

# Foundational Skills

## Resources:

- *Alphabet Sound Cards*
- Routine B
- *Lion Puppet*
- *Alphabet Book*, pp. 12-15
- *Magnetic Dry Erase Boards* or writing paper

- Supply Icons
- *Skills Practice I*, p. 3
- *Pickled Peppers*, pp. 6-7

## Objectives:

- Students will
- identify the numbers 1-5.
- review the letters of the alphabet.
- listen for sounds and rhythms.
- identify the names and shapes of the letters *Ee* and *Ff*.
- use and discuss words containing the letters *Ee* and *Ff*.
- practice writing vertical lines.
- review the Table of Contents and engage in group reading activities.

## CCSS

**RF.K.I.B** Recognize that spoken words are represented in written language by specific sequences of letters. **RF.K.I.D** Recognize and name all upper- and lowercase letters of the alphabet.

## Warm Up

### Numbers 1-5

**WRITE** the numerals 1-5 on the board. Point to and say each one. Then have students join in as you point to and say the numerals again.

Point to and say the numerals once more, this time holding up the correct number of fingers as you say each one.

Tell students that they will be clapping to the numeral you point to. When you point to the numeral, they should say the numeral together and then clap that many times. Start by pointing to the numeral *one*. *one (Students clap one time.)*

Continue the activity, pointing to the numerals on the board in a random order.

### The Alphabet

CCSS RF.K.I.B, RF.K.I.D

**POINT TO** the *Alphabet Sound Card Cc* and ask students to name the letter. **C** Repeat with *Alphabet Sound Card Dd*. **D**

Remind students that words are made of letters. Point out a few of the items labeled in the classroom, and name the letters used to write the words. Tell students to look for items labeled in the classroom that contain the letters *Cd* or *Dd*.

Sing the "Alphabet Song" as students listen. Sing the song once again, telling students to join in. Point to the *Alphabet Sound Cards* as you sing.

## ePresentation



## Phonological and Phonemic Awareness

### Listening for Sounds

**EXPLAIN** to students that you are going to play another listening game with sounds. Tell them to close their eyes. Then make some of the sounds you made in the classroom on day 2, or make new sounds. Tell students to raise their hands if they think they know what they have heard. Have them answer in complete sentences: *First, I heard \_\_\_\_\_. Then, I heard a \_\_\_\_\_.*

Repeat a few of the sounds, then ask students, "What was the *first* sound you heard?" Repeat the question three or four times to help students become accustomed to using the word *first*.

Make the sounds again, and ask students, "What was the *last* sound you heard?" Again, repeat the question several times to familiarize students with using the word *last*.



### Teacher Tip

**LISTENING FOR SOUNDS** Along with learning to listen for and isolate single sounds, students must learn how to describe and analyze these sounds. Listening to consecutive sounds, recognizing the order of sounds, and using the words first and last to describe the sounds will help them do this.

## Feeling the Rhythm: “One Potato, Two Potato”

ROUTINE  
B

CCSS RF.K.2.A

USE Routine B, the Coming to Circle Routine, and stand in the center of the circle.

Teach students the rhyme “One Potato, Two Potato” until everyone can say it easily and with appropriate rhythm, stressing the words that are in bold.

*One potato, **two** potato,*

*Three potato, **four**!*

*Five potato, **six** potato,*

*Seven potato, **more**!*

Have students identify the words that rhyme. *The words four and more rhyme.*

## Alphabetic Knowledge

### Letter Names—Ee and Ff

CCSS RF.K.1.D

DISPLAY *Alphabet Sound Cards Ee and Ff.*

- Use the *Lion Puppet* to point to *Alphabet Sound Card Ee*, but pretend that the puppet does not know the letter’s name. Tell students to help the puppet by singing the “Alphabet Song” up to this letter. After the class has sung and stopped at *Ee*, have them tell the puppet the name of the letter. *The letter is E.* Then point to *Alphabet Sound Card Ff* and have students tell the letter name. *The letter is F.*

Point to *Alphabet Sound Card Ee*. Note that the *Ee* card is red. Ask students what other card was red. If someone answers *Aa*, say, “Yes, the *Aa* card was red. *A* and *E* are both special letters called vowels. We will learn more about vowels later.” Point to the uppercase *E* and lowercase *e*. Ask students why one is taller than the other one. *It is an uppercase (or capital) letter.*

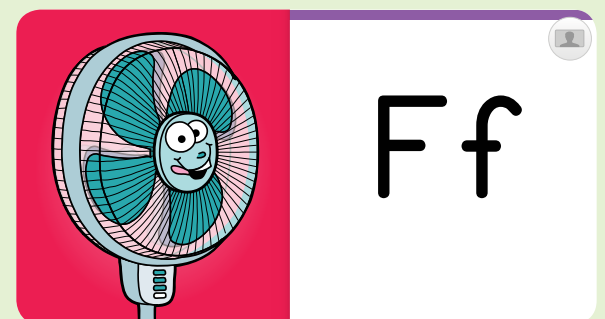
Continue pointing to the uppercase *E*, and ask students to identify another *Alphabet Sound Card* with an uppercase letter that looks a little like this uppercase letter *E*. After students identify uppercase letter *F*, ask a volunteer to explain how the two uppercase letters are different.

*The uppercase (or capital) F is missing the bottom line.*

Write on the board a few names such as *Faith*, *Eduardo*, *Hailey*, *Sofia*, and *Fred*. Have students come to the board and point to the names that begin with capital *E* or *F*. Then tell students to point to lowercase letters *e* and *f* in the names. Remind students that only the first letter of a person’s name uses a capital letter.

