



Connor Kissed Me

written by Zehava

illustrated by Sarah K. Turner

About the Book

Genre: Realistic Fiction

Format: Hardcover
40 pages, 10 x 8

ISBN: 9781643791180

Reading Level: Grade 2

Interest Level: Grades PreK-5

Guided Reading Level: I

Accelerated Reader® Level/Points:
N/A

Lexile™ Measure: N/A

*Reading level based on the ATOS Readability Formula

Themes: Childhood Experiences and Memories, Consent, Conflict resolution, Identity, Self Esteem and Confidence, Integrity and Honesty, Kindness and Caring, Respect, Responsibility, Self-Control, Self-Regulation, School Community

Resources on the web:

leeandlow.com/books/connor-kissed-me

SYNOPSIS

In this empowering picture book, Miriam navigates her confusion about an unprovoked kiss—finding her voice and using it to assert her personal boundaries.

Miriam is so surprised when her friend Connor kisses her that she doesn't know how to react. Not sure what to do, she turns to the people around her--her best friend, the recess monitor, her teacher--but everyone has a different reaction and advice for Miriam. It's not until she gets home and talks with her mom that Miriam stops to ask herself how she feels about Connor's kiss.

With simple text and expressive illustrations, *Connor Kissed Me* introduces young readers to consent and bodily autonomy in plain terms: always ask someone if it's okay to kiss or hug, and listen if they say no!

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

BACKGROUND

Teaching Students About Consent

Teaching young children and students about consent is critical to their social, emotional, and academic lives. Safesecurekids.org provides resources, videos, and tips on how to talk with kids about the importance of consent, feeling confident about making decisions about their bodies, talking to adults about these topics, and setting and respecting boundaries (<https://www.safesecurekids.org/teaching-consent>).

Harvard Graduate School of Education offers strategies on how to talk with students about consent, ranging from preschool to high school (<https://www.gse.harvard.edu/news/uk/18/12/consent-every-age>). Modeling consent, sharing a vocabulary around consent, and letting students know that they can display their emotions of sadness, anger, or discomfort, are all important approaches when it comes to discussing consent with people of all ages.

Family Equality's "Talking with our Children About Consent" also details valuable tips based on age groups regarding teaching students about consent (https://www.familyequality.org/resources/talking-with-our-children-about-consent/?gclid=CjwKCAjw-7OIBhB8EiwAnoOEK4GpshNKujHLOHKz2RPpUWnaKkAaLt8CYdT8VYHBTrwZCL-Jr3ya8xoCMmUQAvD_BwE). Modeling consent oftentimes starts with your bookshelf, beginning with ensuring that you have texts that do not reinforce harmful messages. Asking permission to touch another person's body is essential to consent, and empowering children themselves to feel confident when they don't want to feel touched by another person is critical to young people's physical awareness. Listening to "no" and "stop" also are the first steps in teaching about consent and acknowledging imperative boundaries.

The Connecticut Alliance to End Sexual Violence's "8 Ways to Teach Kids About Consent and Healthy Boundaries" provides valuable information about how to model and convey to young people how to exercise consent and what it means to have control over your body (<https://endsexualviolencect.org/8-ways-to-teach-kids-about-consent-and-healthy-boundaries/>).

Edutopia's "Teaching Consent to Elementary Students" (<https://www.edutopia.org/article/teaching-consent-elementary-students/>) provides additional organizations, resources from various state department of educations across the country, and student examples on how to incorporate consent education into your respective educational setting. Overall, consent education needs to be incorporated into curriculum, and modeled throughout the school year.

