:					
Tested By: _____				©BookPagez.com	

Common Core Assessment:  
One question for each Reading  
Informational OR Reading Literature  
standard (1-9)



The Kissing Hand CCSS Assessment	Name: _____ Score: / 9
<b>Directions:</b> Use what you know about <i>The Kissing Hand</i> to answer each of the following questions.	
<b>1. Who is the story about?</b> <input type="radio"/> A hand <input type="radio"/> Chester Raccoon and his mother <input type="radio"/> Forest animals <input type="radio"/> An owl	
<b>2. Which of the following is <u>not</u> a theme in <i>The Kissing Hand</i>?</b> <input type="radio"/> Courage <input type="radio"/> Trust <input type="radio"/> Love <input type="radio"/> Good vs. evil	
<b>3. What is the problem Chester is facing in this story?</b> <input type="radio"/> School is too hard for Chester. <input type="radio"/> Chester doesn't have any friends. <input type="radio"/> He doesn't want to go to school. He wants to stay home with his mother. <input type="radio"/> Chester doesn't like being a raccoon.	
<b>4. How do we know Chester feels happy at the end of the story?</b> <input type="radio"/> He turns and dances toward school. <input type="radio"/> He wipes tears away from his eyes. <input type="radio"/> He says, "Good-bye." <input type="radio"/> He kisses his mother's hand.	
CCSS Assessment 1 <sup>st</sup> Grade Reading Standards for Literature	

The Kissing Hand CCSS Assessment Answer Key
<b>Directions:</b> Use what you know about <i>The Kissing Hand</i> to answer each of the following questions.
<b>1. Who is the story about?</b> (RL.1.1) <input type="radio"/> A hand <input checked="" type="radio"/> Chester Raccoon and his mother <input type="radio"/> Forest animals <input type="radio"/> An owl
<b>2. Which of the following is <u>not</u> a theme in <i>The Kissing Hand</i>?</b> (RL.1.2) <input type="radio"/> Courage <input type="radio"/> Trust <input type="radio"/> Love <input checked="" type="radio"/> Good vs. evil
<b>3. What is the problem Chester is facing in this story?</b> (RL.1.3) <input type="radio"/> School is too hard for Chester. <input type="radio"/> Chester doesn't have any friends. <input checked="" type="radio"/> He doesn't want to go to school. He wants to stay home with his mom. <input type="radio"/> Chester doesn't like being a raccoon.
<b>4. How do we know Chester feels happy at the end of the story?</b> (RL.1.4) <input checked="" type="radio"/> He turns and dances toward school. <input type="radio"/> He wipes tears away from his eyes. <input type="radio"/> He says, "Good-bye." <input type="radio"/> He kisses his mother's hand.
CCSS Assessment 1 <sup>st</sup> Grade Reading Standards for Literature   BookPagez.com

Answer Key



# Extension Activity


Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:**  
In the book **The Kissing Hand** the little raccoon is worried about his first day of school. Complete the activity below to tell how you feel about school.

On my first day of school I felt \_\_\_\_\_.

Today I feel \_\_\_\_\_.

Trace your hand in the space below. Write one thing that you like about school in each of your fingers.



Extension Activity | ©BookPages.com

## Extension Activity

# Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>The Kissing Hand Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Kissing Hand" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Reading and Summarizing Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b></p> <p><b>RI.1.1</b> - Ask and answer questions about key details in text.</p> <p><b>RI.1.2</b> - Recall stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>RI.1.3</b> - Describe characters, settings, and major events in a story using key details.</p> <p><b>RI.1.4</b> - Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b>RI.1.5</b> - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><b>Reading: Foundational Skills</b></p> <p><b>RF.1.1</b> - Demonstrate understanding of the organization of basic features of print.</p> <p><b>RF.1.2</b> - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>Writing</b></p> <p><b>W.1.1</b> - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.1.2</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; Listening</b></p> <p><b>SL.1.1</b> - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p><b>SL.1.2</b> - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.3</b> - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>SL.1.4</b> - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>Language</b></p> <p><b>L.1.1</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>The Kissing Hand CCSS Alignment   ©BookPages.com</p>	<p>The Kissing Hand Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Kissing Hand" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Identifying the Author's Purpose Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b></p> <p><b>RI.1.1</b> - Ask and answer questions about key details in text.</p> <p><b>RI.1.2</b> - Recall stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>RI.1.3</b> - Describe characters, settings, and major events in a story using key details.</p> <p><b>RI.1.4</b> - Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b>RI.1.5</b> - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><b>Reading: Foundational Skills</b></p> <p><b>RF.1.1</b> - Demonstrate understanding of the organization of basic features of print.</p> <p><b>RF.1.2</b> - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>Writing</b></p> <p><b>W.1.1</b> - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.1.2</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; 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## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
<p>The Kissing Hand Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Kissing Hand" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Vocabulary Lesson Plan and Resources</b></p> <p><b>Language</b></p> <p><b>L.1.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>The Kissing Hand CCSS Alignment   ©BookPages.com</p>

