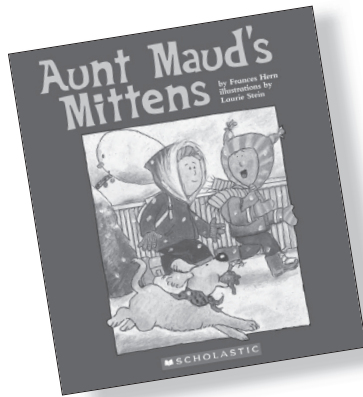


Aunt Maud's Mittens



Written by Frances Hern
 Illustrations by Laurie Stein

Text Type: Fiction: Narrative — Humorous Story

Guided Reading Level: I

Word Count: 443

Summary: Luke's aunt is coming for a visit, and his mom insists that he wear the red rabbit mittens his aunt gave him. Unfortunately, Luke has given away the mittens. Luke attempts to locate the mittens and get them back form the basis for this entertaining story.

Text Supports

- ▶ illustrations support the text
- ▶ predictable storyline

Possible Text Challenges

- ▶ dialogue with quotation marks
- ▶ challenging vocabulary, e.g., *borrowed*, *bounded*, *soggy*, *croaked*

First Session (pages 1-13)

Reading Strategies

Comprehension

- ▶ inferring
- ▶ sequencing

Working with Words

- ▶ reading ahead to solve unfamiliar words
- ▶ using context and illustrations to predict words that make sense

Assessment Opportunities

Note each student's ability to:

- ▶ make inferences about text based on background knowledge and story details
- ▶ retell details in order
- ▶ read ahead to solve unfamiliar words
- ▶ use context and illustrations to predict words when reading

Oral Language Opportunities

- ▶ retelling
- ▶ discussing with whole class

Teaching Tip: When assessing students' learning, make sure you observe them throughout the Guided Reading session and not just at the end.



BEFORE READING

**Making connections:
text to self**

Activating and Building Prior Knowledge

Ask students how many of them wear mittens. Have them describe their mittens to the group. Invite them to discuss what they like or don't like about their mittens. Ask if any of them have ever had a pair of mittens that they really did not like to wear. Invite them to tell why. (Be sure to point out that what one person dislikes, another person may like.)

ESL Note: Have several pairs of (stringed) mittens available and show students one pair. Begin by asking students to describe the sample pair they see. Point to each feature as students share their descriptions. Students can then describe their own mittens or a pair provided for the activity.

Predicting

Show students the front cover and invite them to discuss what they think this book will be about. Next, read the text on the back cover, and ask students what they think rabbit mittens are. Turn to the title page and show the illustration of Luke wearing the mittens. Confirm that rabbit mittens are mittens that are decorated to look like rabbits. Invite students to predict what might have happened to Luke's rabbit mittens.

Print concepts

Overcoming Text Challenges

Explain to students that when characters speak in a story, an author uses special marks called quotation marks. To demonstrate, have students turn to page 2 and try to find the quotation marks. Have a student read each spoken sentence on that page, ignoring the words that are not in quotation marks. Model reading the dialogue, if necessary. Briefly discuss how punctuation marks in the middle and at the end of a sentence help us understand what we read. Read page 2 aloud, modelling fluency and expression. Have students choral read the page with you to provide practice in pausing for punctuation marks.

Language predictability

On chart paper, write the following sentence from page 10, pointing out that *them* means the red mittens:

"But my friend's daughter _____ them yesterday."

Ask students to suggest words that might fit into the text. Write the words on sticky notes and then place each word in the blank. Read the sentences aloud to see which ones make the most sense. Point out to students that if they come across an unfamiliar word, they can skip it, read to the end of the sentence, and then try to read the sentence again to see if they can make sense of the unknown word. Say, *Good readers skip unknown words and try to use the sentence to help make sense of unknown words.*

Inferring

Setting a Purpose

Do a picture walk of pages 3–13, pointing out the characters in the story and the steps Luke takes to find his mittens. Ask students to think about the following questions as they read pages 2–13: *Why does Luke need to find the mittens? How does Luke feel about these mittens? What tells you how Luke is feeling?* Remind students before they begin that good readers ask questions about what they are reading.



DURING READING

Ask students to read the text independently, thinking about the purpose for their reading. Encourage students to stop after every couple of pages to reflect on their reading and think about any questions they might have.

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts to help students problem solve as they read, for example, *Do any of the pictures help you with the word? Try reading ahead to see what would make sense there.* As you listen to the students read, check their understanding by asking such questions as, *What do you think Luke is thinking about the mittens? How have the different characters suggested solving the problem? What do you think will happen if Luke doesn't find his red rabbit mittens?*

Encourage students who finish early to reread pages 2–13 independently or with a partner.



AFTER READING

Inferring

When students have completed their reading, invite them to discuss their thoughts about Luke's feelings. Create a T-chart. On one side, write the students' answers to the question, *How is Luke feeling?*, and on the other side write, *How do we know how Luke is feeling?* Have students discuss their answers to these two questions, providing evidence from the text/illustrations. Ask students to share the questions they asked themselves as they were reading.

