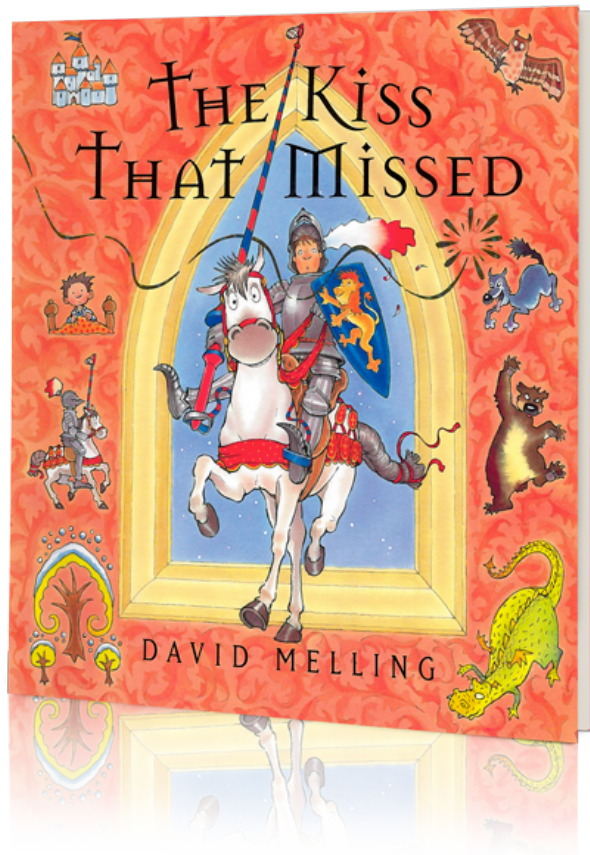


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THE KISS THAT MISSED

Written by: David Melling

Watch online video of actor

Karan Brar

reading this story at

storylineonline.net



BOOK SUMMARY

One evening, when the king is in a hurry, his good-night 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 being. The king decides to do something about it. He 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?

DISCUSSION POINTS

RUSHING

(prioritizing and decision making, behavior modification, time management, appropriate situations, team work vs. working alone)

- When is rushing a good thing and when is it not?
- What are some benefits to doing things quickly and doing things slowly?
- What can happen when we rush, both positive things and not so positive?
- People rush for many different reasons. How can we get our tasks done and not rush?
- Make a chart on the board and document ideas as to what's okay to do quickly and what is not as well as why.

SLEEP RITUALS

(sequencing of events, routines, social customs, personal likes and dislikes, concepts of nurturing, caring for others, being cared for)

- Every night, the prince gets a kiss good night from his dad. What do you and your family members do to settle you in for sleep?
- Do you have the job of settling someone in for sleep?
- What ritual do you like to help you settle down for the night? The one you settle down?
- Bring in a picture of you, the person who settles you down for sleep, or the one you settle down for sleep and take turns telling your class or small group about your nightly ritual.

LOST THINGS

(time line, working together, dealing with loss and things not going as expected, problem solving)

- When the king's kiss misses, he sends his knight on a journey to retrieve it. Have you ever had to go look for something that was lost?
- Make a time line for *The Kiss That Missed*, with readers providing the order of events and details. Model chronological order for *The Kiss That Missed* as well as important details.
- Have readers talk about a time something was lost: what was lost, who lost it, how it became lost, who helped look for it, where everyone looked, how long the search was, where it was found, and feelings while searching and finding. Create a time line.

DESCRIBING ILLUSTRATIONS AND FEELINGS

(perceiving clues from our environment, how appearances can affect our feelings, getting reassurance when we are frightened, giving reassurance when others are frightened, compassion, change)

- In the story the forest starts out a scary place but becomes peaceful. Look at the pictures of the forest and think about the events that take place there.
- Describe the changes that take the forest from scary to peaceful. Think about color, shape, size of the objects, and time of day.
- What are some things that make you feel peaceful when you feel scared?
- If you had a pet, like the knight has a horse, and it was scared, what would you do to reassure it?

ACTIVITIES

- The king's kiss to his son misses because the king is "in a hurry," and problems arise from the king's rushing. In a small group, create and rehearse a five-minute play about something that should be enjoyable but turns out differently because the person doing it rushed. Make sure you find a way to have the rushing character learn from her or his mistake by the end. Remember, plays have a beginning, a middle, and an end.