## Vocabulary Connections Common Core Alignment

Common Core State Standards Correlation
<p>The Kissing Hand Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Kissing Hand" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Word Work Lesson Plan and Resources</b></p> <p><b>Reading: Foundational Skills</b></p> <p><b>RF.1.4</b> - Know and apply the grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.1.5</b> - Recall stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>The Kissing Hand CCSS Alignment   ©BookPages.com</p>

## Word Work Common Core Alignment

# Student Facing Resources in Spanish for The Kissing Hand Super Pack

## 5 Comprehension Strategy Practice Pages

### Retelling and Summarizing Practice Page

**Tu turno para practicar: Volver a contar y resumir con The Kissing Hand (Un beso en mi mano)**

**Página 4:**  
¿Quiénes son los personajes que has conocido hasta ahora? ¿Qué problema están discutiendo?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Página 12:**  
La Sra. Raccoon le ha dado a Chester una solución a su problema. ¿Cuál es la solución?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Página 20:**  
¿Qué evento importante está pasando? ¿Por qué Chester besa la mano de su madre?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_

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### Page by Page Guided Questions

Sample answers written in Spanish

### Answer Key

**Volver a contar y resumir con The Kissing Hand (Un beso en mi mano)**

**Página 4:**  
¿Quiénes son los personajes que has conocido hasta ahora? ¿Qué problema están discutiendo?

Las respuestas varían. Podrían incluir: Hasta ahora me he encontrado con Chester y la señora Raccoon. El problema es que Chester tiene que ir a la escuela y no quiere ir.


**Página 12:**  
La Sra. Raccoon le ha dado a Chester una solución a su problema. ¿Cuál es la solución?

Las respuestas varían. Podrían incluir: La señora Raccoon le dio a Chester un beso en la palma de la mano. Ahora, si se siente solo, puede presionar su mano contra su mejilla y saber que su madre lo ama.

**Página 20:**  
¿Qué evento importante está pasando? ¿Por qué Chester besa la mano de su madre?

Las respuestas varían. Podrían incluir: Chester está a punto de ir a la escuela por primera vez. Él está besando la mano de su madre para que pueda mantener su amor con ella mientras él no está.

Nombre: \_\_\_\_\_

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**Hacer conexiones con The Kissing Hand (Un beso en mi mano)**

**Página 2:**  
Chester le da un beso a su madre cuando va a la escuela. ¿Qué conexiones puedes encontrar entre la historia y tu vida?

Las respuestas varían.

**Página 6:**  
La Sra. Raccoon le da un beso a Chester en la palma de su mano. ¿Qué conexiones puedes encontrar entre la historia y tu vida?

Las respuestas varían.

**Página 15:**  
Chester sabe que su madre lo ama. ¿Cómo sabes que tu madre te ama cuando estás fuera de casa?

Las respuestas varían.

Nombre: \_\_\_\_\_

### Making Connections

**Hacer predicciones con The Kissing Hand (Un beso en mi mano)**

**Página 2:**  
Chester le da un beso a su madre cuando va a la escuela. ¿Qué predicciones puedes hacer sobre lo que pasará?

Las respuestas varían.


**Página 6:**  
La Sra. Raccoon le da un beso a Chester en la palma de su mano. ¿Qué predicciones puedes hacer sobre lo que pasará?

Las respuestas varían.

**Página 15:**  
Chester sabe que su madre lo ama. ¿Cómo sabes que tu madre te ama cuando estás fuera de casa?

Las respuestas varían.

Nombre: \_\_\_\_\_

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### Making Predictions

**Identifica el propósito del autor con The Kissing Hand (Un beso en mi mano)**

**Página 4:**  
El autor nos cuenta la historia de Chester. ¿Cuál es el propósito del autor?

Las respuestas varían.

**Página 10:**  
El autor también nos ha contado mucho sobre Chester y su madre. ¿Cuál es el propósito del autor?

Las respuestas varían.

**Página 14:**  
¿Cómo lo hace sentir la mano besándose de Chester? ¿Cuál es el propósito del autor?

Las respuestas varían.

Nombre: \_\_\_\_\_

### Author's Purpose

**Hacer preguntas con The Kissing Hand (Un beso en mi mano)**

**Página 6:**  
La madre de Chester le ha contado sobre las cosas que hará en la escuela. ¿Qué preguntas puedes hacerle?

Las respuestas varían.


**Página 11:**  
Has aprendido mucho sobre Chester y su madre. ¿Qué te estás preguntando sobre ellos? ¿De qué manera la respuesta a tu pregunta te ayudará a comprender mejor la historia?

