

The Mitten Sequencing Activity

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I. **Topic:** The students will read *The Mitten* by Jan Brett and complete a sequencing activity afterwards.

II. **OBJECTIVES/STANDARDS:**

- **Objective:** Given “The Mitten” by Jan Brett, the students will read along with the teacher and then complete the sequencing activity to 95% accuracy.
- **PDE 1.1 (Learning to Read Independently):** Retell the main idea of simple narrative and informational passages
- **PDE 1.1: (Learning to Read Independently):** Use story structure and sequencing as a guide to understanding
- **PDE 1.3:** Retell the main events of a story including beginning, middle and end.

III. **TEACHING PROCEDURES**

- **Launch (10 minutes):** The teacher should explain to the students that before she reads this special story, the students need to be paying close attention and thinking about the order in which the characters enter the mitten. Begin with reading the story the minute. Make sure that all of the students are either reading a long with their own book or simply listening to the teacher read the story. Ask the students about the main idea of the story, the characters, the setting and the plot. **Ask: What is the main idea of this story?**
- **Explore (10-20 minutes):** Print out and laminate the different animals that appear in the story. Spread the picture out on the table and after discussing the story ask the students which animal appeared (first, second, third, etc.) in the story. Have the students help put the pictures in order from the very first character to the very last character inside a giant paper mitten. Review the sequence of the story again except have the students work together to put them in order without too much help from the teacher. Afterwards, ask the student to draw their favorite part of the story as an illustration to add to the book “The Mitten.” The students will also write one complete sentence describing their illustration.
- **Summary (4-5):** Have the students share with the class their illustration and which animal they decided to draw. **Ask: What does your picture illustrate?**

Where would this illustration be in the story? Review one more time the sequencing of “The Mitten.”

IV. MATERIALS

- “The Mitten” by Jan Brett
- 6 pictures of the animals that appear in the story
- One large mitten
- A worksheet (student writes a sentence about their favorite part in the story and draws a picture.)

V. MODIFICATION/ADAPTATIONS

- If the students do not understand the sequencing of the story, re-read the story for a second time.
- If time permits, students may participate in a small skit activity. Each person will be assigned one animal from “The Mitten.”

VI. STUDENT EVALUATION

- Were the students attentive to the story?
- Were they able to answer questions regarding the plot, setting, characters and main idea of the story?
- Were the students able to successfully sequence the animals in order from beginning to end?
- Were the students able to write a complete sentence expressing their favorite part of the story?
- Did the student actively participate in this lesson?

VII. TEACHER EVALUATION

- How did I prepare this lesson to ensure the students clearly understood the story?
- Was I professional in the way I interacted with my students?
- What activities and strategies worked well during my lesson?
- What changes would I make if I taught this lesson again?