(Tie-ins: language arts- reading, writing, and performing plays, cause and effect; social skills- consequences, behavior modification)

- When the kiss misses, it rattles all around the room before it bounces out the window. The teacher should write on the whiteboard different story lines for the kiss using student answers to questions such as: Why does the kiss miss? How does it feel on its journey? Does it like its job? Does it have children of its own? What ritual does it perform to get them to sleep? Use descriptive language for this anthropomorphism. In small group or individual work, have readers pick one story line and create the story of the kiss, including illustrations.

(Tie-ins: language arts- plot development, anthropomorphism, illustration, making a story your own)

- There are great images in this story but no sounds. Have readers come up with sounds for at least ten images that reflect what's going on in that moment and bring the story to life. As someone reads the story aloud, take turns making the sounds at the appropriate times.

(Tie-ins: music and/or literature- write a song or poem about one aspect or character of the story, onomatopoeic words, imagination engagement; science- animals, sound)

- Knights swear their loyalty and promise to do whatever task their lord or lady needs, no matter what. Using the comic strip model, tell the story of your own knight, include when he or she became a knight, what animal he or she rides (horse, camel, dragon, ostrich), what his or her sigil is (the knight in the story has a lion for a sigil), and who the king and queen he or she serves is. Show an act of bravery your knight does for his or her king or queen.

(Tie-ins: history- Medieval Era; literature- King Arthur, the film The Sword and the Stone, animated art, writing techniques)

- David Melling's forest contains different animals doing different things, even though it's the middle of the night. Pick an animal and research how, when, and where it sleeps. Use the internet, magazines, or hand drawings to create a complete environment showing the rituals that animal goes through when preparing for sleep. Include locations, times, types of beds, if they are solitary or group sleepers, etc. Include written explanations for all the parts of the picture.

(Tie-ins: geography- habitats of various animals; science- seasons, differentiating aspects of animal species; math- telling time; art- creating texture [fur, feathers, scales])

- The knight is not very good at being a knight, though he is dedicated and brave and does succeed in the end. Identify the ways in which the knight struggles with his task. Talk about how you handle doing something you're not good at. Create a word chart on the board with positive words for being successful and negative words for being unsuccessful. For example: careful vs. slow, creative vs. unorganized, curious vs. distracted, etc. Using a thesaurus, find at least one synonym for each word. Make Memory cards (gluing the words to the faces of playing cards is fast and easy) and play a matching game by placing the cards face down and turning two over at a time, trying to find either two synonyms or two opposites.

(Tie-ins: social skills- self-reflection, overcoming obstacles, building self-esteem; language arts- vocabulary building; art- game making; science- probability)

- This story takes place during Medieval times, when many people did not know how to read. Instead, these people learned about important events through stained-glass windows, tapestries, and paintings. This story also uses the idiomatic expression “blew him a kiss” for the king showing his son he loves him and wishes him a good night’s rest. What are some other idiomatic expressions we use in our everyday language? Pick five expressions and make a stained-glass window illustrating each. Some examples are “over the moon,” “with all my heart,” and “smart as a whip.”

(Tie-ins: history- non-verbal communication skills; religion- the roles of churches, synagogues, mosques, and temples; art- stained-glass windows, color arrangement; language- idioms; social studies- displays of affection in various cultures; math- patterns)

- Knights in shining armor do brave deeds. What brave deeds have you done? What brave deeds would you like to be able to do and why? For whom would you do them? Make a book that tells the story of your brave deed. Give yourself a cool name, outfit, and sigil.

(Tie-ins: language arts- character development, combining realism with fantasy, characters based on people you know; history- knights, armor, Medieval Era; social skills- personal strengths, setting goals, learning new skills, selflessness)

- In David Melling’s story, the dragon sits in the clouds above the forest, away from all the other animals. In the end, he follows the kiss and the knight back to the castle. Tell the story of why the dragon is so isolated from the other animals and how his life changes once he’s at the castle.

(Tie-ins: science- animal habitat, social structure, cohabitation, cloud formation; literature- dragons in literature, changes in character)

- This story uses elements of fantasy: dragons don't exist and kisses don't sit on pillows. Pick one example of fantasy, such as the wolves reading books before they go to sleep, and write a short story about it. Remember, short stories don't have to be long, but all stories have a beginning, a middle, and an end. This one can have as much fantasy as you like!

