



EDUCATOR RESOURCES

Vocabulary Games

“RISSY NO KISSIES”

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

Pre-K to 2nd Grade

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TABLE OF CONTENTS

Vocabulary Games

Learning Goal: Students will engage with new vocabulary, sight words and CVC words from the story “Rissy No Kissies” in a variety of fun and challenging ways by playing a bingo game and using a game board.

Learning Standards: Kindergarten - 2nd Grade ELA and SEL 3

Sliding Storybook Materials

- Educator Handout 4
- Glossary 1 and 2 5-6
- Bingo Words and Definitions 7-8
- Game Cards 9
- Game Boards - Level 1 and 2 10-11
- Game Pieces 12
- Sunflower Love Cookie Recipe 13

Additional Resources 14

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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.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	CCSS.ELA-LITERACY.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
Reading: Informational Texts	CCSS.ELA-LITERACY.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.	CCSS.ELA-LITERACY.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	CCSS.ELA-LITERACY.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
Reading: Foundational Texts	CCSS.ELA-LITERACY.RF.K.2.A Recognize and produce rhyming words. CCSS.ELA-LITERACY.RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.	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.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	CCSS.ELA-LITERACY.RF.K.3.C Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	CCSS.ELA-LITERACY.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	CCSS.ELA-LITERACY.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
Speaking and Listening	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.
	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.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)
Language	CCSS.ELA-LITERACY.L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	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.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	CCSS.ELA-LITERACY.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	CCSS.ELA-LITERACY.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	CCSS.ELA-LITERACY.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
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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Vocabulary Games

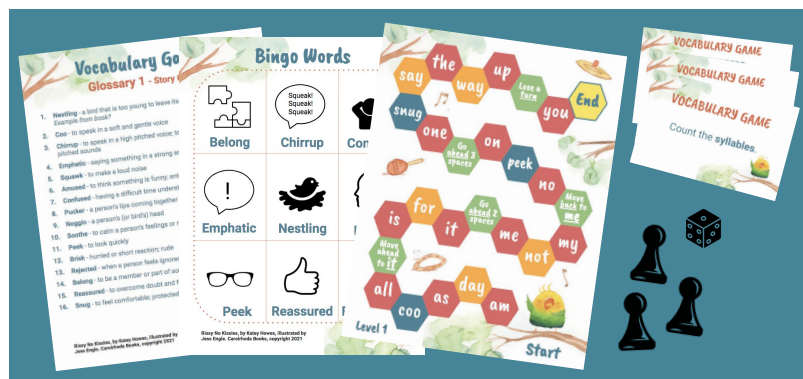
Educator Handout

Time: 1 hour total or 2, 30 minute parts

- 1) Read/Define/Bingo
- 2) Game Board

Materials:

- Rissy No Kissies
- Glossary 1 and 2
- Bingo Handout - Words and Definitions
- Game Cards, Boards and Pieces
- Dice



Instruction:

1. **Explain:** The purpose of this activity is to learn new words from the story *Rissy No Kissies* using a bingo game and to practice the new vocabulary, sight words and CVC words from the story by playing a word game.
2. **Read + Identify Tricky Words:** in *Rissy No Kissies*.
 - a. Have older students take turns reading. Younger students can take 1 sentence or word per page.
 - b. Re-read the story, but this time, pause at the end of each page and ask students what tricky words came up for them.
 - c. See if they can figure out the meaning by re-reading the sentence and replacing the word with another word (synonym) that also makes sense. Use the illustrations for clues.
 - d. Use the *Rissy Glossary 1* as a guide. Write down a list of additional tricky words as you go.
3. **Define + Play Bingo:** Using the Bingo Handout or a blank sheet of paper with 9 squares on the front and back.
 - a. Provide Glossary 1 and 2 (double sided) or a word list of your own for older students to reference.
 - b. Students draw a picture for each word on the front and complete the definition on the back.
 - c. Play both sides of the Bingo Game. Students mark the word/image side when you say the definition OR they mark the definition side when you say the word.
 - d. **Note:** Since the squares on the Bingo Handout are fixed, students will bingo at the same time. If you want their handouts to be unique, have them cut and paste the squares onto a separate sheet of paper or create their own.
4. **Play the Game Board:** Using the Game Cards, Boards and Pieces.
 - a. Students can make their own game pieces, by drawing characters or objects from the book, and attaching them to the game pieces provided.
 - b. Students can play the game board in small groups or play as a class. Select level 1 or 2, or try both.
 - c. Determine the order of players ahead of time (alphabetical, youngest to oldest or random).
 - d. **How to Play:**
 - Tell students they are helping Rissy find her favorite instrument.
 - The first player rolls the die and moves that number of spaces on the board.
 - They pick a card and follow the instructions for the word they land on.
 - Put the card back to the bottom of the pile.
 - e. Consider celebrating the end of the game with a song, "feather fives" or cookies like Rissy. (See recipe on page 13.)