Book Lists for Teaching Consent

The following book lists and additional resources help teach students about consent and bodily autonomy:

- Bookshop.org's "21 Picture Books to Help You Teach Kids about Consent and Bodily Autonomy": <https://bookshop.org/lists/21-picture-books-to-help-you-teach-kids-about-consent-and-bodily-autonomy>

- Bookriot's "10 Essential Children's Books About Consent": <https://bookriot.com/childrens-books-about-consent/>
- Little Feminist's "The Best Children's Books About Consent for Babies, Toddlers, and Big Kids": <https://littlefeminist.com/2021/09/10/bestchildrensbooksaboutconsent/>
- Today's "7 books to teach kids about body autonomy and consent": <https://www.today.com/parents/7-best-kids-books-teach-about-consent-body-autonomy-t206517>

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

- What do you know about the word "consent?" What does consent mean to you? What does it mean to ask someone for consent?
- Why are the words "stop" and "no" important when playing with friends? How does it make you feel when someone doesn't listen to what you're asking them to do? How do you react?
- How can we let someone know that we don't like something that they're doing? What are some ways that we can demonstrate through our words and actions our boundaries and how we want to be treated?
- How can you show someone that you care about them? What are some things that you do to show that you respect someone?

Important Teaching Note for *Connor Kissed Me*: This book requires teaching about consent. Refer to the different organizations and resources provided in the Background section of this guide for further information on how to properly prepare prior to engaging with *Connor Kissed Me*. Some content in this guide, from discussing consent to how to express ourselves in terms of physical needs, may be triggering to students based on experiences. It's critical to acknowledge and know what's triggering for students prior to and while engaging with *Connor Kissed Me*. Consult with colleagues and supervisors on your district or organizations' framework for discussing consent with young people. Create a plan for informing and involving caregivers as well.

Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1; Craft & Structure, Strand 5; and Integration of Knowledge & Ideas, Strand 7)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

- **Book Title Exploration:** Talk about the title of the book, *Connor Kissed Me*. Then ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that? Note: Observe if students initially giggle over the title or feel

uncomfortable. Ask students to compare the title to the girl's expression on the cover. Do they think this story will be funny? Why or why not?

- Read Zehava's Biography: Read about author Zehava on the back flap of the book. *Connor Kissed Me* is her first picture book. Encourage students to think about what the writing process is like and how Zehava came up with the idea for her book. What do you think inspired her to write *Connor Kissed Me*?
- Read Sarah K. Turner's Biography: Read about illustrator Sarah K. Turner on the back flap as well as at Sarah's website [sarahkturnerart.com](https://www.sarahkturnerart.com). What do students think it was like to illustrate her first picture book? Look at Sarah's website. How do her illustrations and other artwork compare to *Connor Kissed Me*? Does the subject matter influence Sarah's illustrations? How would you describe Sarah's artistic style?
- Encourage students to stop and jot in their reading notebooks during the read-aloud when they: learn new information, see a powerful image, have an emotional reaction or an idea, have a question, or hear new words.
- Have students quickly write a feeling in their notebooks during reading. After reading, ask students why they wrote that feeling down and have them write a journal entry about it.

Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- how to express yourself and your needs confidently and clearly
- how and why it's important to express yourself and your own personal boundaries to others
- how to check in with others about their own personal boundaries
- what happens when adults misunderstand your needs and how to advocate for yourself
- what consent means and how to establish personal and physical boundaries
- why communication is important for your own physical and social needs

Encourage students to consider why the author, Zehava, would want to share a story about the importance of personal boundaries with young readers.

VOCABULARY

(Reading Standards, Craft & Structure, Strand 4)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below.

Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word.

Many words can be found in the glossary at the end of the book, but there are also some that are not included. Students could be encouraged to create a log of these words—they will not be listed here.

