

WINTERTIME MITTEN FUN

➤ WEEKLONG UNIT

➤ ELA AND MATH

➤ ACTIVE LEARNING

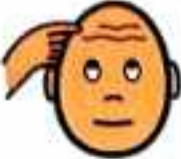
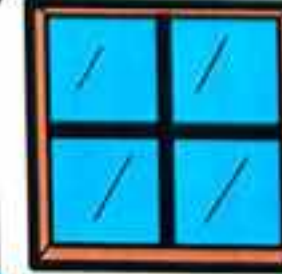
➤ DIFFERENTIATED



Mitten Distance Recording

Name: _____

Directions: Use the paper mittens to measure the length of each item. First record your guess or estimate in the grey box. Then record how many mittens the length was after you counted.

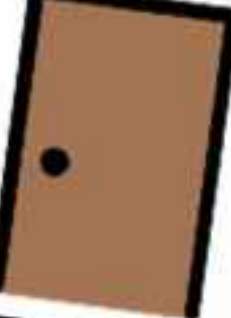
 chair	 My estimate is	10	 The answer is	6
 table	 My estimate is		 The answer is	
 pencil	 My estimate is		 The answer is	
 window	 My estimate is		 The answer is	

Caroline Koehler



Mitten Distance Recording

Directions: Use the paper mittens to measure the length of each item. First record your estimate in the grey box. Then record how many mittens the length was after you counted.

	 My estimate is	 The answer is
	 My estimate is	 The answer is
	 My estimate is	 The answer is



Mitten Literacy Lesson Plan Day One

Morning Message: Using large chart paper or a wipe off board, write in the format of a letter beginning with the date on the top right side of the paper and then Dear Learners, on the top line on the far left. Go to the next line, indent, and write the following message: I love the snow. I can go sledding. What do you do in the snow? Go to the next line and add the closing: Love, [Your name]. See example below. Make sure to focus on sounding out words as you go and identifying letters. After the message is written, use a pointer to point and read the entire message. When finished tell the students you need to find the sentences. Have one student come up and circle one sentence. Ask that student to pick someone else to circle the next sentence. Repeat.

Dear Learners, I love the snow. I can go sledding. What do you do in the snow?

Love,
Mrs. Koehler

Bodily Kinesthetic: Sing and dance to Freeze Dance. Explain to the children that they are pretending they are cold like the outside air in winter when it's time to freeze. [Freeze](#) on YouTube

Materials: The Mitten Tree by Candace Christie
Mitten printable pages [enough for each student]
Stapler
Crayons, pencils
Sample whole group book

Whole Group Read Aloud: Display the book, *I* with the class. Present questions regarding the suspected outcomes such as, "Old Sarah even let Sarah the yarn?" and "Did the children ever tie the students to raise their hands and tell the story." Record the students' suggestions of chart paper for the students to refer to while of stories.

Book response: Create about an ending to the students assist. Explain how pictures, letter ending of the story. Provide students with the crayons, and pencils. While the students are working, circulate the room and assist the students with their writing. When all them read their books to their peers at their work tables.

Differentiation: Depending on the level of the student, encourage page. All students should be able to tell a story words based on their abilities. As appropriate words left to right and top to bottom. Higher a encouraged to use words written in capital and alphabet, while also correctly forming and spacing the letters.

Mitten Literacy Lesson Plan Day Two

Morning Message: Using large chart paper or a wipe off board, write in the format of a letter beginning with the date on the top right side of the paper and then Dear Students, on the top line on the far left. Go to the next line, indent, and write the following message: I wear gloves, a hat, a scarf, and a coat to stay warm. What warm clothing do you like? Go to the next line and add the closing: Love, [Your name]. See example below. Make sure to focus on sounding out words as you go and identifying letters. After the message is written, use a pointer to point and read the entire message. When finished tell the students you need to find the punctuation. Have one student come up and circle a punctuation mark. Continue with other students until all of the punctuation has been identified.

Dear Students, I wear gloves, a hat, a scarf, and a coat to stay warm. What warm clothing do you like?

Love,
Mrs. Koehler

Bodily Kinesthetic: Sing and dance to Winter Mitten Song. Explain to the children that they are pretending they are cold like the outside air in winter. [Winter Mitten Song](#) on YouTube

Materials: The Mitten Tree by Candace Christie
Mitten printable pages [enough for each student]
Stapler
Crayons, pencils
Sample whole group book

Whole Group Read Aloud: Display the book, *I* with the class. Present questions regarding the suspected outcomes such as, "Old Sarah even let Sarah the yarn?" and "Did the children ever tie the students to raise their hands and tell the story." Record the students' suggestions of chart paper for the students to refer to while of stories.