CCSS RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet. RF.K.2.A Recognize and produce rhyming words.

## ePresentation



### Teacher Tip

**THE ALPHABET SONG** The “Sing Your Way to *E*” game helps students appreciate how the beats in the song name the letters in order. Simply memorizing the letters without appreciating their significance is very tempting for many young students.

# Foundational Skills

## Letter Shapes

**POINT TO** *Alphabet Sound Cards Ee and Ff*. Identify the difference between the letters.

Display the ball-and-stick models of upper- and lowercase *Ee* and *Ff*. Tell students they will learn how to trace the letters with you.

- Start with uppercase *E*. As you trace the letter, say, “Start at the top, and go down to make a vertical line. Start here, and go straight across to make a horizontal line (right). Start here, and make a horizontal line (right). Uppercase *E*.” Repeat the stroke several times, and have students trace the letter in the air with you.
- Repeat the steps for lowercase *e*. Say, “Start here, and go straight out (right). Then go around like this (left). Lowercase *e*.”
- Repeat the steps for uppercase *F*. Say, “Start at the top, and go down to make a vertical line. Start here, and go straight across to make a horizontal line (right). Start here, and make a horizontal line (right). Uppercase *F*.” Repeat, with students tracing the letter in the air.
- Repeat the steps for lowercase *f*. Say, “Start here. Go up a little, around, and then down. Then start here, and go straight across (right). Lowercase *f*.”

## Alphabet Book—*Ee*

CCSS RL.K.10, RF.K.1.D, SL.K.1.B

**DISPLAY** the *Alphabet Book*, pages 12–13, featuring letters *Ee*.

Point to the title letters *Ee*, and have students say the name of each letter.

Have students look at and talk about the illustration. Ask students questions such as, “What animals do you see in the illustration?” *I see birds, chickens, and hens.* “Where are the animals?” *The animals are in a barn, on a farm.*

Point to each word as you read the rhyme. Reread the rhyme, emphasizing the rhyming words.

-  Have volunteers come up and touch words that begin with lowercase *e*.

## Alphabet Book—*Ff*

CCSS RL.K.10, RF.K.1.D, SL.K.1.B

**DISPLAY** the *Alphabet Book*, pages 14–15, featuring letters *Ff*.

Point to the title letters *Ff*, and have students say the name of each letter.

Discuss the illustration with students. Ask students questions such as, “What animals are in the illustration?” *I see fish.* Have them look closely at the fish and discuss any unusual features.

Read the rhyme, pointing to each word as you say it. Then read the rhyme again, emphasizing the alliterative sound of *F* and the rhyming words.

Have students “flap” their arms like a fish’s fins every time you point to a word that has an uppercase *F* and lowercase *f*.



### Differentiated Instruction: Letter Recognition

**AL** **APPROACHING LEVEL** If students have difficulty identifying letters, during Workshop help students match *Letter Card Ee* to the letter *Ee* in classroom print on posters or signs.

**OL** **ON LEVEL** Working in pairs, have students look through the *Alphabet Book* during Workshop to identify letters *Ee* and *Ff*. Remind students to refer to the *Alphabet Sound Cards* if they need help.

**BL** **BEYOND LEVEL** During Workshop, have students find and cut out the letter *Ee* from used catalogs, magazines, or flyers, and paste them onto construction paper.

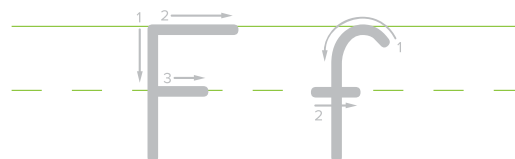
**CCSS** **RL.K.10** Actively engage in group reading activities with purpose and understanding. **RF.K.1.D** Recognize and name all upper- and lowercase letters of the alphabet. **SL.K.1.B** Continue a conversation through multiple exchanges.

## ePresentation

### Letter Shapes

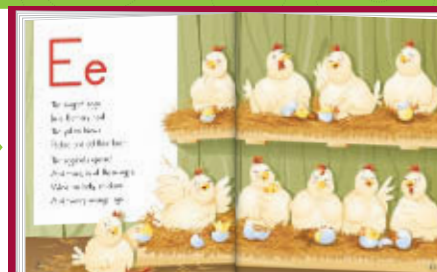


### Letter Shapes



### Alphabet Book

Pages  
12–13




### Alphabet Book

Pages  
14–15




## Penmanship/Handwriting

-  **DISTRIBUTE** writing paper to each student, or use *Magnetic Dry Erase Boards* turned to the side with writing lines.

Display the Supply Icon for *pencil*. Tell students they are going to practice making lines today.

Place your pen or chalk on a small starting point, and tell students to raise their fingers into the air. Say, "Let's begin on this starting point. Start at the top, and move straight down."

-  **Model** the stroke, and repeat the stroke several times, making sure that students are moving their fingers from top to bottom. Tell students that they have just made a straight "up-and-down" line, or a vertical line.


Tell students to pick up their pencils and place their blank sheets of paper in front of them. On the board, make a starting point. Place your pen or chalk on the point, and tell students to place their pencils at the top of their blank sheets.

Make a line, and have them do what you have done. Say, "Start at the top, and move straight down. We just made a vertical line. Ask, "What did we just make?" *We just made a vertical line.*

## Guided Practice

**HAVE** students complete *Skills Practice I* page 3 for additional practice with writing vertical lines.

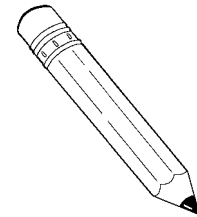
Point to the complete *E* then to the incomplete *E*, calling attention to its missing vertical line. Tell students that by placing their pencils at the dot and following the dotted line, they will be able to complete the letter.