Content Specific

mwah, recess monitor, puppy love

Academic

kiss, shouldn't

AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite textual evidence with their answers.**

Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. What patterns do you notice in the book? How does each page start?
2. What happens in the beginning of the book? Who does the young girl, Miriam, tell first about the incident?
3. Who are the different people that Miriam tells about Connor kissing her? How do they react? What do they tell her to do?
4. What emotions do Miriam, the children, and the adults experience during the story? What do they do to express themselves and their feelings? How do Miriam's feelings differ from her peers? From the adults?
5. How does the text in the story change from the beginning to end? What happens in the end of the story?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. What does it mean to express your physical wants and needs? Why is it important for people to feel comfortable and free to express themselves? Why should we respect how other people choose to express themselves? How can we show others that we respect and accept their decisions?
2. Why is it sometimes difficult to express yourself and make choices without worrying about what others think? Do people's opinions or thoughts affect how you think about yourself? Why or why not?
3. Describe a time that someone did something to you that you didn't like or ask for. How did it make you feel? What advice might you give to someone who also is going through something similar?
4. How does illustrator Sarah K. Turner show the different emotions throughout the book? How can you read the character's facial cues, even without referring to the text? How can pictures help us make sense of the book's message?
5. What roles do the adults play in the story? How do they react to Miriam telling them that Connor kissed her? How do they change, or not change, from the beginning to the end of the story?
6. Why do you think most of the adults Miriam confides in are not helpful to her initially?
7. What's different about the spread with Miriam and her mother? What word changes on this page from the beginning of the story? How does Miriam's mother respond differently than her friend and other adults from the first part of the book?
8. What made the adults change / Why do you think the adults changed their recommendations on how Miriam can handle this situation? What did the adults learn from Miriam?
9. What does this story teach about believing in yourself and perseverance when encountering an adult who won't listen to you?
10. What is the message of this story? What does this story teach about setting personal boundaries and clearly communicating your needs? What do you think author Zehava wants to share with her readers?
11. Miriam's mother first listens without judgement and then gives Miriam advice on how to handle this experience directly with Connor. What else do you think Miriam's mother could or should do to help Miriam?
12. Why do you think Miriam returns to each adult again? Why not just go straight to Connor?
13. Why do you think the author chose to use patterns in the text of the story? How do the patterns change throughout the book? How did that impact your reading of the book? How do you think the pattern and repetition reinforced Miriam's declarations?
14. What does Miriam teach Connor to do in the second-to-last spread?

15. What do you think of Miriam's response to Connor wanting to kiss her on the last spread? What does she ask Connor to do, and how does Connor react?
16. What do you think Connor learned at the end of the story? Alternatively, do you think Connor learns anything at the end of the story?
17. What do you think the adults should do to help Connor learn about consent?
18. What advice do you have for Connor the next time he wants to show he likes someone?
19. What advice do you have for the adults the next time a young person shares an incident that made them feel uncomfortable, unsure, or upset? How can adults better support young people?
20. After reading the story, how would you react to Miriam telling you that Connor kissed her? How would you respond? Do you agree with how Miriam's friend answered her during the story? Why or why not?
21. What do you think happens the next day? Imagine the story continuing. Can Connor and Miriam still be friends? Why or why not?

Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. **Suggest that students respond in reader's response journals, essays, or oral discussion.** You may also want to set aside time for students to share and discuss their written work.

1. What is one big thought that you have after reading this book? Think about the young girl and how she feels after Connor kissed her, and how she asks for help. How does she express herself? How does she ask for help, and what happens afterwards?
2. What do you think author Zehava's message is to the reader? Think about possible motivations behind Zehava's intentions in writing this book. What do you think he wanted to tell her readers?
3. Have students make a text-to-self connection. What kind of connections did you make from this book to your own life? What do the children's experiences, thoughts, and feelings mean to you? Have you ever felt like Miriam? Have you ever felt like Connor, or did something without asking and upsetting someone?
4. Have students make a text-to-text connection. Did you think of any other books while you read *Connor Kissed Me*? Why did you make those connections?
5. Have students make a text-to-world connection. What kind of connections did you make from this book to what you have seen in the world, such as on television or in a newspaper? Why did this book make you think of that?
6. What does consent mean to students after reading? After reading *Connor Kissed Me*, what does it mean to give consent? How might your understanding of consent and expressing your physical wants and needs change after reading this story?

