



EDUCATOR RESOURCES

Story Sequencing

“RISSY NO KISSIES”

By Katey Howes illustrated by Jess Engle.
Carolrhoda Books, copyright 2021

Pre-K to 2nd Grade

Educator Resources by Leah Robinson
<https://www.linkedin.com/in/leahrrobinson/>
lrobinson.create@gmail.com



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Story Sequencing

Learning Goal: Students will summarize and illustrate key scenes from the story “Rissy No Kissies” with a sliding storybook and will add an additional scene of their own to imagine what could happen next.

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Sliding Storybook Materials

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LEARNING STANDARDS

COMMON CORE ELA & SEL

Strand	Kindergarten	1st Grade	2nd Grade
Reading: Literature	CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and events in a story.	CCSS.ELA-LITERACY.RL.1.3 Describe characters, settings, and major events in a story, using key details.	CCSS.ELA-LITERACY.RL.2.3 Describe how characters in a story respond to major events and challenges.
	CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding.	CCSS.ELA-LITERACY.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	CCSS.ELA-LITERACY.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
Writing	CCSS.ELA-LITERACY.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	CCSS.ELA-LITERACY.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	CCSS.ELA-LITERACY.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
	CCSS.ELA-LITERACY.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	CCSS.ELA-LITERACY.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	CCSS.ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Speaking and Listening	CCSS.ELA-LITERACY.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	CCSS.ELA-LITERACY.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	CCSS.ELA-LITERACY.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
	CCSS.ELA-LITERACY.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	CCSS.ELA-LITERACY.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	CCSS.ELA-LITERACY.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Language	CCSS.ELA-LITERACY.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	CCSS.ELA-LITERACY.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	CCSS.ELA-LITERACY.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	CCSS.ELA-LITERACY.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	CCSS.ELA-LITERACY.L.1.6 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.	CCSS.ELA-LITERACY.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
Social Emotional Learning	2A.2a The individual has the ability to identify verbal, physical, and situational cues that indicate how others may feel.	2A.2a The individual has the ability to identify verbal, physical, and situational cues that indicate how others may feel.	2A.2a The individual has the ability to identify verbal, physical, and situational cues that indicate how others may feel.
	2A.2b The individual has the ability to describe the expressed feelings and perspectives of others.	2A.2b The individual has the ability to describe the expressed feelings and perspectives of others.	2A.2b The individual has the ability to describe the expressed feelings and perspectives of others.

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Story Sequencing

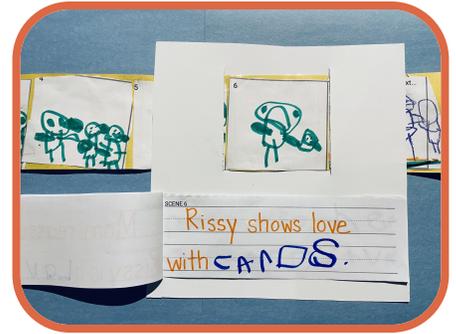
Educator Handout - Sliding Storybook

Time: 1 hour total or 2, 30 minute parts

- 1) Read and Summarize
- 2) Illustrate and Assembly

Materials:

- Rissy No Kissies
- Sliding Storybook - Written summaries (2 pages, print single sided)
- Sliding Storybook - Illustrations (2 pages, print single sided)
- Construction paper strip (3.25 x 25 inches)
- Cardstock square (8.5 x 8.5 inches) + craft knife (for an adult to pre-cut)
- Consider making an example for students to reference



Instruction:

