



A Common Core  
State Standards Aligned  
Discussion & Activity Guide  
for

# A Kiss Means I Love You

Ages 2-6/ Grades PreK-1

ISBN: 978-0-8075-4186-9

Written by Kathryn Madeline Allen

Photographs by Eric Futran

Published by Albert Whitman & Company  
(800) 255-7675

### About the Book:

*This fun read-aloud will teach young children about body language and emotions. With simple rhyming text and engaging photos of real kids, Allen and Futran delightfully depict actions and feelings familiar to all children.*

Guide Created by Debbie Gonzales





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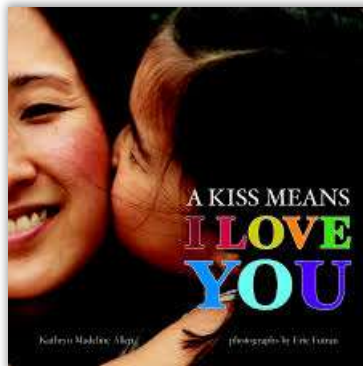


## Discussion Questions

- ♥ Study the front cover of *A Kiss Means I Love You*.
    - Describe the action.
    - Tell what the girl is doing in this photograph.
    - Explain how the girl's action makes the woman feel. What is her expression communicating?
    - What is the message being communicated between these two people? How do they feel about each other? How do you know?
    - Who are these people? Are they related to each other in any way? How do you know?
  
  - ♥ Consider the book's title – *A Kiss Means I Love You*.
    - A kiss is an action. Love is a feeling. Can actions create feeling? How so?
    - Do actions create feelings inside of you? How so?
    - Tell what you think this book is going to be about.
  
  - ♥ Meet the author – Kathryn Madeline Allen.
    - How do authors tell stories?
    - The story of *A Kiss Means I Love You* is told as a rhyming poem. Tell what you know about rhyming words.
    - Kathryn Madeline Allen is a mom and a teacher. Do you think being a mom helped her write this book? How so?
- 
- Kathryn Madeline Allen
- ♥ Meet the photographer – Eric Futran.
    - Explain how pictures tell stories.
    - What do you think a photographer knows about actions and feelings?
    - Tell how a photographer communicates a message.
    - Eric Futran has been a photographer of people and things for nearly 40 years. How do you think his experience helped him with create the photos for *A Kiss Means I Love You*?
- 
- Eric Futran
- ♥ Study the back cover of *A Kiss Means I Love You*.
    - Describe the action.
    - Who is the man holding the boy?
    - How does the man feel about the boy? How do you know?
    - Describe what the boy is doing.
    - How does the boy feel?
    - Where are these people?
    - Read the words printed on the page. Tell what is being 'said' in this photo. Explain the feelings that are being communicated in the actions.



- ♥ Read through the book without reading the words. Look at the pictures slowly and carefully, noting detail and expression in each.
  - Observe facial expressions. Describe them.
  - Interpret how the expressions communicate feelings. Predict how the people in the photographs feel about each other.
  - Tell what their expressions are saying without using words.
  - Explain how the expressions and actions depicted in the photos make the child feel.
  
- ♥ Read through the book with the words.
  - Notice how the words add story to the photographs.
  - Notice how the words help to explain how actions affect others.
  - Notice how the words help to bring about a better understanding of the relationships depicted in the photos.
  - Encourage the child to emotionally connect with each page. Ask questions such as:
    - Who is this child?
    - What's happening in this picture?
    - Why are they feeling the way that they do?
    - How about you? Have you ever felt this way? Explain your answer.
    - Describe how it feels to be happy, mad, sleepy, etc.
  
- ♥ Keep the book nearby as reference for the activities presented in this guide.



**Reference:** Smith, Robin L.. "Reading Picture Books 101." *The Horn Book Magazine* XC.2 (2014): 160.

Allen, Kathryn Madeline, and Eric Futran. *A Kiss Means I Love You*. Chicago: Albert Whitman & Co., 2012. ISBN: 978-0-8075-4186-9 [www.akissmeansiloveyou.com](http://www.akissmeansiloveyou.com) [www.debbiegonzales.com](http://www.debbiegonzales.com)



## Rhyming Dominoes

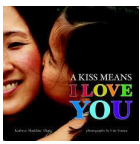
**Objective:** To identify and match rhyming words in a hands-on manner.

**Materials:**

- ♥ Cardstock
- ♥ Scissors
- ♥ Rhyming Domino cards (pgs. 6 & 7)

**Procedure:**

- ♥ Print Rhyming Dominoes on cardstock.
- ♥ Trim around the borders of the dominoes with scissors.
- ♥ Begin the game with the first domino, the one that has the *A Kiss Means I Love You* book cover printed on the left and the word “hello” printed on the right. (Note: Words used in this game are derived from the book’s rhyming scheme.)
- ♥ Search through the dominoes to find a word that rhymes with “hello.” The word will be printed on the left side of the next sequential domino.
- ♥ Place the rhyming word to the right of the first domino. Search through the remaining dominoes for a word that rhymes with the word printed on the right of the second domino.
- ♥ Continue in this fashion until you reach the final domino, the one with a picture of heart printed on the right.