Multilingual Learners Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

These strategies might be helpful to use with students who are English Language Learners.

1. Assign Multilingual Learner students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
3. Depending on students' level of English proficiency, after the first reading: 1) Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing. 2) Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, or opinion about what they have read.
4. Have students give a short talk about how they connected to the story and ways that they express their physical wants and needs, and how they react to something that someone else does that they don't like.
5. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose Multilingual Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.
6. Consider consulting <https://www.multilinguallearningtoolkit.org/> for more ideas on how to support Multilingual Learners.

Social and Emotional Learning

(Reading Standards, Key Ideas & Details, Strands 1-3 and Craft & Structure, Strands 4-6)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)
(Writing Standards, Text Types & Purposes, Strands 1–2 and Production & Distribution of Writing, Strands 4–6)
(Language Standards, Vocabulary Acquisition & Use, Strands 6)

Social and emotional learning involves being aware of and regulating emotions for healthy development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships.

Use the following prompts to help students study the socio-emotional aspects of this book.

1. Select an illustration and describe what emotions are being conveyed. How can you tell that particular emotion is being shown in the illustration? Why? Why are the young girl's facial expressions and other expressions from the different people featured in the book important to this story?

2. Identify the spreads from the story where the children are expressing emotions. How do they handle their feelings? How do you express yourself when you're going through those feelings? How does that help you?
3. What are the different ways that you can create a welcoming environment at school, in your home, and in your community? How do you effectively communicate to others about your own physical wants and needs when it comes to your own body? How can you ask someone about their wants and needs? What do you do if your wants are different? Create a chart in the classroom so that students can refer to it throughout the year. Why do students think those things are helpful?
4. What are ways that you like to express yourself? What does it mean to express yourself? What makes you feel good? Students can share the ways that they like to show their identities through art, a writing piece, or any other kind of visual or written presentation.
5. Why do you think the author chose to start the story with Connor kissing Miriam and the text, "Mwah!" How do you think this impacted your reading of the rest of the story? What does Miriam's face look like in this spread? What about Connor's?
6. Have students unpack the last page of dialogue between Connor and Miriam. What do they notice? How does Connor justify his kiss? How does Miriam respond? How does Connor react to what Miriam says? How can this interaction help them prepare for future incidents moving forward? What should Connor have said to Miriam instead?
7. The young girl goes to several adults throughout the story expressing her concern about Connor kissing her. How do the adults respond at first? How do they respond at the end of the story? How does this story show that sometimes adults don't always know what to do, or have the answer that you're looking for?
8. Which illustration in *Connor Kissed Me* do you think best shows an emotion related to the themes of the story? Explain which emotion you think it is. How do you think the author and illustrator portray that emotion in the story?
9. Did *Connor Kissed Me* help you to think differently about how you communicate your own physical wants and needs? How does the young girl in the story inspire you to tell others how you feel when they do something that's unwanted? Have students reflect whether they've ever acted like Connor, upsetting someone by crossing their boundaries, and what they can do differently.
10. What do you do when someone does something that makes you feel uncomfortable? Do you tell them or tell someone else? What if you're not sure how you feel?
11. How do you unpack your feelings in a confusing situation when you don't know how to process your emotions? What are some helpful strategies that you've used, or learned from the story, about what you can do when sometimes you don't know how you feel or are trying to understand your feelings?
12. Think about how you express your likes and loves to different people—family, friend, teacher, recess monitor, sports coach, etc. What do you feel is "like" or "love"? Brainstorm ideas such as fist bump, hi five, hug, kiss, shoulder bump, wave, etc. It's important to know that there are many ways to greet someone and many ways to express love and friendship.

13. Brainstorm scenarios about when you need to ask for permission (i.e. having dessert before dinner, going to the bathroom during school time). Guide students in thinking about asking permission for things we've never thought about before, like asking to hold someone's hand while going out to recess. What does *Connor Kissed Me* teach readers about asking for permission?
14. Choose an emotion that interests you: happiness, sadness, frustration, anger, etc. Discuss or write about what that emotion looks like in *Connor Kissed Me*.

INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

English/Language Arts

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **Have students learn about what it means to give consent and how to express physical wants and needs.** Have students learn about the word “consent,” what it means to give and ask for consent, and how to let other people know confidently and effectively what they feel comfortable with when it comes to their own body. Create a word wall to have a shared vocabulary and protocol with students when they experience a situation where they feel physically uncomfortable. Begin with [SafeSecureKids.org](https://www.SafeSecureKids.org) and the Connecticut Alliance to End Sexual Violence’s “8 Ways to Teach Kids About Consent and Healthy Boundaries (<https://endsexualviolencect.org/8-ways-to-teach-kids-about-consent-and-healthy-boundaries/>). [SafeSecureKids.org](https://www.SafeSecureKids.org) provides definitions about what consent is and ways to ask for and model consent (<https://www.safesecurekids.org/teaching-consent#activities-printables>). Let students know that they’re the boss of their own bodies, asking permission before touching someone else, and asking for help. Students can work together to create the word wall and a list of classroom and school rules about consent.
- **Afterwards, have students practice some of the strategies that they learned about consent.** Students can work in small groups with giving permission, saying no, and asking for consent. Teachers can first model the behavior to present examples to students, and then have students, with permission from other students in the group, practice what they learned in the prior activity. Afterwards, have students write a reflection about what they learned, and how they can use these practices moving forward.

- **Have students think about a time that they experienced, read about, or watched about adults who didn't understand or listen to their needs.** The young girl is at first dismissed by adults during the story about how she feels about Connor kissing her. How did this make you feel? What happens when adults don't listen to young people? If adults in your life don't immediately understand your concerns or needs, what are some ways that you can effectively communicate or let them know how you feel?
- **Encourage students select a spread from the book and write a reaction to it.** Why did they choose to write about that spread? What are their reactions to the young girl and how the other person responds to her concerns about Connor kissing her? How does this spread make them feel, and how would they react to the young girl if she told them about what happened to her? Students can write or illustrate a response.
- **Ask students: What can *Connor Kissed Me* teach us?** Have students share their findings. What lessons did the book teach readers over the course of the story? What did they learn from the story's message? Students can talk with partners, in small groups, or with the whole class. Consider creating a word cloud to find out what words came up the most often (<https://www.wordclouds.com>). Then students can come up with a big idea or statement about what they learned from *Connor Kissed Me*.
- **Create a graphic organizer and list each character and their response about the kissing incident.** Provide the character's name and then how they respond to Miriam letting them know that Connor kissed her. How do their responses differ? How are they similar?
- **After learning about consent and the messages presented in *Connor Kissed Me*, have students write an alternative scenario with a character of their choosing from their story when Miriam tells them that Connor kissed her.** What do students want to write in this new scenario? How would they change, or not change, how the adult or friend responds? What do they want Miriam and the friend or adult to teach others about what it means to demonstrate consent and bodily autonomy? Students can share their pieces with a partner, small group, or whole class, and share what consent means to them.
- **Come up with questions to interview the author, Zehava.** What was her process behind creating *Connor Kissed Me*? What was her inspiration for the book? Why did she write this book for young readers? Consider reaching out to Zehava for an author visit, either in person or virtually.
- **Read other stories about consent and bodily autonomy from the Background section of this guide.** As students the titles, have them think about the following questions: are there similar themes in both books? What do you think the author's messages are in the stories? How do the authors demonstrate how to authorize consent and what it means to effectively convey your physical wants and needs? What did students learn from reading these books? Start with a graphic organizer outlining the details, and then have students discuss in small groups or write or draw a reaction piece to their experience after reading books about consent and bodily autonomy.
- **Encourage students to write a piece about something that is meaningful to them about their identities.** Using inspiration from *Connor Kissed Me*, have students think

about what they want to communicate about themselves. What do they want to share and why did they pick that thing to write about? Students can share their work with a partner, a small group, or the whole class. Consider creating a class book with illustrations and have the book available to students in the classroom library.

