



TITLE: THE MITTEN
LEVEL: D



INTRODUCE THE BOOK

Before students begin to read, make them familiar with the important ideas, plot, new language structures, and new words in the book. Prepare them for a successful first reading of the story. You might say:

- "This book is about a lost mitten that animals use as a warm place to stay."
- "Turn to pages 2 and 3. A boy says, 'Where is my mitten?'"
- "Turn the page. A mole sees the mitten and goes in. He says, 'It is warm in here.'"
- "Now turn to page 10. What happened?"
- "Turn to page 12. The boy sees the mitten. He says, 'Is this my mitten?'"
- "Turn back to the beginning and read about the mitten."

READ THE STORY

Encourage each student to read the entire book in a soft reading voice. Listen to students' reading and prompt for and/or praise strategic processing. Refer to the Level D Prompting Guide for a list of desired reading behaviors and suggested actions to take.

DISCUSS THE STORY

Invite students to talk about the story. Encourage students to make connections to their own experiences and/or other stories they have read. Below are some discussion ideas.

- What happened as more and more animals went into the mitten?
- Talk about other versions of the story students may have heard.


FOLLOW-UP TEACHING

Based on your observations of students' reading, select one or two teaching points that will be most helpful to all students. You might:

- Have students locate the word *where*. Make the word *where* with magnetic letters. Have students write the word *where* with their finger in the air.
- Practice reading together to make it sound like talking.




You Will Need:

-  Picture cards (*bat, bee, can, cap, ham, kick, rug, soap, van*)
- Pocket chart

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson, students match sounds that are the same in the middle.

Steps:

The  icon indicates that some of the resources needed to complete these steps are available for download at pioneervalleybooks.com/pawprints-resources.

1. Explain to students that they are going to learn how to listen for the middle sound in words.
2. Place a picture of a bat in the pocket chart. Have students say the word slowly.
3. Say, "Today we are going to listen for the sounds in the middle of words. What do you hear at the beginning of *bat*? At the end? What is the sound in the middle?"
4. Show each picture card. Have students say what each picture card is, and then decide if the word has the short a sound in the middle or not.
5. Place all of the pictures with the short a sound under the picture of the bat (*van, can, cap, ham*).

SUPPORTING ENGLISH LANGUAGE LEARNERS

Consider what additional challenges the lesson might present for English language learners.

- Make sure that students are familiar with the story of *The Mitten*.
- You may want to practice several language structures, such as, *The mouse went into the mitten*.

For the Lesson Extension Activity for this book, go to pioneervalleybooks.com/pawprints.