-  Tell students to trace the line with their fingers and then with a pencil. Continue with the remaining letters.

## ePresentation

### Supply Icons

#### Pencil



### Teacher Tip

**SUPPLIES** Students may need to take turns using the *Magnetic Dry Erase Boards* during Penmanship activities, depending on the size of your class.

### Teacher Tip

**ACADEMIC LANGUAGE** Although the term *vertical* may be a difficult word for students, it is important because the term is considered academic vocabulary. To incorporate the word *vertical* into students' vocabulary, use the term interchangeably with its corresponding definition: *A vertical line is an up-and-down line.*

### Differentiated Instruction

**BL BEYOND LEVEL** Have students find vertical lines in the classroom. Tell them to use the term *vertical* when they describe the lines they found. *I see a vertical line in the down arrow on the poster.*

## Foundational Skills

## Print and Book Awareness

## Pickled Peppers

CCSS RF.K.1.A

**DISPLAY** the Table of Contents at the beginning of *Pickled Peppers*.

Have students tell what they learned about this page in Getting Started. If necessary, remind them that this page, the Table of Contents, tells them where to find things in a book. Explain that in *Pickled Peppers*, the Table of Contents lists the titles of all the rhymes in the book. This can help readers quickly and easily find the rhyme they want to read.


Point to and say the title of the rhyme “One, Two, Buckle My Shoe.” Have students repeat the title with you. Have a student come up and follow the print from left to right while the class says the title.


Point to page number 6, and explain that this number tells the page in the book where the rhyme is found. Call on a student to say the number, go to that page, and repeat the number.

## One, Two, Buckle My Shoe

CCSS RL.K.5, RL.K.10, RF.K.2.A

**READ** aloud the title as you point to the words. Have students talk about the illustrations.

 Accentuate the rhyming words as you read the rhyme, moving your finger from line to line.

 Reread the rhyme. This time stop at each word that rhymes with a number word, and ask the students to supply it:

One, two, buckle my \_\_\_\_\_; *shoe*

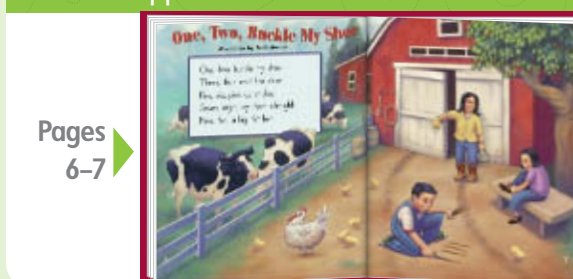
Three, four, shut the \_\_\_\_\_. *door*

**CCSS** **RL.K.5** Recognize common types of texts (e.g., storybooks, poems) **RL.K.10** Actively engage in group reading activities with purpose and understanding. **RF.K.1.A** Follow words from left to right, top to bottom, and page by page. **RF.K.2.A** Recognize and produce rhyming words.

## ePresentation



## Pickled Peppers



## Teacher Tip

**LISTEN TO THE RHYME** You may choose to play the audio recording of “One, Two, Buckle My Shoe” from the online version of *Pickled Peppers*, in addition to reciting the rhyme. Remind students to listen carefully and say the missing word when you pause the recording.



## Differentiated Instruction

**AL** **APPROACHING LEVEL** For students needing additional support, use the *Intervention Teacher’s Guide* during Workshop to reteach skills taught in this part of the lesson.

**Resources:**

- *Off to School Big Book*, pp. 6–23
- Routines 8, 9

**Objectives:**

- Students will
- learn the elements of a fantasy.
  - listen to and discuss “The Kissing Hand.”
  - be introduced to the Making Connections comprehension strategy.
  - develop their understanding of vocabulary words.

## Build Background

### Background Information


**TELL** students that the main characters in this story are raccoons. Explain that raccoons are nocturnal animals, meaning that they are awake at night and sleep during the day. Tell students that the author had fun with this idea, making school a nighttime activity.

### Genre

**TELL** students that they will be reading a story called “The Kissing Hand” and that this is a fantasy. Discuss the following element of fantasy:

- People, animals, or objects are able to do things that they cannot do in the real world.

### Essential Question

 **READ** the Essential Question to the class before you begin the story. Tell students to think about the question as they listen.

*What are some ways you are brave?*



#### Teacher Tip

**THINK ALOUD** Model for students how to think about the Essential Question. For example say, *When I am afraid, I take a deep breath and just do what I need to do. I wonder if the raccoon in the story does the same thing.*



# Reading and Responding

## Preview the Selection


### Browse

ROUTINE  
8

CCSS RL.K.6, RL.K.7

**FOLLOW** Routine 8, the Reading the Selection Routine, to browse “The Kissing Hand.” Display the Table of Contents page of the *Off to School Big Book*, and have students explain what they can find here. *It gives the titles of the selections in the book and gives the page number on which each selection begins.* Point to the title and the beginning page number of “The Kissing Hand” as you read them aloud.

Turn to page 6. Read aloud the title and the names of the author and illustrators. Have students tell you what authors and illustrators do. *Authors write the words, and illustrators draw the pictures.*

-  Tell students that they should look through, or browse, a selection before reading it so they can get an idea of what it is about. Help students browse the first few pages of the selection to look for clues about content. For example, have them look at the illustration on pages 6 and 7 and talk about what they see. *Who might be the main character? How can they tell? How is the raccoon feeling?* Tell students to keep these questions in mind as you read the story.