Social Studies

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7–9, and Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **Have students investigate the resources provided in the Background section of this guide.** Conduct additional research on consent and how they can create a welcoming school environment. Brainstorm different ways that they can enact immediate change in their classroom, in their school, and in their community. How can they demonstrate to their entire school about what consent means and how all students can model and practice consent in their own lives?

Art/Media

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7–9, and Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **As a follow-up activity to the alternate scenario activity in the English Language Arts section of this guide, have students create an accompanying illustration.** What are the things that they would want to draw or illustrate to go alongside their new scenario? How can they demonstrate the characters' emotions and feelings?
- **Create an illustration that shows how you can effectively communicate your feelings about saying "no" when you don't want someone to do something.** Analyze the illustration when Miriam declares, "I say, 'No!'" What's different about how Miriam looks on this page? How does the illustrator depict Miriam saying "No?" Have students create their own illustration with how they want to declare when they don't want physical touch from someone else. What do they want to show visually, and why?
- **Come up with questions to interview the illustrator, Sarah K. Turner.** What was her process behind creating the illustrations for *Connor Kissed Me*? Why did she choose a particular artistic medium to create the illustrations? What was her inspiration to depict the children the way that she did in the book? What were some of the most challenging illustrations to create? How did she want to convey the different emotions from the young girl and people in the story?
- **Encourage students to select an illustration that resonated with them the most from *Connor Kissed Me*.** Have students write a reflection about the illustration. What stood out to them? How did it make them feel? What did it make them think about?

School-Home Connection

(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9)

(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7-9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- **Note:** Please be considerate of students' home environments before engaging with these activities, and understanding the importance of consent and students' familial needs.
- **Provide students with the list of organizations from the Background section in this Teacher's Guide.** Caregivers can learn more through resources about how they can model and advocate for effective consent at home with families and friends.
- **Have students and caregivers brainstorm how they can demonstrate respect to all people.** What are some ways that you can show respect to people? How do you show people at home and in your communities outside of school how you can show your physical wants and needs?
- **Ask students to interview family members about what consent means to them.** Have students share what they learned about *Connor Kissed Me* and how they can confidently express themselves in uncomfortable situations moving forward. How do family members demonstrate consent and bodily autonomy? How can they share their confidence and needs with others?



Ordering Information

🌐 General Order Information:

leeandlow.com/contact/ordering

🔒 Secure Online Ordering:

leeandlow.com/books/connor-kissed-me

☎ **By Phone:** 212-779-4400 ext. 25

📠 **By Fax:** 212-683-1894

✉ **By Mail:**

Lee & Low Books, 95 Madison Avenue,
New York, NY 10016

ABOUT THE AUTHOR

Zehava is an author as well as a former editor and bookseller. She and her family make their home in Montreal, Quebec where she is the head librarian at a school. *Connor Kissed Me* is her debut picture book.

ABOUT THE ILLUSTRATOR

Sarah K. Turner is a picture book and graphic novel artist. Her biggest goals are to spread love, acceptance, and positivity through her work. Sarah currently lives in the greater Seattle Area. You can see more of her art at sarahkturnerart.com.

REVIEWS

"VERDICT: A worthwhile purchase for collections used by school staff."—*School Library Journal*

"The author tactfully makes the points both that letting adults know something unsettling has occurred is important and that it then may be necessary to go to someone else for help as well. Miriam has enough self-confidence to talk with adults about her concern, and this book provides children the opportunity to acknowledge her determination and follow her lead." —*Booklist*

ABOUT LEE & LOW BOOKS

LEE & LOW BOOKS is the largest children's book publisher specializing in diversity and multiculturalism. Our motto, "about everyone, for everyone," is as urgent today as it was when we started in 1991. It is the company's goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at leeandlow.com.