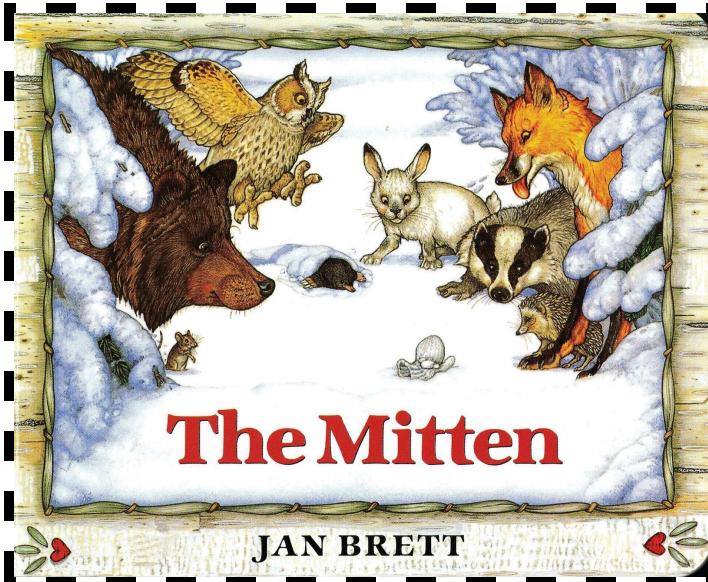


It seems as teachers, that as we collect years of experience we also assemble a library of classic stories that we love to use each year! This month's lesson uses an all time favorite winter read aloud - The Mitten by Jan Brett with a new and exciting lesson to try!



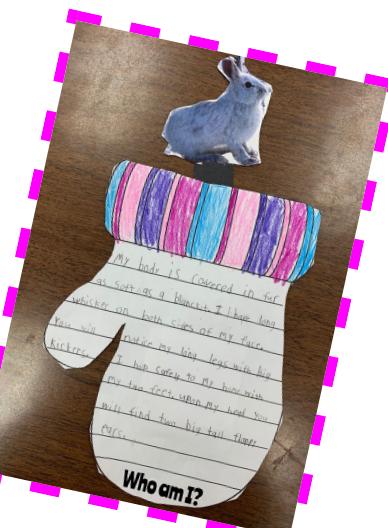
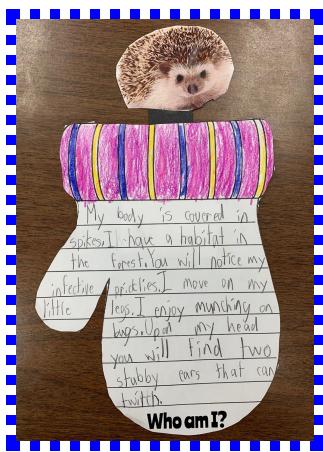
When Nicki drops his **WHITE mitten** in the **SNOW**, he goes on without **ReALiZiNg** that it is **MISSiNG**. **ONe** by **ONe**, **woodland animals** find it and *crawl* in; first, a **CURiOUS** mole, then a **rabbiT**, a **badger** and **OTHeRS**, each one **LARGeR** than the **last**. **FiNALLy**, a **BiG brown bear** is followed in by a **TiNY brown mouse** and what happens **NeXT** makes for a wonderfully **FUNNY** climax.



WHO'S HIDING IN THE MITTEN?

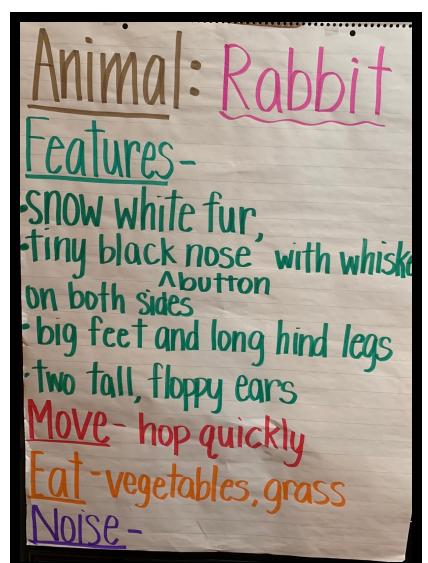
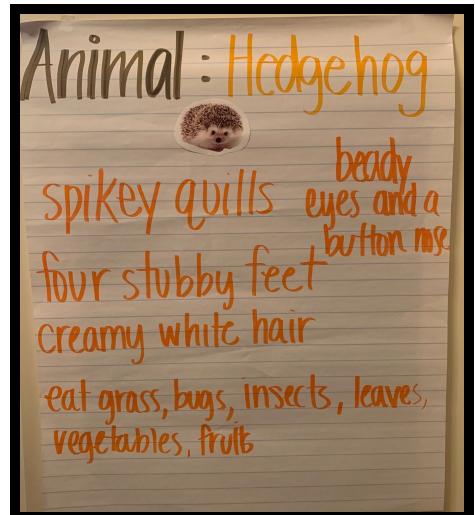
MATERIALS:

- READ ALOUD
- CHART PAPER
- ANIMAL INFORMATION NOTES PAGE
- Sentence starters
- MITTEN WRITING FINAL COPY PAGE
- ANIMAL PRINTABLES OR PAPER TO DRAW
- POPSICLE STICKS OR STRIPS OF CARD STOCK
- SCRAP PAPER FOR POCKET ON BACK



THE LESSON:

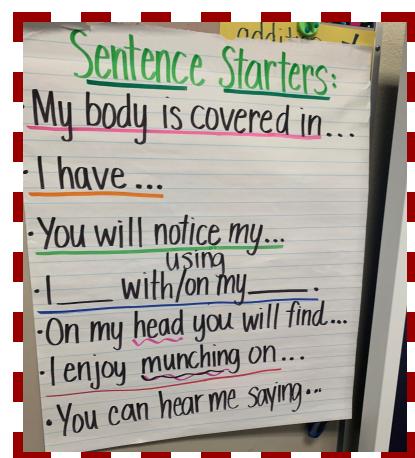
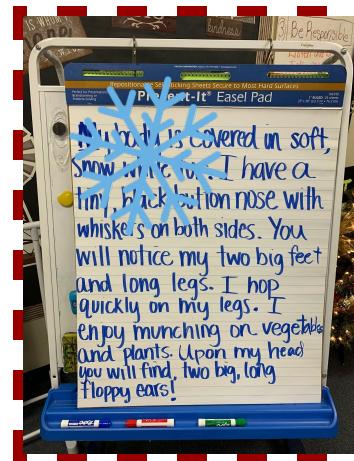
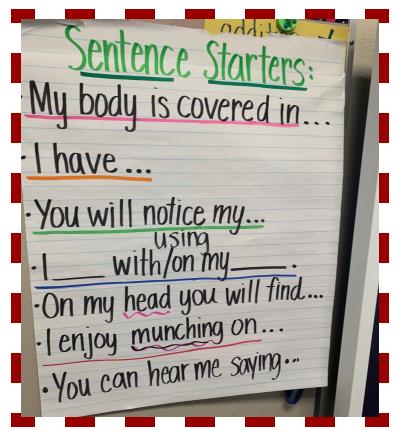
- Read aloud the book The Mitten by Jan Brett.
- As you read, make sure to stop and point out the hints and characteristics about each animal. Chart them on posters. If students do not have any background information about a particular animal, you might want to show some images of the animal in its habitat and give a brief description about its characteristics.
- Choose an animal from the book to create a suspenseful riddle for your modeled sample. The example provided uses the bunny rabbit. Start the lesson by reading your riddle to them aloud. (You should already have yours written and ready to share.) After each hint you give, have them repeat it back making sure they remember each one.
“My body is covered in a soft snow white fur. I have a tiny, black, button nose with whiskers coming out from both sides. You will notice my big feet and long, powerful hind legs. I hop quickly on my legs to get places. I enjoy munching on vegetables and plants. Upon my head you will find two big, long floppy ears! Who am I ?”
- Then, let them guess the animal. For fun have them hold their guess in until all of the hints are complete.
- Now work backward recalling the hints that you gave the students about the animal and chart them on the poster. **Discuss** the word **features** so that students know what they are. (characteristics that you can see) **Then ask** “What was the first hint I gave you?” “My body is covered in a soft, snow white fur.” chart that under features and slowly work your way back through all of your hints adding them on your poster.



- Now, use the sentence starters to write your sentences for the modeled segment.

