

Preschool The Mitten Lesson

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Author: Christina Zecher

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VITAL INFORMATION

Subject(s)	Language Arts (English), Reading
Objective(s)	<p>Students will be able to:</p> <ul style="list-style-type: none">• Take an active role in reading activities• Ask and answer a variety of questions about the story <i>The Mitten</i>• Make predictions based on the illustrations and events in the story• Retell the story in sequence using props and with prompting <p>Their ability to meet these objectives will be measured through observations collected during the reading and class reenactment of the story.</p>
Purpose	The purpose of this activity is to help the students develop their pre-reading skills, such as predicting and retelling in sequence. It is also intended to build an interest in reading for the students.
Prerequisite Skills	<p>Students should be able to:</p> <ul style="list-style-type: none">• listen and follow along as a story is read-aloud• recall events that happen in a story with prompting• follow one- and two-step directions
Grade Level	Pre-K
Materials	<ul style="list-style-type: none">• A copy of <i>The Mitten</i> by Jan Brett• A large white sheet• Images of the animals from the book (optional)
Anticipatory Set	The lesson begins with the students looking at the cover of the book, <i>The Mitten</i> . We will discuss what they see on the book and relate the winter scene to our topic of snow for the week. I will ask them to predict what the book is about and identify some of the animals found on the cover. I will explain that after finishing the story, they will each get to pick an animal to be and that we will reenact the story. I will ask them to pay close attention and think in their minds about the animal they would most like to be.
Input	<p>I will then begin reading the story. Students will be asked to identify the parts of the book once we begin. Throughout the reading I will ask questions, such as:</p> <ul style="list-style-type: none">• Why did Baba not want to make the mittens white?• How is Baba related to Nicki? Do any of you have a special name for your grandmother?• What do you think will happen next?
Modeling	I will model predicting behaviors by naming one of the animals I see on the cover and suggesting that the story will include the animal. I will ask the students if they notice anything else and ask them to tell me what they think will happen. After reading a couple of pages, if a student has not noticed the keyholes on the far right side of the book that shows what happens next, I will note what I see to help them make the connection.
Check for Understanding	I will check for understanding by asking questions throughout the book, revisiting which animals have been in the mitten so far, and asking a variety of students to share what they think will happen next. After explaining how we will retell the story, I will ask questions like:

- If I am the bear, do I get to crawl into the mitten first?
- When is it my turn to go into the mitten?
- How will I know which animal is next?

Based on the students' answers to these questions, I will be able to check not only for their understanding of the story content but also of the retelling activity.

Guided Practice

After completing the story, students will get to pick an animal they would like to be. We will then retell the story with the help of the book and questioning from myself. As each animal appears in the story, the students assigned to that animal will climb "into the mitten" (under the sheet). As the mouse climbs in, I will ask what he or she is to do. As the student pretends to sneeze, the sheet will be lifted off of the class.

Closure

After retelling the story, students will be asked to share their favorite part of the story. Then I will let them know that they will get to make their own mitten with animals to take home later in the day.

Independent Practice

Later in the day, students will have an opportunity to make their own white mitten and cut out the animals from the story. They can then use the props to retell the story to teachers and to their families at home. A small book version of the book will also be sent home for students to read with their families.

Enrichment

Students needing enrichment may be asked to:

- read the smaller printed version of the book with a teacher or aide
- retell the story using the animal pictures without the help of the book or teacher prompting
- predict how the story would have been different if...the mittens had not been white, if the mouse had not come along, etc.

Remediation

Students needing additional help may:

- reread the story in a one-on-one setting with a teacher or aide
- have the help of props to recall the events of the story
- listen to the story in the listening center and then be asked to sequence the story using picture cards

Standard(s)

Display: Collapse All Expand All

▼ AZ- Arizona Early Learning Standards

▼ **Standard:** Language and Literacy Standard

▼ **Strand:** STRAND 1: ORAL LANGUAGE DEVELOPMENT

▼ **Concept:** Concept 1: Listening and Understanding The child listens with understanding to directions, stories, and conversations.

Indicator: a. Comprehends finger-plays, rhymes, chants, poems, conversations, and stories.

▼ **Strand:** STRAND 2: PRE-READING PROCESS

▼ **Concept:** Concept 6: Comprehending Stories The child shows an interest in books and comprehends stories read aloud.

Indicator: a. Takes an active role in reading activities.

Indicator: b. Asks and answers a variety of questions about stories told or read aloud.

Indicator: c. Relates stories to life experiences and feelings.

Indicator: d. Makes predictions from what is seen in illustrations or heard from stories.

Indicator: f. Retells a story in sequence with prompting or props.

Assessment/Rubrics

The assessments for this activity will be largely observational, collected as the story is read and students complete the reenactment. Small group activities would also be conducted later in the day in which students would get to make their own mitten with animal cutouts and retell the story to teachers and their families. The degree of accuracy with which they retell the story may be recorded with the use of a checklist.