(Tie-ins: personal development- expressing imaginative ideas in writing and art; language arts- vocabulary, plot development; reading- genre)

- The illustrations of *The Kiss That Missed* do not have the same look on each page. The image on the first page is in a small tidy frame; the images on pages where the knight rides to the forest are repeated with the knight getting bigger and bigger in each; the first image of the forest is all blue and white except for the knight; both the images of the dragon's face are extreme close-ups; the next to the last pages have the images in what look like church window frames.

Explain how each image helps support the story, show what the characters are like, or hint at what is going to happen (foreshadowing). Don't be afraid to have an opinion! Talk about the lion sigil and explain why his expression and position change throughout the story.

(Tie-ins: art- perspective, framed images, color, lighting, tone; language arts- expressing how various experiences create feelings, plot shifts)

- The lighting changes in the illustrations as the locations and moods change. What lighting, colors, and shapes create what moods, feelings, and behaviors? Pick a color, shape, or time of day and draw, paint, or collage a scene using it. Write a poem about how it makes you feel and why.

(Tie-ins: art- mediums and techniques, the impact of color; science- telling time, light changes throughout the day and year; language arts- poetry, story development, discovering how literature can create universal or individuated responses; math- shape identification)

CHILDREN'S BOOKS

TIME MANAGEMENT

I'm Not Too Busy by Jodi Hills

The Busy Mom by Sharon Murphy Yates

Ruthie and the (Not So) Very Busy Day by Laura Rankin

Uglydoll School Planner by David Horvath

SLEEP

Sweet Dreams: How Animals Sleep by Kimiko Kajikawa

Dream Animals: A Bedtime Journey by Emily Winfield Martin

Hush! A Thai Lullaby by Minfong Ho

MEDIEVAL ERA

Lords, Ladies, Peasants and Knights: The Role of Class by Don Nardo

The Big Book of Knights, Nobles & Knaves by Chretien de Troyes & Wolfram von Eschenbach

Stories of Dragons (Stories for Young Children) by Gillian Doherty and Anna Milbourne

Medieval Life by Andrew Langley

Stephen Biesty's Cross-sections Castle by Stephen Biesty

MYTHOLOGICAL AND FANTASY ANIMALS

Encyclopedia Mythologica: Fairies & Magical Creatures Pop-Up by Matthew Reinhart & Robert Sabuda

Encyclopedia Mythologica: Dragons & Monsters Pop-Up by Suzi Eszterhas

Dragonology: The Complete Book of Dragons (Ologies) by Dr. Ernest Drake and Dugald A. Steer

PERFORMANCES FOR CHILDREN

Theatre for Young Audiences: 20 Great Plays for Children by Coleman A. Jennings & Maurice Sendak

A Medieval Feast II: Children's Menu Songs and Dances in Easy Arrangements for Voices and Orff Instruments by Waterloo Music Company Limited

COLOR

A Book About Color: A Clear and Simple Guide for Young Artists by Mark Gonyea

The Day the Crayons Quit by Drew Daywalt and Oliver Jeffers

Elmer's Colors by David McKee

Elmer by David McKee

Mix It Up! by Herve Tullet

STAINED GLASS

Tiffany Windows Stained Glass Pattern Book by Connie Clough Eaton

Art Nouveau Windows Stained Glass Coloring Book by A.G. Smith

INTERNET RESOURCES

School of Dragons:

<http://www.schoolofdragons.com/?lang=en>

Build a Medieval Castle:

<http://www.yourchildlearns.com/castle.htm>

Create a Coat of Arms:

<http://www.imaginion.org/fun/whippingboy/createacoatofarms.asp?themeid=2&activityid=8>

King Arthur and the Knights of Justice: The Complete Animated Series, video:

http://www.amazon.com/King-Arthur-Knights-Justice-Complete/dp/B00316DA9I/ref=sr_1_1?ie=UTF8&qid=1416776886&sr=8-1&keywords=King+Arthur+and+the+Knights+of+Justice

Medieval Dances for Village Idiots:

<http://middlegate.atlantia.sca.org/Library/MedievalDanceforVillageldiots.pdf>

Video of Medieval Dancing:

https://www.youtube.com/watch?v=XUkwLeNi_YQ&list=PL8AFB1140DC09E185

Beauty and The Beast, opening scene:

https://www.youtube.com/watch?v=__x8CYAVMbk

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The SAG Foundation's children's literacy website Storyline Online streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading.

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