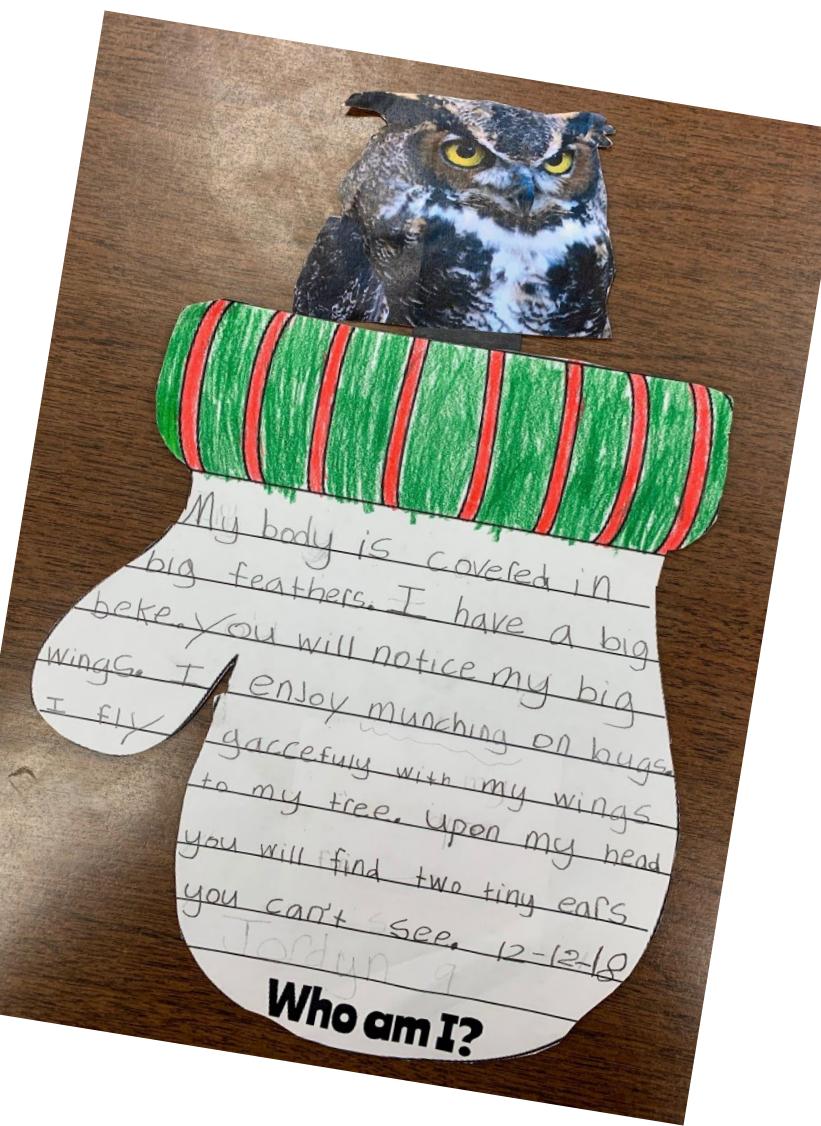
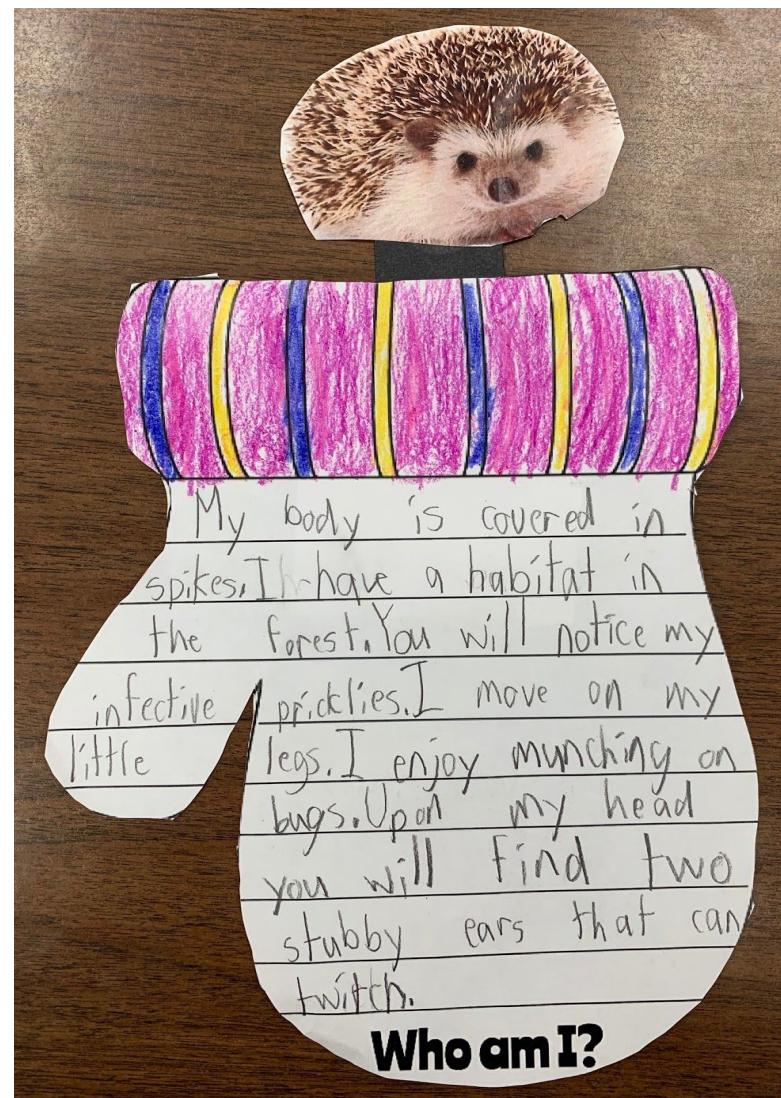
For bunny, save the ears until last because it is the giveaway clue! Be sure to talk about what their giveaway will be for their animal and save it until last.