1. **Explain:** The purpose of this activity is to summarize and illustrate the story Rissy No Kissies with a sliding storybook of scenes in sequential order and to add an additional scene of what could happen next in the story.
2. **Read:** Rissy No Kissies. Pause at the end of each scene to summarize what happened.
 - a. If reading the book for the first time, plan to read it twice. Have students close their eyes for the first reading, to create their own mental images of the story. Then read it with eyes open to summarize each scene. Ask students to share how their mental images were different from the book's illustrations.
3. **Summarize:** Scenes 2-7 using Sliding Storybook - Written summaries pages.
 - a. Students use a sentence or phrase to summarize scenes 2-7, which include an additional scene where they imagine what happens next. For pre or early writers, have summaries 2-6 pre-written or have students trace or write 1 key word.
 - 1) Miss Bluebird visits - *see example*
 - 2) Bedtime with Daddy
 - 3) Grandma tries to soothe
 - 4) Circle time with friends
 - 5) Mother soothes and reassures
 - 6) Rissy speaks up
 - 7) Additional scene - what could happen next?
 - b. Cut summaries into 8 strips of paper, stack them in sequential order, staple to the bottom left of cardstock to create a booklet (see image of sample sliding storybook above).
4. **Illustrate:** Scenes 2-7 using Sliding Storybook - Illustrations pages.

(Note: for large groups, consider making your own 3 x 3 inch squares for the illustrations to save paper)

 - a. Draw a scene to match each written summary.
 - b. Cut out squares on the lines and glue onto construction paper strip in sequential order.
 - c. Cut any edges to match strip width and tape edges of strip to slide through cardstock smoothly. (If short on time, consider laminating these or sending them home to tape up for homework).
5. **Assemble:** sliding story book
 - a. Cardstock should be pre-cut by an adult using a craft knife.
 - i. Make 2 cuts, ½-1 inch from top of cardstock.
 - ii. Make cuts 3.5 inches apart and 3.5 inches long.
 - b. Slide construction paper strip with 7 illustrations through 2 cuts, with center piece of cardstock behind the strip.
 - c. Slide strip to bring storybook to life matching the illustration to the written summary below.
6. **Share:** sliding storybook and additional scene summary and illustration.





"RISSY NO KISSIES"

Sliding Storybook - Written Summaries

By _____

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SCENE 1

Miss Bluebird thinks Rissy
is confused.

1

SCENE 2

2

SCENE 3

3

SCENE 4

4

SCENE 5

5

SCENE 6

6

SCENE 7 - Write what happens next...

7

Story Sequencing

Sliding Storybook - Illustrations

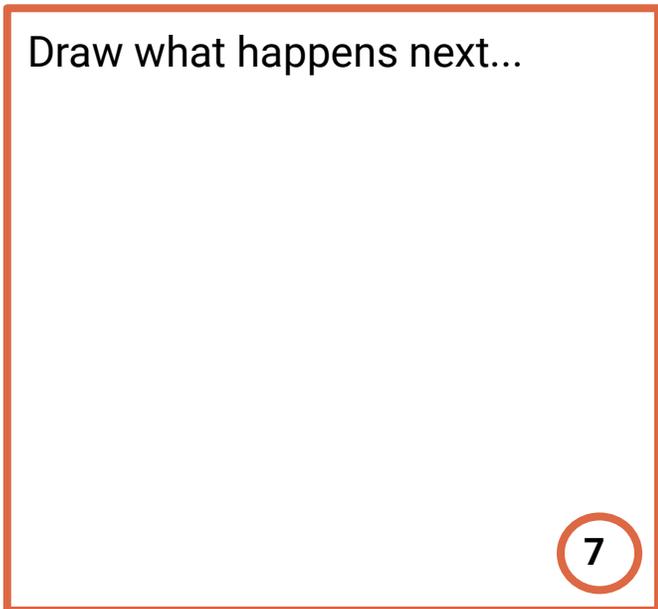


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Story Sequencing

Sliding Storybook - Illustrations



ADDITIONAL RESOURCES “RISSY NO KISSIES”

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<https://www.linkedin.com/in/leahrrobinson/>
lrbinson.create@gmail.com

- English Language Arts Standards | Common Core State Standards Initiative. (2020). Common Core Initiative. <http://www.corestandards.org/ELA-Literacy/>
- Noun Project: Free Icons & Stock Photos for Everything. (2020). The Noun Project. <https://thenounproject.com/>
- Social and Emotional Learning. (2020). National Conference for State Legislatures. <https://www.ncsl.org/research/education/social-emotional-learning.aspx>

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