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Vocabulary Games

Glossary 1 - Story Order

1. **Nestling** - a bird that is too young to leave its nest
2. **Coo** - to speak in a soft and gentle voice
3. **Chirrup** - to speak in a high pitched voice; to make short, repeated, high pitched sounds
4. **Emphatic** - saying something in a strong and clear way
5. **Squawk** - to make a loud noise
6. **Amused** - to think something is funny; entertained
7. **Confused** - having a difficult time understanding; unclear
8. **Pucker** - a person's lips coming together to kiss
9. **Noggin** - a person's (or bird's) head
10. **Soothe** - to calm a person's feelings or reduce pain; comfort
11. **Peek** - to look quickly
12. **Brisk** - hurried or short reaction; rude
13. **Rejected** - when a person feels ignored
14. **Belong** - to be a member or part of something; fit in
15. **Reassured** - to overcome doubt and fear; feel encouraged
16. **Snug** - to feel comfortable; protected



Vocabulary Games

Glossary 2 - Alphabetical Order

1. **Amused** - to think something is funny; entertained
2. **Belong** - to be a member or part of something; fit in
3. **Brisk** - hurried or short reaction; rude
4. **Chirrup** - to speak in a high pitched voice; to make short, repeated, high pitched sounds
5. **Confused** - having a difficult time understanding; unclear
6. **Coo** - to speak in a soft and gentle voice
7. **Emphatic** - saying something in a strong and clear way
8. **Nestling** - a bird that is too young to leave its nest
9. **Noggin** - a person's (or bird's) head
10. **Peek** - to look quickly
11. **Pucker** - a person's lips coming together to kiss
12. **Reassured** - to overcome doubt and fear; feel encouraged
13. **Rejected** - when a person feels ignored
14. **Snug** - to feel comfortable; protected
15. **Soothe** - to calm a person's feelings or reduce pain; comfort
16. **Squawk** - to make a loud noise



Bingo Words

Belong

Chirrup

Confused

Emphatic

Nestling

Noggin

Peek

Reassured

Rejected

Bingo Definitions

when
something
is unclear

to make
short,
high-pitched
sounds

To fit in

also known
as a head

a young
bird

saying
something
in a strong
and clear
way

when a
person
feels
ignored

to feel
encouraged

a quick
look

VOCABULARY GAME

Count the **syllables**.



VOCABULARY GAME

Count the **syllables**.



VOCABULARY GAME

Say a **rhyme**.



VOCABULARY GAME

Say a **rhyme**.



VOCABULARY GAME

Use in a **sentence**.



VOCABULARY GAME

Use in a **sentence**.



VOCABULARY GAME

WILD CARD

You choose!



VOCABULARY GAME

WILD CARD

You choose!





End

you

Lose a
turn

up

way

the

say

snug

one

on

Go
ahead 3
spaces

peek

no

Move
back to
me

my

not

me

Go
ahead 2
spaces

it

for

is

Move
ahead
to it

all

day

as

am

coo

Level 1

Start



this

with

rug

soothe

Lose a
turn

End

when

they

now

new

Go
ahead 3
spaces

pucker

then

brisk

belong

had

like

Move
back to
get

how

get

Go
ahead 2
spaces

but

and

are

for

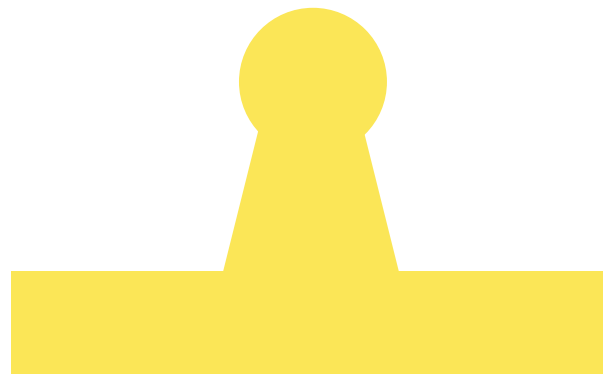
that

Move
ahead
to
had

Level 2

Start

Game Pieces



Sunflower Love Cookies

Makes: 12 cookies

Ingredients:

1. ¼ cup sunbutter
2. ¼ cup canola oil
3. ¼ cup maple syrup
4. ½ tsp baking soda
5. 1 tsp vanilla extract
6. ¾ cup flour (can use oat or almond flour)
7. ½ cup oats
8. ¼ cup chocolate chips



Instructions:

- Preheat oven to 350 degrees F.
- Mix the first 6 ingredients together.
- Add flour to the mixture until smooth.
- Stir in oats and chocolate chips.
- Scoop onto a parchment or greased baking sheet.
- Bake for 10 minutes.

Inspired by this recipe by Vegan Richa:

<https://www.veganricha.com/oatmeal-chocolate-chip-sunbutter-cookies/>

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ADDITIONAL RESOURCES "RISSY NO KISSIES"

Vocabulary Games

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- Dictionary by Merriam_Webster. (2020). Retrieved from <https://www.merriam-webster.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/>
- Oatmeal Chocolate Chip Sunbutter Cookies. (2017). Retrieved from <https://www.veganricha.com/oatmeal-chocolate-chip-sunbutter-cookies/>
- Social and Emotional Learning. (2020). National Conference for State Legislatures. <https://www.ncsl.org/research/education/social-emotional-learning.aspx>

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