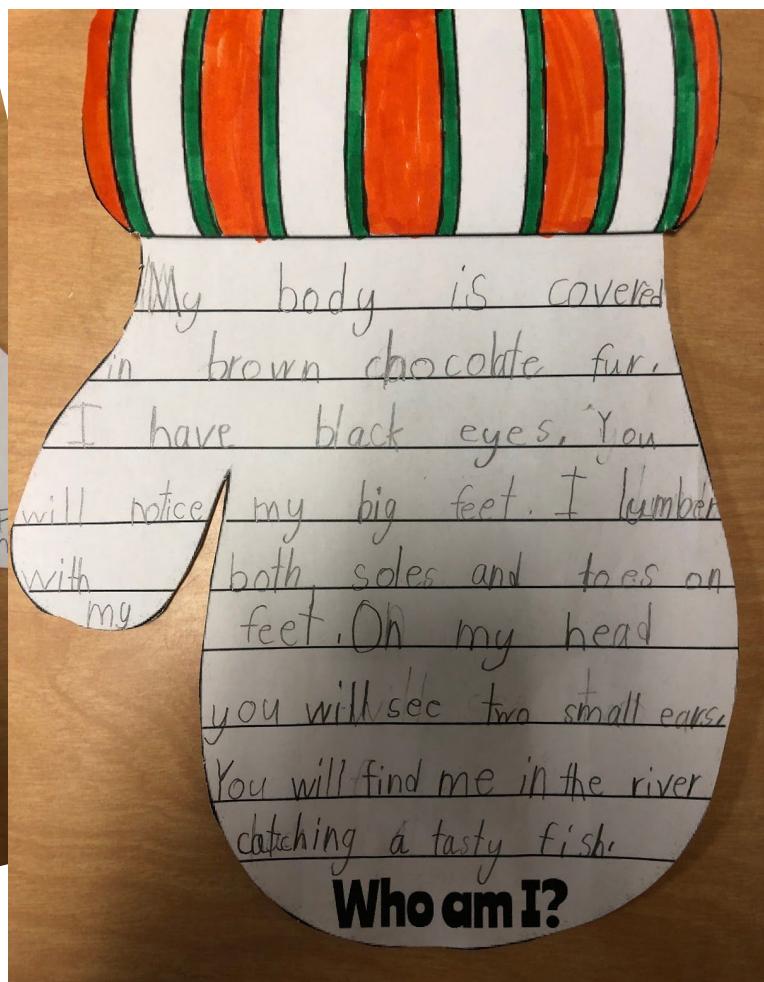
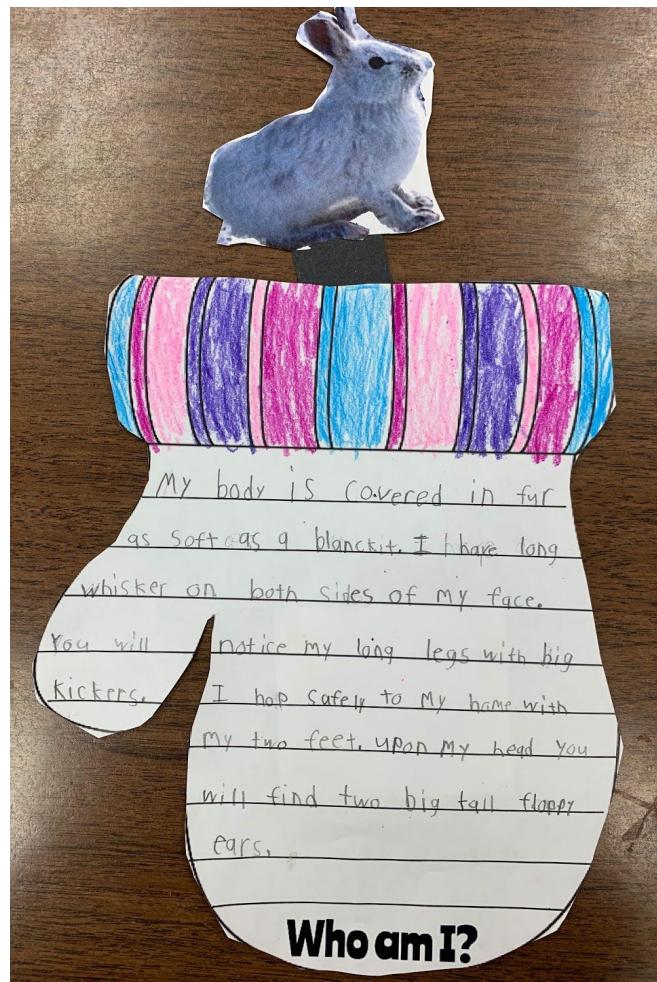
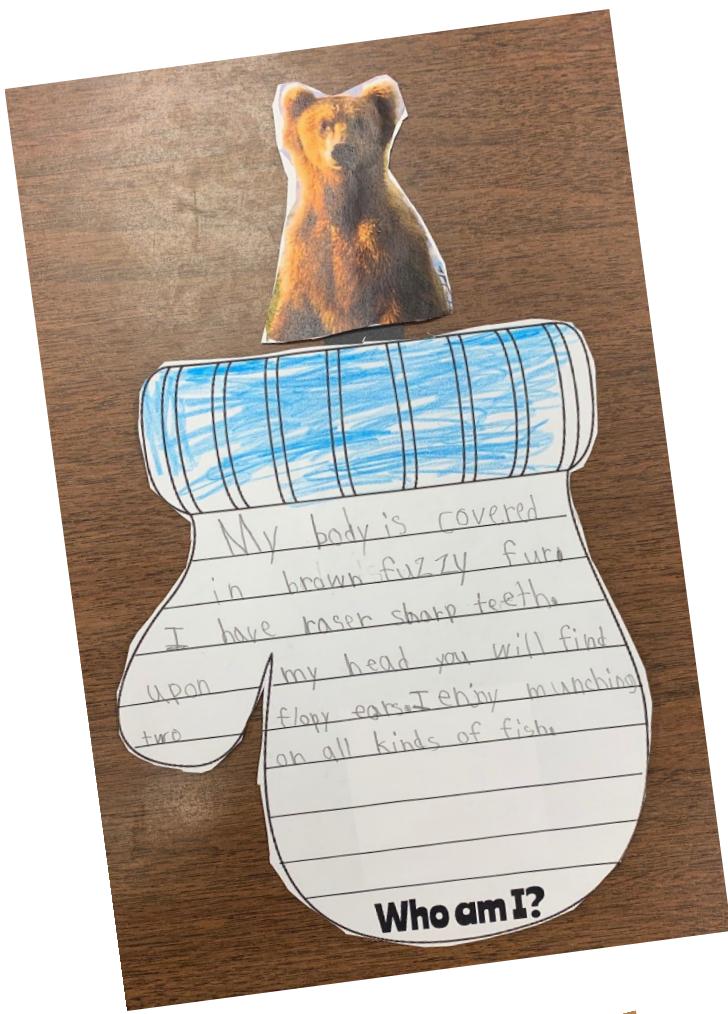
- Next, have the students start thinking about which animal they would choose from the book to have hiding in the mitten. For upper grades, you might want to let them choose an animal that is not in the book, or one that goes along with a science or social studies theme. If they are learning about biomes in science, choose an animal from that biome and then link that to your writing lesson.
- On the next day, hand out the **animal information page** for students to write the information about the animal they chose. Allow students to use your modeled sample and animal posters to help them if needed.
- Direct students to write their sentences using the **posted sentence starters**, and put the sentences into paragraph form. Always use your modeling as an opportunity to infuse new vocabulary into your students' writing. You can use squiggle lines under words that you brainstorm together for each animal. Ex "My rabbit munches, how would a mouse eat? Would it nibble? Is there another animal that chomps, rips, or tears their food?" Now students have a new word to modify the original sentence starter. Once finished, remind students to keep their giveaway clue to use last! *(For classes needing more structured modeling, write your modeled sentence using a sentence starter and then immediately have them write a sentence with the same sentence starter and work your way through the clues one at a time together.)*