### Set Purposes

**REMIND** students that it is important to have a purpose for reading. As students listen to “The Kissing Hand,” have them think about what the raccoon is feeling and thinking in the story.

### BIG Idea: What is school all about?

**READ** the Big Idea question before the class reads the selection. Tell students to keep this question in mind as you read the selection.

**CCSS** **RL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. **RL.K.7** With prompting and support, describe the illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).



#### Teacher Tip


**BROWSING** When students browse fiction selections, have them browse only the first few pages so they can get a feel for the story without figuring out the ending.

# Read the Selection

CCSS RL.K.10, RF.K.1.A

**RUN** your hand under each word from left to right as you read the entire selection, reinforcing for students the idea that we read words and that those words are read from left to right, from top to bottom, and page by page.

## Comprehension Strategy

 **MODEL** the use of the Making Connections comprehension strategy during the first reading of “The Kissing Hand.”

Tell students that good readers connect their own experiences to the events and illustrations in the story to help them understand the story better. This strategy helps the reader understand how the character, or animal, in the story is feeling.

Explain to students that good readers also make connections between one part of a story and another part or to other similar stories they have read. Good readers also connect the words of the story to the illustrations. By noting things that are alike in stories, good readers add to their understanding of a theme or topic, such as school.

**CCSS** **RL.K.10** Actively engage in group reading activities with purpose and understanding. **RF.K.1.A** Follow words from left to right, top to bottom, and page by page.



### Differentiated Instruction: Reteach

**AL** **APPROACHING LEVEL** For students needing additional support, use the *Intervention Teacher’s Guide* during Workshop to reteach the Making Connections comprehension strategy and vocabulary words taught in this lesson.



### Monitor Progress

**INFORMAL ASSESSMENT** Use the Comprehension Strategies Rubrics in the Level Appendix to determine whether a student is using the Making Connections comprehension strategy.



**Essential Question** What are some ways you are brave?

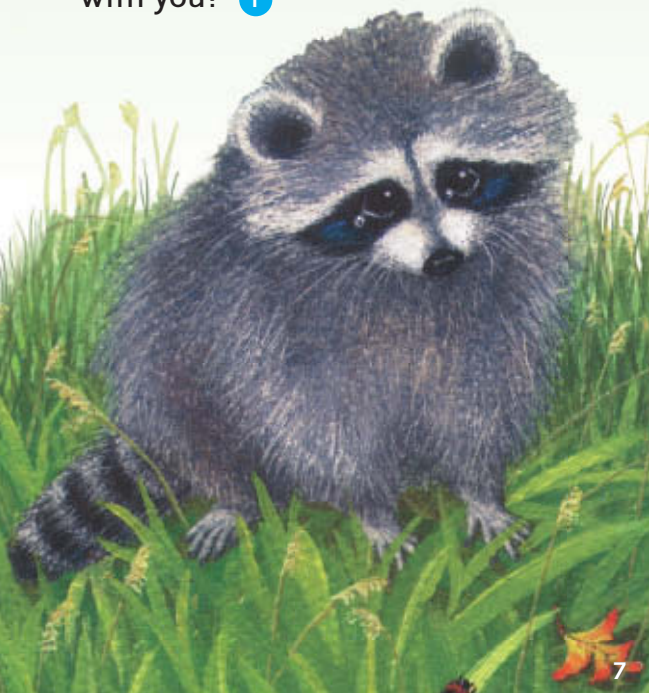
## The Kissing Hand

by Audrey Penn  
illustrated by Ruth E. Harper  
and Nancy M. Leak

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?" ❶



## Comprehension Strategy

### Making Connections

- ❶ **TEACHER MODEL:** *I can tell how Chester feels by looking at the words and illustrations. The tear under Chester's eye tells me he is sad. His words tell me he is afraid. I remember feeling like Chester Raccoon the first time I came to school. I did not know anyone there, and it made me feel a bit scared. I think Chester might feel the same way—that's why he wants to stay home.*



### Teacher Tip

**DIALOGUE** Read with expression, varying tone and voice for the different characters.

## ePresentation

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.



8

"Even if they seem strange and scary at first. But you will love school once you start." 2



9

## Comprehension Strategy

### Making Connections

2 **TEACHER MODEL:** *Good readers make connections between the story and their own experiences.*

**Look at the words and the picture on this page. The way Mrs. Raccoon talks to Chester Raccoon reminds me of the words my mother said to me when I felt afraid. Mrs. Raccoon also comforts Chester. My mother sometimes hugged me or held my hand to help me feel brave. I think Mrs. Raccoon's words and actions will help Chester feel better too.**



### Differentiated Instruction: Vocabulary

**AL APPROACHING LEVEL** As you read during Workshop, give quick and simple definitions of challenging words, such as *nuzzled* (*hugged*) and *gently* (*softly*), to ensure that students are following the story.

**OL ON LEVEL** Emphasize the vocabulary word *sometimes* during Workshop. Use the word in some of your comprehension strategy models and in classroom conversation.



## Reading and Responding

ePresentation



"You'll make new friends. And play with new toys."



10



"Read new books. And swing on new swings. Besides," she added. "I know a wonderful secret that will make your nights at school seem as warm and cozy as your days at home."



11



12

Chester wiped away his tears and looked interested. "A secret? What kind of secret?"

"A very old secret," said Mrs. Raccoon. "I learned it from my mother, and she learned it from  
3 hers. It's called the Kissing Hand."  
"The Kissing Hand?" asked Chester. "What's that?"



13

## ePresentation

"I'll show you." Mrs. Raccoon took Chester's left hand and spread open his tiny fingers into a fan. Leaning forward, she kissed Chester right in the middle of his palm.