Book response: Create about an ending to the students assist. Explain how pictures, letter ending of the story. Provide students with the crayons, and pencils. While the students are working, circulate the room and assist the students with their writing. When all them read their books to their peers at their work tables.

Differentiation: Depending on the level of the student, encourage page. All students should be able to tell a story words based on their abilities. As appropriate words left to right and top to bottom. Higher a encouraged to use words written in capital and alphabet, while also correctly forming and spacing the letters.

Mitten Literacy Lesson Plan Day Five

Morning Message: Using large chart paper or a wipe off board, write in the format of a letter beginning with the date on the top right side of the paper and then Dear Writers, on the top line on the far left. Go to the next line, indent, and write the following message: I'd like a snow adventure! What journey would you take? Go to the next line and add the closing: Love, [Your name]. See example below. Make sure to focus on sounding out words as you go and identifying letters. Give the group time to answer your question by raising their hands. After the message is written, use a pointer to point and read the entire message. When finished tell the students you need to find the spaces between the words. Have one student come up and a space. Repeat with additional students until all spaces have been found.

Dear Writers, I'd like a snow adventure! What journey would you take?

Love,
Mrs. Koehler

Bodily Kinesthetic: Sing and dance to Winter Hokey Pokey. Have the children form a circle and explain that they are shaking part of their body when the song tells them to. [Winter Hokey Pokey](#) on YouTube

Materials: The Mitten Tree by Candace Christie
Runaway Mittens by Jean Rogers
Printed "Mitten Page" for students to write their stories on (whole or half sheet, enough copies for each student to have 1 page)
Pencils, erasers, crayons, stapler for teacher to bind books

Whole Group Activity: Discuss and display the various stories that the class has read over the unit. Tell the students that they are going to author their own mitten based books. The books can be as many pages as they desire. Demonstrate how they will put together their books, make a cover page that says, "My Mitten Book" and includes their names as the author, and has numbered pages in the order they create them. Have the mitten books from the week out in display at the tables the children are working at in order to let them use the books as models.

Book response: Make it clear that the students can make their books as many pages long as they desire. Provide them with blank loose mitten pages, crayons, and pencils. While the students are working, circulate the room and assist the students in numbering their pages, writing words, and sounding out words. When the students finish their books, have the students read their books to the peers at their work tables as they finish.

Differentiation: Depending on the level of the student, encourage more or less pages and number of words on a page. All students should be able to tell a story through pictures, letters, and words based on their abilities. As appropriate encourage students to write their words left to right and top to bottom. Higher achieving students should be encouraged to use words written in capital and lowercase letters of the alphabet, while also correctly forming and spacing the letters.

Mitten Literacy Lesson Plan Day Four

Morning Message: Using large chart paper or a wipe off board, write in the format of a letter beginning with the date on the top right side of the paper and then Dear People, on the top line on the far left. Go to the next line, indent, and write the following message: The sky is blue in winter and sunny in winter and hot in the summer. Go to the next line and add the closing: Love, [Your name]. See example below. Make sure to focus on sounding out words as you go and identifying letters. After the message is written, use a pointer to point and read the entire message. When finished tell the students you need to find the punctuation. Have one student come up and circle a punctuation mark. Continue with other students until all of the punctuation has been identified.

Dear People, The sky is blue in winter and sunny in winter and hot in the summer.

Love,
Mrs. Koehler

Bodily Kinesthetic: Sing and dance to I'm a Little Snowman on YouTube

Materials: The Mitten Tree by Candace Christie
Runaway Mittens by Jean Rogers
Objects, blank index cards, and markers to represent two large hula hoops
Venn Diagram Student Sheets
Pencils and crayons

Whole Group Activity: After reading the book *I* by Jean Rogers, the class will discuss the similarities and differences between the two stories. Have the students sit in a circle on the floor and place two overlapping hula-hoops in the middle. Place one book over the top of one hula-hoop and the other book over the remaining hula-hoop. Then the class will select word cards and miscellaneous objects to represent their ideas. The items they decided were the same will be placed in the area that is overlapping. The items that are different will be placed in the areas that are not overlapping. Provide several objects for the children to choose from and write/draw on index cards to represent ideas that do not have an object. Encourage them to make selections that are close to the characters they discussed instead of exactly the same. For example the mitten could be a different color or a stuffed animal look different than one in the story).

Book response: Give each student a copy of the Venn Diagram Sheet. Provide them crayons and pencils so they can record their work on their papers. Allow the students to view the Venn Diagram that the class made together. While the students are working, circulate the room and assist the students in sounding out words and matching pictures to the words.

Differentiation: High achieving students will be encouraged to use the word cards and will be asked to read from the recorded chart paper. Emerging students will be able to use the objects and pictures to contribute to the Venn Diagram.