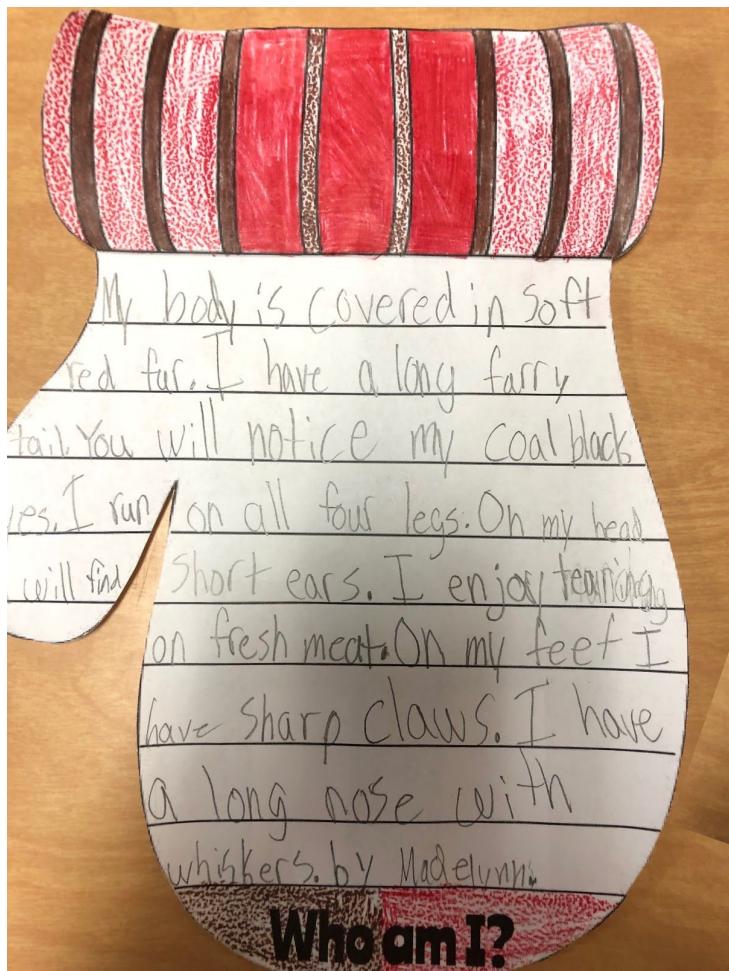


- Revise/edit and write on **mittens final copy** paper.
- Attach a mini pocket on back and their animal onto a strip of paper or popsicle stick to put behind the mitten. Another suggestion - set up a display in the room and have students guess the animal or work in groups to match the animal with the description. **Fun art connection idea:** have students color a paper mask to wear as they write and share their riddle. This will help with teaching point of view and writing in first person as if they were the animal!

2nd Grade Student Samples







Sentence Starters:

My body is covered in...

I have...

You will notice my...

I _____ with my _____.

On my head you will find...

I enjoy mnuching on...

You can hear me saying...