14



Chester felt his mother's kiss rush from his hand, up his arm, and into his heart. Even his silky, black mask tingled with a special warmth. 4

15

## Comprehension Strategy

### Making Connections

- 3 TEACHER MODEL:** Look at the illustration on this page. Mrs. Raccoon takes Chester's hand to capture his attention before sharing her secret. I can make a connection to a secret that I learned from my father about how to grow the best tomatoes. He had a set way of where to place the plants and when to water the plants. He would sometimes guide my hands as he taught me these things. I think the Kissing Hand is a secret set of instructions like my father's directions for growing the best tomatoes.
- 4 TEACHER MODEL:** Making connections between the story and our own experiences help us understand what the characters are feeling. This feeling of warmth and tingling reminds me of when I get a hug or a kiss.

#### EL English Learner

**CONTRACTIONS** The following contractions appear on pp. 10–15 of the *Off to School Big Book*: *you'll*, *it's*, *what's*, and *I'll*. Ask or tell students what two words each contraction represents.

#### Teacher Tip

**USING STRATEGIES** Because strategies are tools for understanding text, be sure to explain why you are using the strategies as you are reading and thinking aloud.



## Reading and Responding

ePresentation

Mrs. Raccoon smiled. "Now," she told Chester, "whenever you feel lonely and need a little loving from home, just press your hand to your cheek and think, 'Mommy loves you. Mommy loves you.' And that very kiss will jump to your face and fill you with toasty warm thoughts." 5



16



She took Chester's hand and carefully wrapped his fingers around the kiss. "Now, do be careful not to lose it," she teased him. "But, don't worry. When you open your hand and wash your food, I promise the kiss will stick."

17

## Comprehension Strategy

## Making Connections

- 5 **TEACHER MODEL:** Look at the illustration on this page. Mrs. Raccoon gives Chester a supportive hug after showing him the kissing hand. The words and illustration remind me of when I stayed the night away from home the first time. My sister gave me a little teddy bear to hug if I missed home. I was fine until bedtime. The teddy bear made me remember all the people and things I loved at home. I instantly felt better when I hugged the teddy bear tight. I think the kissing hand is like the teddy bear.



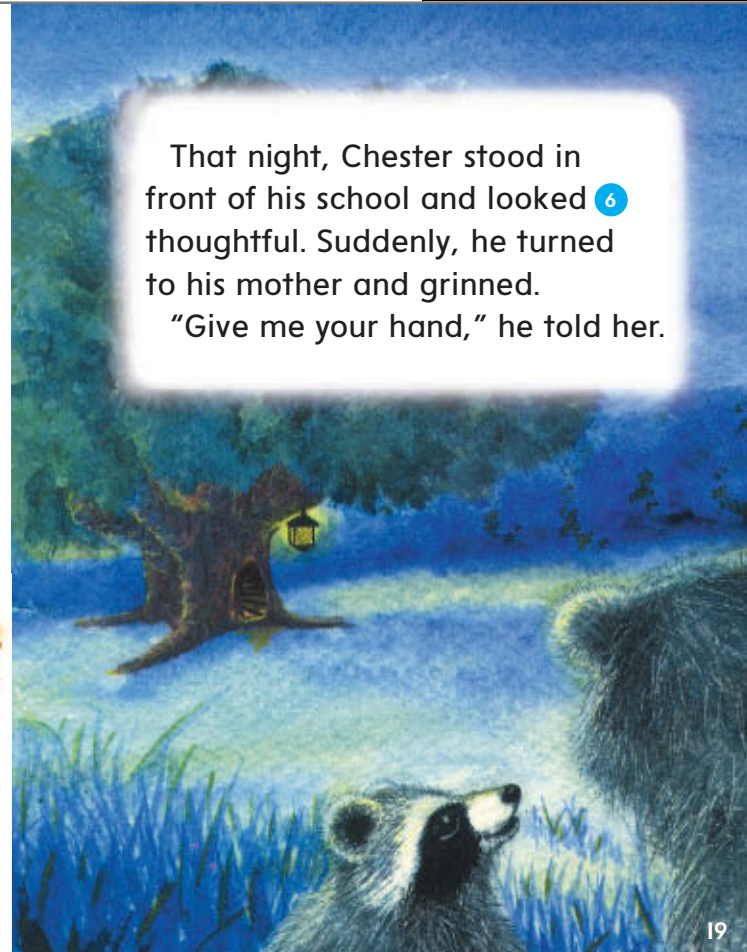
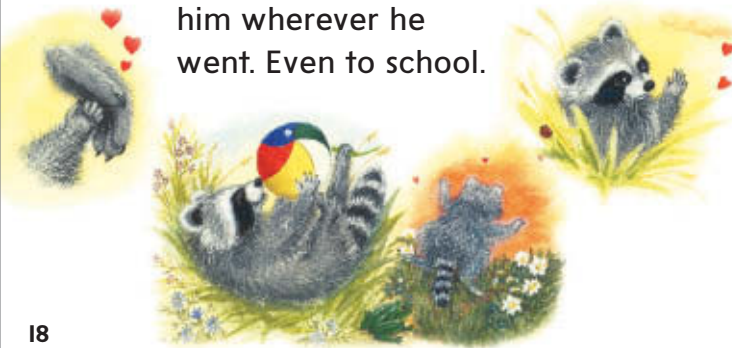
## Teacher Tip

**MODELING** To make teacher models authentic, share with students your thoughts or memories that come to mind as you read the selection. Sharing your own personal connections will help students become aware of the dynamic nature of reading and show them another way of being intentional, active learners.