Sequencing/predicting

Invite one or two children to describe orally what has happened to the mittens so far. Conclude this session by having students look carefully at the picture of the snowman on page 13. Ask them if they see Luke's mittens. Ask, *Where do you think the mittens have gone?*

Word solving and building

Revisit any challenging words students encountered, and discuss the strategies they used to figure out the words. Point out positive reading strategies you observed during the lesson. For example, *Shannon, I noticed that when you had a problem, you read ahead to the end of the sentence to figure out the word lump. That's what good readers do.*

Second Session (pages 14-24)

Reading Strategies

Comprehension

- ▶ sequencing
- ▶ inferring

Working with Words

- ▶ word solving and building: using word parts to read unfamiliar words
- ▶ using context and illustrations to predict words that make sense

Assessment Opportunities

Note each student's ability to:

- ▶ sequence by retelling details in order
- ▶ make inferences about text based on background knowledge and story details
- ▶ use word parts to read unfamiliar words
- ▶ use context and illustrations to predict words when reading

Oral Language Opportunities

- ▶ discussing with partners
- ▶ learning new vocabulary meanings in context



BEFORE READING

Predicting

Activating and Building Background Knowledge

Use a picture walk to review the first half of the story. Review the T-chart created during the previous session. Ask students to share their answers and reasoning to the question posed at the end of the previous session, *Where do you think the mittens have gone?*

Language predictability

Overcoming Text Challenges

On sticky notes, write out the words *bounded*, *soggy*, and *croaked*. Inform students that they will find these words in the story. Demonstrate to students how you can chunk these words to help understand them. Ask students what other strategies they could use to help them with these words. On chart paper, write out the following three sentences:

“The dog _____ over to a snowbank.” (page 16) “He put on the _____ mittens.” (page 20) “Oh, great, he _____.” (page 24)

Have students read the sentences aloud and decide which word would fit in each sentence. Encourage them to explain their choices.

Sequencing/infering

Setting a Purpose

Have students turn to page 14 and finish reading the story to find out what happens next to Luke's mittens, and to see if he finds them before Aunt Maud's visit. Remind them to think about clues to Luke's feelings as the story continues.

Teaching Tip: Write the purpose for the reading on the board or chart paper so students can refer to it as they independently read and reread the text. Students need to know the purpose for their reading so they are “tuned in” as they read.



DURING READING

Ask students to read the text independently, thinking about the purpose for their reading. Encourage students to stop after every couple of pages to reflect on their reading.

Observe and listen to students as they read the text, noting their ability to apply word-solving strategies. Provide prompts such as, *Do you see a part of the word you know? Does that make sense? Do any of the pictures help you with the word?* Check students' understanding by asking questions such as, *What do you think the dog has in his mouth when he's bounding after the boys?*

Encourage students who finish early to reread the entire story independently or with a partner.



AFTER READING

Inferring

After students have completed their reading, have them share their thinking about Luke's feelings. Ask, *How did Luke feel about finding the mittens? How did he feel when he put on the wet, soggy mittens? What tells you how he felt?*

Inferring

Ask, *What does Luke mean when he says, "Oh great." Is he happy? How does he feel about the hat? How do you know?*

Making connections: text to self

Ask students if they have ever received a present they didn't like. Have them tell a partner what they said or did. Invite a few students to share their responses with the group.

Sequencing

Invite students to recall the sequence of events in the story, recording their answers on chart paper. Encourage students to revisit the text to find out what happened to Luke's mittens. Remind them that good readers reread for details.

ESL Note:

Students can sequence a selected number of pictures, or draw pictures to indicate the beginning, middle, and end of the story. Additionally, they might audio tape what is happening in each picture.

Word solving and building

Ask students if they found any words challenging during their reading, and how they were able to figure them out. Use your diagnostic observations to discuss challenges with students. Point out positive reading strategies you observed during the lessons. For example, *I noticed that when Amiel came to a difficult word, he looked for any chunks or word parts he knew to help him figure it out.*

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

Inferring

Thank-You Letter

Provide students with a copy of the first BLM and have them write a thank-you letter to Aunt Maud, taking the role of Luke. Students can explain what they liked or didn't like about the rabbit mittens and matching hat.

Sequencing

Where Are Luke's Mittens?

To help students sequence the story events, have them use the second BLM to create a map showing where the mittens went after Luke received them from Aunt Maud. Suggest that they use footprints to show where Luke travelled, continuing on with the footprints already in place on the BLM. When students have completed their maps, have them retell the story with a partner. Encourage students to revisit the text and/or the class chart created at the end of the reading.

Evaluating

Discussion

Discuss with students how they think Aunt Maud feels about the rabbit mittens and hat. Do they think she likes them?

Making a Match

To facilitate vocabulary use, have students illustrate a unique set of mittens and matching hat. Have them write a description of their mittens and hat.

Language predictability

Sentence Cloze

Have students select a variety of favourite sentences from the text to create their own cloze activity. On sentence strips, students copy their chosen sentence, leaving out one word, e.g., "The dog _____ up and licked Luke's face." Next, students write different words on sticky notes to insert for the missing word, e.g., *jumped*, *hopped*, *bounded*, *ran*. Students then share these with partners.

Where Are Luke's Red Rabbit Mittens?

Name: _____

Add labels and draw footprints to show where Luke travelled to find his red rabbit mittens.