### Domino Cards

	hello
sick	share
night	



<b>mad</b>	<b>proud</b>
------------	--------------

<b>loud</b>	<b>quick</b>
-------------	--------------

<b>go</b>	<b>sad</b>
-----------	------------

<b>care</b>	<b>tight</b>
-------------	--------------



## How Am I Feeling? - Charades

**Objective:** To participate in a collaborative activity in which students identify with emotions.

**Note:** *This game may be played using either words, pictures, or both as dramatic clues.*

### Materials:

- ♥ Scissors
- ♥ Word Clues (pg. 9)
- ♥ Picture Clues (pg. 10)
- ♥ A small basket

### Procedure:

- ♥ Print Word Clues and/or Picture Clues on computer.
- ♥ Use scissors to cut out Word Clues and/or Picture Clues.
- ♥ Fold each slip and place it in the small basket.
- ♥ Gather a group of children to play the game of Charades.
- ♥ Invite a child to choose a slip from the basket.
- ♥ Ask him or her to whisper in your ear the word or picture depicted on the slip.
- ♥ Encourage the child to silently dramatize the word or picture clue.
- ♥ The group of children is to guess the emotion being dramatized.
- ♥ Once the emotion has been guessed, another child takes a turn.





## Word Clues

love

happy

sad

mad


sick

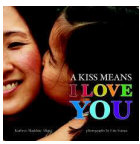
scared

sleepy



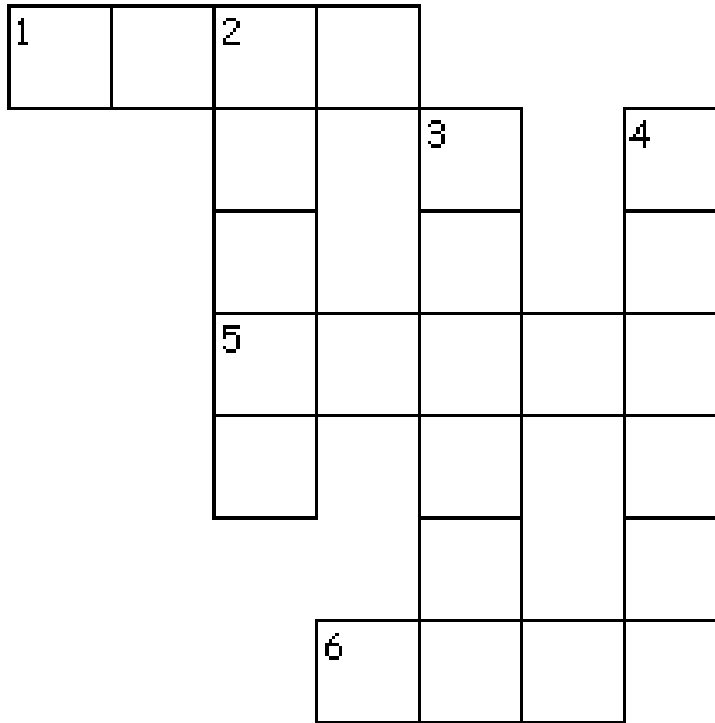
### Picture Clues



## A Kiss Means I Love You Crossword Puzzle

*Note: Refer to the book when solving puzzle.*



### Across

1. ...means I love you
5. ...means I'm happy
6. ...means I'm sad

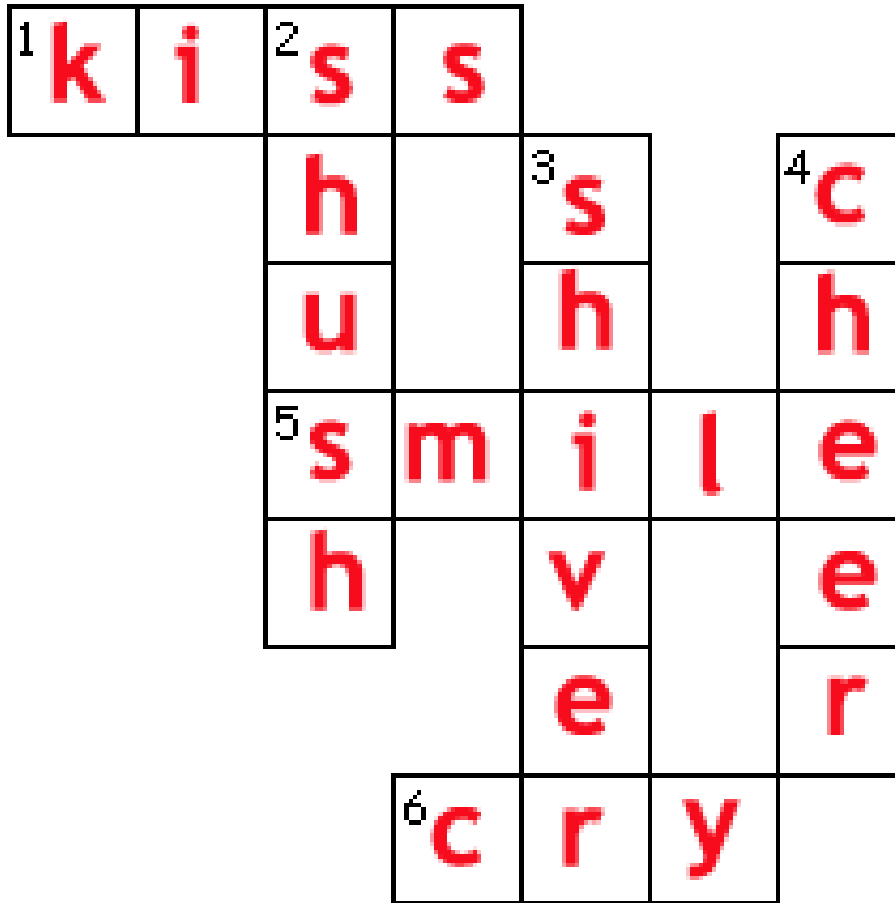
### Down

2. ...means be quiet
3. ...means I'm chilly
4. ...means I did it!





## Crossword Puzzle Answers





## Sensory Poetry

**Objective:** To use a combination of drawing and writing to craft a narrative using sensory details.

**Materials:**

- ♥ Sensory Poetry template (pg. 14)
- ♥ Pencil
- ♥ Markers
- ♥ *A Kiss Means I Love You*

**Procedure:**

- ♥ Reread *A Kiss Means I Love You* with close attention to detail in each photograph.
- ♥ Ask the child what the emotions or actions depicted look like, smell like, taste like, feel like, and sound like. Encourage expressive creativity.
- ♥ Have the child choose his or her favorite photograph.
- ♥ Using the Sensory Poetry template, have the child to describe the picture using the five sensory details listed.
- ♥ Write responses in the spaces provided.
- ♥ Have the child illustrate his or her work.
- ♥ Note the example printed below. Think freely and have fun!

### *A Pout*

A pout looks like a wrinkled raisin.

A pout tastes like a sour lemon.

A pout smells like stinky dirty socks.

A pout feels like a lonesome rainy day.

A pout sounds like a sad sigh.



---

Poem Title

\_\_\_\_\_ looks like \_\_\_\_\_

\_\_\_\_\_ smells like \_\_\_\_\_

\_\_\_\_\_ tastes like \_\_\_\_\_

\_\_\_\_\_ feels like \_\_\_\_\_

\_\_\_\_\_ sounds like \_\_\_\_\_



## Common Core State Standards Alignment

**English Language  
Arts Standards »  
Reading:  
Literature**

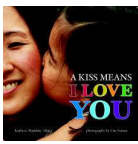
		Discussion Questions	Dominoes	Charades	Crossword Puzzle	Poetry
CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.	♥				
CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.	♥		♥		
CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	♥		♥		
CCSS.ELA-Literacy.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.	♥				
CCSS.ELA-Literacy.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).	♥		♥		
CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.	♥	♥	♥	♥	♥
CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.	♥				
CCSS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	♥		♥		
CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.	♥		♥		
CCSS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	♥		♥		
CCSS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	♥	♥	♥	♥	♥
CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	♥				
CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.	♥		♥		



**English Language  
Arts Standards »  
Reading:  
Foundational  
Skills**

		Discussion Questions	Dominoes	Charades	Crossword Puzzle	Poetry
CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.		♥	♥	♥	
CCSS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		♥	♥	♥	
CCSS.ELA-Literacy.RF.K.2.a	Recognize and produce rhyming words.		♥			
CCSS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.		♥	♥	♥	
CCSS.ELA-Literacy.RF.K.3.a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.		♥	♥	♥	
CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.	♥	♥	♥	♥	♥
CCSS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.		♥	♥	♥	
CCSS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		♥	♥	♥	
CCSS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.		♥	♥	♥	
CCSS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.		♥	♥	♥	
CCSS.ELA-Literacy.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.		♥	♥	♥	
CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.		♥	♥	♥	





**English Language Arts Standards » Writing**

		Discussion Questions	Dominoes	Charades	Crossword Puzzle	Poetry
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.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.					♥
CCSS.ELA-Literacy.W.1.5	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.					♥
CCSS.ELA-Literacy.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.					♥

**English Language Arts Standards » Speaking & Listening**

CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	♥		♥		
CCSS.ELA-Literacy.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.	♥				♥
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	♥	♥	♥		♥
CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	♥		♥		♥
CCSS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.					♥
CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	♥	♥	♥		♥
CCSS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	♥	♥	♥		♥
CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	♥	♥	♥		♥



CCSS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings 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.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	♥	♥	♥		♥
CCSS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.					♥



## Acknowledgments



Author: Kathryn Madeline Allen

Photographer: Eric Futran

[www.akissmeansiloveyou.com](http://www.akissmeansiloveyou.com)

Guide Creator: Debbie Gonzales

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