## ePresentation



Chester loved his Kissing Hand. Now he knew his mother's love would go with him wherever he went. Even to school.



That night, Chester stood in front of his school and looked **6** thoughtful. Suddenly, he turned to his mother and grinned. "Give me your hand," he told her.

## Comprehension Strategy

### Making Connections

- 6 TEACHER MODEL:** Look at the illustration on this page. Notice the look on Chester's face. Good readers make connections to help them understand things in the story better. The story says that Chester stood in front of his school and looked thoughtful. I know that look. I see that look on your faces when you are thinking about something or trying to figure out something. What does a thoughtful face look like? When I stand in front of someone or something, I sometimes begin thinking about that person or thing. I imagine that Chester is thinking about school.

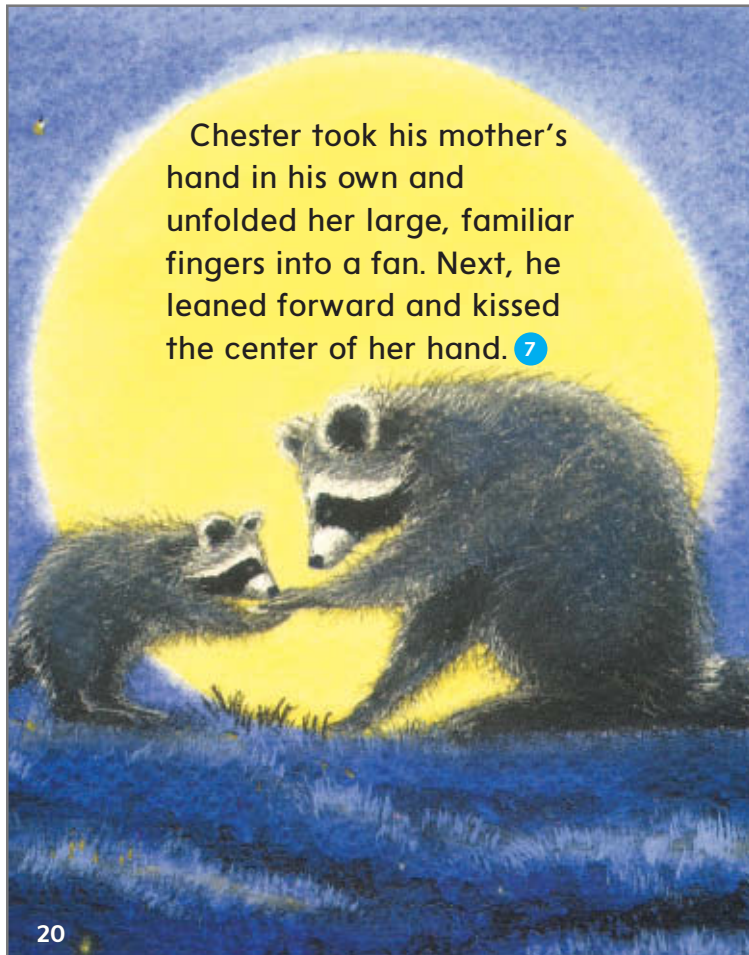


### Differentiated Instruction: Making Connections

**BL BEYOND LEVEL** For a challenge during Workshop, have students make connections between the illustration and students' knowledge of the world around them. Help students identify the school in the illustration on page 19, which is a tree. Guide students in making a connection that schools often look like other buildings in the community. The tree in the illustration looks like the homes and places where the animals of the forest live, just like students' own school looks like the other buildings in their community.



## Reading and Responding




"Now you have a Kissing Hand, too," he told her. And with a gentle "Good-bye" and "I love you," Chester turned and danced away.

## Comprehension Strategy

## Making Connections

7 **TEACHER MODEL:** *Good readers also make connections when they read things that seem similar.*

 *When I read this page and look at the illustration, I can make a connection to the way Mrs. Raccoon kissed Chester's hand earlier when she showed him the kissing hand. Chester took his mother's hand, opened it into a fan, and kissed it in the middle. This is just like how Mrs. Raccoon kissed Chester's hand earlier in the story on page 14!*



## Teacher Tip

**ACT IT OUT** Reread pages 14 and 20, and have students make their fingers into a fan, with their palms up, and kiss the center of their own palms. Have students note that the actions are the same.



