



# ABOUT THIS STORY

## SYNOPSIS

One evening, when the King is in a hurry, his goodnight kiss to the Little Prince goes astray. After rattling around the Prince's bedroom, it flies out the window and floats into the dark forest, where it has no business to be. The King orders the Knight to climb on his horse, ride into the forest, and bring back the kiss. But the forest is filled with spooky things that frighten both the Knight and his horse. How will they ever succeed in bringing the kiss back to the castle?

## THEMES IN THE STORY

Priorities, family, love, perseverance

# READING AND WRITING

## ELA COMMON CORE STANDARD

**Reading Literature:** Students read and respond to works of literature with emphasis on comprehension, making connections among ideas, and between texts, with focus on textual evidence.

*Suggested grade level: Kindergarten and first grade.*

## BEFORE READING

**Standards:** CCSS.SL.K.1, CCSS.SL.1.11

**Objective:** Tap knowledge and build background to prepare for reading the story.

### Procedure:

**Step 1:** Bedtime Ritual:

- What do you do before going to bed?
- Who settles you in and kisses you goodnight?
- Has the person who always tucks you in at night ever had to rush through putting you to bed because they had something to do? Tell about it.
- How would you feel (or how did you feel) if (Mom, Dad) forgot to give you a kiss goodnight?

**Step 2:** Tell students they are going to listen to a story about a little prince and a king. Ask them to predict what might happen in the story, *The Kiss That Missed*.

## DURING READING

**Standards:** CCSS.SL.K.4, CCSS.RL.K.3, CCSS.SL.1.2, CCSS.RL.1.3

**Focus:** Setting

**Objective:** Students will listen to story and explain the setting.

### Procedures:

**Step 1:** Review setting with students: Setting is where and when a story takes place.

**Step 2:** Explain that good readers have to look for clues in the story to figure out the setting.

**Step 3:** Ask students to look for clues in the story to tell you the setting. You might want to stop the story at specific times to point out setting clues.

**Step 4:** After reading, ask students to explain the setting and any clues they used to determine their answer. (Responses should reflect the setting is long ago in a far away place, small village, etc)

## AFTER READING

**Standards:** CCSS.RL.K.1, CCSS.RL.K.5, CCSS.RL.1.1, CCSS.RL.1.5

**Objective:** Students will distinguish between elements of fantasy and reality.

**Focus:** Fantasy and reality

**Materials:** Chart paper, drawing paper for students, markers, crayons, pencils

### Procedures:

**Step 1:** Present a mini lesson on elements of fantasy and reality, if necessary.

**Step 2:** Divide the chart paper in half and label: REALITY FANTASY

- Step 3:** Begin by asking students: Can a kiss travel? After responses, put “traveling kiss” under fantasy.
- Step 4:** Ask the students to give examples of fantasy and reality from the story. Record responses on chart.
- Step 5:** Have students complete the activity independently:
- Divide drawing paper in half and label: REALITY FANTASY
  - Tell students they will be drawing themselves in reality and in fantasy.
  - Provide an example: Me walking my dog (Reality) My dog riding my bike (Fantasy)

## READING RESPONSE

**Standards:** CCSS.RL.K.1, CCSS.SL.K.2, CCSS.W.K.3, CCSS.W.1.3

**Objective:** Students will answer the prompt using details from text to support the response.

**Prompt:** What is the setting of the story in the beginning?

**Materials:** Student writing paper, pencils, crayons

**Procedure:**

- Step 1:** Discuss the prompt with students.
- Step 2:** Return to Storylineonline.net and have students listen to the first few pages of the story.
- Step 3:** Have them discuss the setting with partner or group.
- Step 4:** Have students respond by drawing/writing a response depending on the level of your class. You might want to use the sentence starter below:
- The setting is**  
**I know this because**

## WRITING

**Standards:** CCSS.W.K.3, CCSS.W.K.5, CCSS.W.1.3, CCSS.W.1.5

**Objective:** Students will use sequence words to write a narrative piece using grade appropriate sentence structure and spelling.

**Prompt:** Every night, the prince gets a kiss good night from his dad. Write about your bedtime routine.

**Materials:** Chart paper, pencils, markers, crayons, student writing paper or  **Google It!:** Sequence Graphic organizer

**Procedure:**

- Step 1:** Read and discuss prompt with students
- Step 2:** Tell students they will answer the prompt using sequence words or order words. These words help us to understand what happens in the order that they occurred.
- Step 3:** Write the words *first*, *next*, and *last* on chart paper and explain each.
- Step 4:** Have students discuss their response to the prompt with a partner or group.
- Step 5:** Work with students to complete the prompt. Students can draw, use sentence starters, or create their own sentences, according to the ability of your class.