Las respuestas varían.

**Página 21:**  
Chester se dirige a la escuela. ¿Hay algo que quieras saber en este punto de la historia? Si es así, ¿qué te estás preguntando?

Las respuestas varían.

Nombre: \_\_\_\_\_

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### Asking Questions

# Writing About Reading with Optional CCSS Alignment

Strategy and Text Based  
Reader's Response Prompt

Common Core State Standard

"I Can"  
Statement  
written in  
Spanish

The Kissing Hand (Un beso en mi mano): Hacer preguntas  
Chester es un personaje ficticio (hacer creer). ¿Qué preguntas tienes sobre Chester que no preguntarías sobre un verdadero mapache?  
☐ Puedo decir la diferencia entre ficción y no ficción. CCSS: RL.1.5

The Kissing Hand (Un beso en mi mano): Hacer preguntas  
Chester es un personaje ficticio (hacer creer). ¿Qué preguntas tienes sobre Chester que no preguntarías sobre un verdadero mapache?  
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Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPagez.com

Common Core Free  
Option

The Kissing Hand (Un beso en mi mano): Hacer preguntas  
Chester es un personaje ficticio (hacer creer). ¿Qué preguntas tienes sobre Chester que no preguntarías sobre un verdadero mapache?

The Kissing Hand (Un beso en mi mano): Hacer preguntas  
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The Kissing Hand (Un beso en mi mano): Hacer preguntas  
Chester es un personaje ficticio (hacer creer). ¿Qué preguntas tienes sobre Chester que no preguntarías sobre un verdadero mapache?

Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

Reading Response  
Prompts for Each  
Comprehension  
Strategy Lesson Plan

## 5 Comprehension Strategy Graphic Organizers

**Valer a contar y resumir**  
Título: \_\_\_\_\_  
¿De qué es este libro?  
¿Es ficción o no ficción?  
Haz un dibujo o escribe una oración para cada cuadro abajo.

Primero	Luego
Después	Entonces

**Instrucciones:**  
1. Contesta todas las preguntas.  
2. Contesta cuidadosamente en las áreas de puntos.  
3. Pega o engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Retelling and  
Summarizing

**Hacer conexiones**  
Título: \_\_\_\_\_  
Piensa en el libro. ¿En qué te hace pensar el libro?  
¿Qué tipo de conexión hiciste?  
☐ Text a mí mismo  
☐ Texto a texto  
☐ Texto al mundo  
Haz un dibujo de tu conexión abajo.

**Instrucciones:**  
1. Contesta todas las preguntas.  
2. Contesta cuidadosamente en las áreas de puntos.  
3. Pega o engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making  
Connections

**Hacer Predicciones**  
Título: \_\_\_\_\_  
Yo predigo...  
Mi predicción fue...  
☐ Correcto  
☐ Incorrecto  
Yo sé porque...  
Aquí hay una foto sobre mi predicción:

**Instrucciones:**  
1. Contesta todas las preguntas.  
2. Contesta cuidadosamente en las áreas de puntos.  
3. Pega o engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making  
Predictions

**Identifica el propósito del autor**  
Título: \_\_\_\_\_  
¿Quién es el autor de tu libro?  
¿Cuál fue el propósito del autor para escribir este libro? ¿Cómo lo sabes?  
☐ Para persuadir  
☐ Para informar  
☐ Para entretener  
¿Sé que el autor quería porque...?

**Instrucciones:**  
1. Contesta todas las preguntas.  
2. Contesta cuidadosamente en las áreas de puntos.  
3. Pega o engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Author's  
Purpose

**Hacer preguntas**  
Título: \_\_\_\_\_  
Haz lista para encontrar una respuesta.  
Quiero saber... ¿Por qué?... ¿Cómo?...  
Me confunde cuando... Estoy curioso por saber... No estoy seguro por qué...  
Pregunta Respuesta  
Pregunta Respuesta  
Pregunta Respuesta  
Pregunta Respuesta

**Instrucciones:**  
1. Contesta todas las preguntas.  
2. Contesta cuidadosamente en las áreas de puntos.  
3. Pega o engancha en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Asking  
Questions



# Extension Activity

Nombre: \_\_\_\_\_ La fecha: \_\_\_\_\_

**Direcciones:**

En el libro **The Kissing Hand**, el pequeño mapache está preocupado por su primer día de escuela. Complete la actividad abajo para contar cómo se siente sobre la escuela.

En mi primer día de escuela sentí

\_\_\_\_\_.

Hoy siento

\_\_\_\_\_.



Traza tu mano en el espacio de abajo. Escribe una cosa que te guste de la escuela en cada uno de tus dedos.