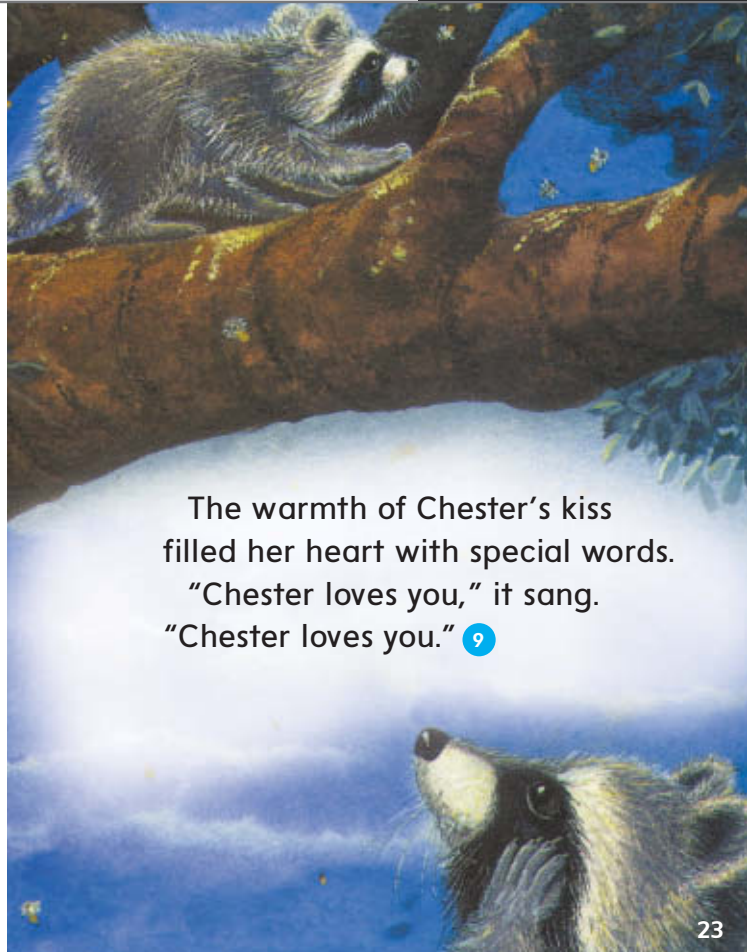
## ePresentation



Mrs. Raccoon watched Chester scamper across a tree limb and enter school. And as the hoot owl

8 rang in the new school year, she pressed her left hand to her cheek and smiled.

22



The warmth of Chester's kiss filled her heart with special words. "Chester loves you," it sang. "Chester loves you." 9

23

## Comprehension Strategy

### Making Connections

- 8 **TEACHER MODEL:** Good readers make connections to help them understand things better. Look at the illustration on this page. When I read the phrase, "And as the hoot owl rang in the new school year," it reminds me of a phrase, "ring in the new year," I hear on January 1. It reminds me of a sound of a new beginning. The hoot owl must make the sound to signal a new year.
- 9 **TEACHER MODEL:** This is another place in the story that reminds me of words that seem almost the same earlier in the story. When I read, "Chester loves you," I made a connection to what Chester said to his mom before he left for school. On page 21, Chester said, "I love you." Also look at the illustration of Mrs. Raccoon. She holds her own kissing hand up to her face, just as she told Chester to. Mrs. Raccoon must be making a connection, too! She is remembering the words of Chester. She is using her own kissing hand to feel better about being separated from Chester.




### Teacher Tip

**GLOSSARY** The words *around*, *familiar*, *front*, *heart*, *interested*, *secret*, *sometimes*, and *thoughtful* can be found in the Glossary of the *Off to School Big Book*.

# Reading and Responding

## Print and Book Awareness

 **REVIEW** the story with students. Use the following suggestions to reinforce students' understanding of print directionality and picture-text relationships.

### Print Directionality

CCSS RF.K.1.A

**HAVE** volunteers come to the *Off to School Big Book* and point to the first and last words on different pages. Have each volunteer run his or her hand under each line of print from left to right as you read the words aloud.

### Picture-Text Relationships

CCSS RL.K.7

**TELL** students that you are going to reread page 22, and they will tell you which illustration or part of the illustration describes each sentence or sentence part. Read the first sentence on the page. Have a volunteer come to the *Big Book*. Ask, *Which part of the illustration shows Chester scampering across a tree limb?* *volunteer should point to Chester scampering across a tree limb* Read the next sentence. Ask, *What words that I just read tell us what Mrs. Raccoon presses to her cheek?* *her left hand*

## Discuss the Selection

### Discussion Starters

CCSS RL.K.9, SL.K.1.A, SL.K.6, L.K.1.F

**HAVE** students discuss their favorite parts of the story. Remind students that you asked them to think about what the raccoon is feeling and thinking in the story.

Continue the conversation about the selection by asking them the questions that follow. Tell students to speak loudly enough so that everyone can understand and to answer using complete sentences.

- Did you feel like Chester Raccoon before you started school? Why or why not?
- How is the way Chester Raccoon feels about school similar to Alex's feelings in "The One with the Freckle"?
- Think about how "The Kissing Hand" adds to what you know about school and feelings about going to school. Check whether questions on the **Concept/Question Board** have been answered, and post any new questions that have come up.

### Essential Question

CCSS RL.K.10, SL.K.1.B

**REVISIT** the Essential Question for this selection and have students discuss their answers.

*What are some ways you are brave?* **Possible Answer:** *I try new things, even when I'm scared.*

**CCSS** **RL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). **RL.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. **RL.K.10** Actively engage in group reading activities with purpose and understanding. **RF.K.1.A** Follow words from left to right, top to bottom, and page by page. **SL.K.1.A** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). **SL.K.1.B** Continue a conversation through multiple exchanges. **SL.K.6** Speak audibly and express thoughts, feelings, and ideas clearly. **L.K.1.F** Produce and expand complete sentences in shared language activities.



### Teacher Tip

**PRINT AND BOOK AWARENESS** As you review print and book awareness, take time to connect to the alphabetic knowledge students learned earlier. For example, allow students to search for and identify the letters *Ee* and *Ff* on pages 22–23, as in the words *Chester*, *enter*, *pressed*, *left*, *filled*.

## Genre Review

CCSS RL.K.5

**REVIEW** the following element of a fantasy with students. Ask them how they know that “The Kissing Hand” is a fantasy.

- People, animals, or objects are able to do things that they cannot do in the real world. *The main character, Chester Raccoon, talks, goes to school, and plays in the sandbox like a person.*

## Develop Vocabulary

ROUTINE  
9

- USE** Routine 9, the Selection Vocabulary Routine, as you display the vocabulary words. Say each word as you write it. Then point to the word, say it again, and have students repeat the word after you. Use the activity below to help students develop their vocabulary.