# ACROSS THE CURRICULUM ACTIVITIES

Dragons are make believe characters in stories of long ago, but dinosaurs are real creatures of long ago. Young children love to learn about dinosaurs!

## SCIENCE

### OBJECTIVE —

Students will learn about dinosaurs that are meat eaters and plant eaters and classify different foods.

### MATERIALS —

Chart paper, paper (food sorting mats\*), internet OR books about dinosaurs, lunch bags\*\* and food\*\*

### Teacher Preparation:

\***Food Sorting Mats:** Divide a sheet of paper in half and label one side “PLANT EATER” and the other “MEAT EATER”. Make a copy for each student.

\*\***Food Baggies:** Prepare baggies of food for each student/group. Be sure to include both plant and meat foods in each baggie.

### PROCEDURE —

- Step 1: Have a brief discussion with students about the dragon in the story and dinosaurs. Ask them to compare and contrast the dragon to real dinosaurs. How are they alike and how are they different?
- Step 2: Tell students that dinosaurs were divided into two groups: plant eaters and meat eaters.
- Step 3: Write each kind on chart paper and ask students to name animals they know that can be classified as a meat eater or plant eater. List student responses under each type.
- Step 4: Distribute the Food Sorting Mats to students and explain that they will take a bag of food and classify or put it into the correct group: Plant or Meat
- Step 5: Allow students time to complete activity and check.
- Step 6: Use the internet or books you have chosen to teach the students about plant eating and meat eating dinosaurs.
- Step 7: Ask students to draw or list foods that each type of dinosaur ate during the time they were alive. Younger students can find or draw pictures of examples.

EXTEND IT: Have students name dinosaurs for each category.

## ART: FOSSIL LEAF ART

### MATERIALS —

Leaf, Small brush like a shoe brush, Plastic wrap, Iron

### PROCEDURE —

- Step 1: Tell students that they will be making their own fossil. Discuss fossils and allow students to share what they know.
- Step 2: Place the leaf on a flat surface. Gently brush one side of the leaf till all the fleshy parts of the leaf are gone and only the skeleton remains.
- Step 3: Repeat this process on other side
- Step 4: Very carefully place the leaf between two plastic sheets. Run the iron over the sheets until the plastic melts and the skeleton is all that can be seen. (This step should be done by an adult)
- Step 5: Students can then use the fossil as a book mark or create a story about it.

## HEALTH: WHY DO KIDS NEED SLEEP?

Students will understand that rest is important in keeping us healthy.

### MATERIALS —

Chart paper

Marker

Large clock

Teacher created Bedtime Journal page:

Date:

Time I went to bed:

Time I got up:

I slept \_\_\_\_\_ hours last night.

When I woke up I felt: (circle one)

Great! Lots of energy      OK      Tired and cranky

### PROCEDURE —

- Step 1:** Explain to students that all creatures need rest. Sleep gives your body a rest so it can be ready for the next day. Sleep is just as important as eating for us to stay healthy
- Step 2:** Lead a discussion about the importance of sleep to a Kindergartner or First Grader. Use the following to stimulate a discussion:
- How do we feel when we don't get enough sleep?
  - How do we get along with our friends and family without sleep?
  - How do you do in school or in activities when you are tired?
- Step 3:** Ask students what is their usual bedtime. Record responses on chart paper in the form of a tally chart.
- Step 4:** Tell students that children between the ages of 5 and 12 should be getting 10 – 11 hours of sleep every night.
- Step 5:** Gauge an approximate time students would need to get up to get ready for school and write it on chart paper.
- Step 6:** Start with the latest bedtime response. Use a clock to demonstrate 10 or 11 hours of sleep from that time to the time students need to get up for school. Ask: Does this bedtime give us enough sleep?
- Step 7:** Repeat this procedure for each bedtime listed. Put a star next to each bedtime that gives the students the proper rest.
- Step 8:** Wrap up bedtimes with a summary of why we need sleep and what happens when we don't get enough sleep. (no energy to play with friends, cranky, can't concentrate in school,,etc)
- Step 9:** Tell students that scientists believe a good bedtime routine is one of the most important things to help children get to sleep.
- Step 10:** Work with students to create a Bedtime Routine. Record on chart paper. Post in classroom
- Step 11:** Assign homework: students record bedtimes on their journal sheet.

# ABOUT US

## ABOUT STORYLINE ONLINE

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

## ABOUT THE SAG-AFTRA FOUNDATION

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

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