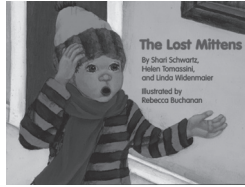


THE LOST MITTENS

By – Shari Schwartz, Helen Tomassini, and Linda Widenmaier
 Illustrations by – Rebecca Buchanan
 Set 4 – 91 words

Building Anticipation – Setting the Context

Tell the children to imagine that it has begun to snow. They want to go out to play, but first they must get dressed up for the cold weather. What would you need to wear? List the children’s ideas on a whiteboard or chart paper. Display some mittens and gloves. Draw a Venn diagram comparing mittens and gloves. What is the same? What is different?



Introduce the book and guide the children through a book-walk. Before they start reading, focus the children’s attention on strategies they can use when they come to an unknown word.

Discussion – Book Talk

What reading strategy did you use when you came to an unknown word?

Have you ever lost something you needed very badly? How did you feel when you were looking for it? Did you find it? Where was it?

Creative Response – Independent Practice

Children can:

- write a story about an article of clothing or another object that they have lost. A story like this makes an ideal vehicle for a lift-the-flap book in which the children can look for the object under the flaps.
- draw a map of Jason’s bedroom showing the places he looked for his mittens.
- write a poem using the frame on the reproducible master.

Read-Aloud Connection

The Jacket I Wear in the Snow by Shirley Neitzel. Greenwillow Books, 1989.

- A pattern book about a girl getting dressed to go out and play in the snow. Rebus illustrations add interest to the story.
- Thomas’ Snowsuit* by Robert Munsch. Annick Press, 1989.
- Thomas won’t put on his snowsuit even when the principal tells him to!

Learning About Language - Focused Teaching		
High Frequency Words	going, Thank, looked, went, Go, Where, play	Practice writing words that need reviewing on an erasable board.
Letters and Letter Clusters	<i>M</i> — Mom <i>m</i> — mittens <i>pl</i> — play <i>sn</i> — snow <i>Y</i> — Your <i>y</i> — you	Brainstorm to create a list of words beginning with the sound made by <i>m</i> . Think of words that end with <i>m</i> (e.g., drum, from).
Rhymes and Word Families	play, day, way, say went, sent, tent snow, flow, bow, grow, mow, tow	Use movable letters to make as many words containing the sound made by <i>ay</i> as possible.
Word Endings	<i>ed</i> — looked <i>ing</i> — going	Brainstorm to create a list of words that end in <i>ing</i> .
Compound Words	outside bedroom	Use movable letters to put together and take apart these compound words.

My Mittens

Oh where, oh where, can my mittens be?

Are they in the _____? No!

Are they under my _____? No!

Are they behind the _____? No!

Oh where, oh where, can my mittens be?

OH NO! They are on me!