## Words and Definitions

CCSS L.K.6

- EL** The word **sometimes** means “from time to time” or “on certain occasions.” Let’s look at the selection to verify that definition. Turn to page 8 and read the dialogue. What helps you understand that sometimes means “from time to time”? **Possible Answer:** *I replaced the word sometimes with the definition and it made sense: “From time to time, we all have to do things we don’t want to do.”*

The word **secret** means “a fact known to one or a few people.” Turn to page 11 and read the paragraph. What helps you understand that secret means “a fact known to one or a few people”? **Possible Answer:** *The word secret describes something special Mrs. Raccoon knows.*

The word **interested** means “wanted to know about or take part in something.” Read page 12. What helps you understand that interested means “wanted to know about or take part in something”? **Possible Answers:** *Chester wanted to know more about the secret. He was interested in the secret.*

The word **around** means “circling” or “on all sides of.” Turn to page 17 and read the first sentence. What helps you understand that around means “circling” or “on all sides of”? **Possible Answer:** *I imagined Mrs. Raccoon placing Chester’s fingers on all sides of the kiss. I could picture how his fingers made a circle around it.*

**CCSS** **RL.K.5** Recognize common types of texts (e.g., storybooks, poems). **L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## ePresentation

### Vocabulary

sometimes  
secret  
interested  
around

### Differentiated Instruction: Vocabulary

**AL** **APPROACHING LEVEL** If students have difficulty during Workshop, provide students with concrete examples from the classroom or the students’ classroom experience. For example, “*Sometimes*, we have crackers for a snack. *Sometimes*, we have apples.”

**OL** **ON LEVEL** Help students connect the vocabulary to personal experiences they have with the word during Workshop. Ask questions such as “Have you ever run *around* something? If so, what did you run *around*?”

**BL** **BEYOND LEVEL** For a challenge during Workshop, have students work in pairs to use the words in their own sentences. Have student pairs share their sentences with the class.

### Teacher Tip

**PARTS OF SPEECH** The parts of speech, for each selection vocabulary word developed on this day, are as follows: **sometimes** adverb, **secret** noun, **interested** adverb, and **around** preposition.

### English Learner

**COGNATES** Students who are speakers of Romance languages may recognize some of the selection vocabulary words: **secret** and **interested** (Spanish: *secreto*, *interesado*).

**Objectives:** Students will

- help write a list of rules for working together.
- identify story events, characters, and setting.
- express thoughts, feelings, and ideas in response to a story.

# Introduction to the Writing Process

## Drafting

### Instruct

**EXPLAIN** to students that the next step in the writing process is drafting. Explain that drafting is when writers use the ideas they brainstormed and begin writing.

Review with students the topics of lists they brainstormed in the previous lesson. Tell students that today they will help draft a list of classroom rules for working together. Have a volunteer tell what a rule is. Then guide students through a review of all classroom rules. Point out that it is important to have a list of rules for working together so everyone gets along and can do a good job on projects.

### Guided Practice

**MODEL** how to create a rule. Tell students that a rule should be written in a positive way. Rules should not say *Don't Hit!* Or *Don't Say Mean Things!* Instead rules should say *Use Friendly Hands* and *Friendly Words*.



Continue to let students make suggestions for rules. Write their suggestions on chart paper.

As you write the list of rules for working together, remind students that drafting is an important step in the writing process. However, explain to students that it is not the last step. Tell them that in the next lesson they will have time to revise the list.



### Teacher Tip

**PLAN AHEAD** Draft the list of classroom rules for working together on chart paper or a blank transparency, and keep the list for the next lesson.

# Story Crafting

## Story Frames

CCSS RL.K.3, SL.K.2

**REMIND** students that a story has a character or characters; has a beginning, middle, and end to tell about events or what happens in the story; and tells us something about people, places, and/or things.

- Display the Story Frames for “The Kissing Hand.” Point out to students that each frame shows an important event that happened in the story “The Kissing Hand” that you have read together.

Ask students to identify the character or characters in each frame as you point to each one. Have students describe the settings in the story by asking: “Where is Chester at the beginning of the story? Where are Chester and his mother at the end of the story?”

Explain to students that we can tell stories in pictures as well as in words. Tell them that the pictures can help them remember and understand the story. Tell students you will use the frames to retell what happens in the story’s beginning, middle, and end.

Have students think about how Chester feels and what he says to his mother at first in the story. Guide students to think about what kinds of things his mother says to help him. Then ask them what she does to try to make him feel better. Ask students how Chester feels at the end of the story. Have students follow along with the pictures in the frames as you “read,” connecting the action in each of the six frames to an event from the story.

When you finish, have students share their own thoughts and feelings about the story. Invite them to ask any questions they might have about this version of the story.

**CCSS** **RL.K.3** With prompting and support, identify characters, settings, and major events in a story. **SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

## ePresentation

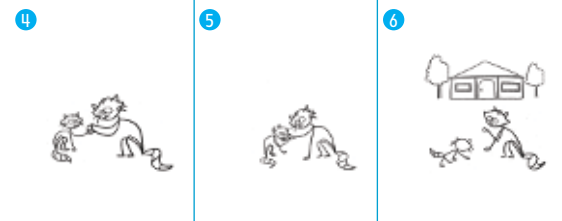
### Story Frames

The Kissing Hand



### Story Frames

The Kissing Hand



### Teacher Tip

**STORY FRAMES** Trace the lines between each drawing and explain to students that the lines are like frames around pictures. Ask students why they think the drawings are together in a row. Guide students to understand that the pictures are all part of one story and that they show the events in a story in the correct order. Tell students the drawings are called “story frames.”