Mitten Math Lesson Plan Day One

Materials: 4 sets of various Mitten Pairs: real mittens or copied from Mitten Pairs
Clothespins
Clothesline/Yarn
Copies of Mitten Graph pages
Pencils, crayons

Teacher Preparation: Copy, laminate, and cut out Mitten Pairs or use real mittens. Place pairs into baggies or small tubs for students to sort. Choose 4 different pairs for each set. Create various sets in each bag with at least 1 pair of each mitten but no more than 5 matches for the most. I like to have extra mittens in case one goes missing and loses its match! Tie a clothesline close to the student workstation. Using two chairs and a piece of yarn is the simplest. Provide a tub of pinchable clothespins next to the clothesline for the students to use.

Procedures and Strategies for Conducting the Lesson: Show the students the different mittens and how mittens include a left and right mitten. Let the students know it is important to allow time for the student to explore a before they are asked to use them as a work tool. Model the mittens, how to transfer the pattern on the mitten to worksheet, how to graph the mittens, and how to hang clothesline.

Work Time: This activity works best as a rotational station with a small student will be given a bag with mitten matches. Student out of the bag and sort them according to the design/color. mittens are started into four groups, they will transfer each mitten outline at the bottom of the graph. Next the students boxes that correspond with the number of mitten pairs the students finish graphing, he or she will match pairs of them on a clothesline with clothespins.

Differentiation: High achieving students can be given more mitten match students can be given a smaller amount of matches. Show this small group activity where the students are sorting.

Mitten Math Lesson Plan Day Three

Materials: The Mitten by Ian Brett
Counting cubes or bears
Stuff the Mitten Record Keeping Sheet, (1 copy for each student)
Set of 4 Stuff the Mitten work mats
Pencils

Teacher Preparation: Copy and laminate Stuff the Mitten work mats. If you have more than 4 students in a center activity at once, print a second set. Select if you will be using cubes or bears and copy the matching page for the students to write on. Place the copied Stuff the Mitten Record Keeping Sheet along with a tub of cubes/bears on a worktable for the students to access.

Procedures and Strategies for Conducting the Lesson: During the reading of "The Mitten," discuss with the students in a whole group setting the concepts of empty and full. Show the students the Stuff the Mitten supplies and the answers.

small group of children. The Jingle the cubes or bears, the After the mitten is full, the student s the Stuff the Mitten Record Keeping between the work mat and nd. This is repeated for all 4 of

our mittens. High ability students h counting bears and cubes and of bears in the same mitten. of the four mittens. If larger e emerging students.

Mitten Math Lesson Plan Day Five

Materials: Winter Wonderland Graphing page (1 copy per student)
Winter Wonderland Die template
Cardstock
Clear packaging tape
Pencils and crayons

Teacher Preparation: Print and copy the Winter Wonderland Graphing page so each student has one copy. Print the Winter Wonderland Die template, cut it out, fold, and cover with clear packaging tape OR fold onto a wooden block and tape in place. Set materials including pencils and crayons in the students' workstation.

Procedures and Strategies for Conducting the Lesson: In whole or small group, demonstrate how the die is rolled and how to record which picture was on top of the rolled die. Choose a student to go first and tell the children that the turn to roll the die will go around the table, which ensures that everyone will get an equal number of turns. Put the game in motion and make sure that the die stays on the table. Show the students how to make sure their group has finished coloring the squares before the die is rolled again. Lastly show them how to count and record the total numbers in each column at the top of the graph when the game is finished.

Work Time: This activity works best as a rotational station with a small group of children. The students will each record their work on a separate sheet. Each student will take turns rolling the die. When the die is rolled, the learners will color in the box that matches the picture on the top of the die. Before the students leave the center, they will count the number of colored squares above each picture and record the total number under the picture.

Differentiation: High achieving students will be allowed to make another graph after they have finished the premade one. They can draw their own graph on the back of the sheet by using the given one as a model. Emerging students should be placed in a smaller group to allow for more individualized instruction. If emerging students need a significant amount of help, they can buddy up with another student and share a record keeping sheet.

for Mitten Zots sets onto colorful work for your station time. Select high of a number you want the Gather blocks for stacking and

om: correct order. Then demonstrate : Practice softly "sneezing" the hen explain the recording of the

a small group of children. The or dots 1-10 out of a plastic baggie they will record the numbers on the the number on each card and place

the corresponding number of blocks on top of each card. This will be done until all cards are covered. Then the student will softly sneeze, "Aaaaaa-chew" and knock down the stacked blocks.

Differentiation: High achieving students can be given more number cards to work, 30 instead of 20. High ability students could also be given cards that are would make them count by evens, odds, or fives. High achieving students could be challenged to do the same activity with the beginning number of 20 and the ending number of 1. High ability students could be asked to see if they can think of a way to keep all but one of the 20 blocks (or other mittens with higher numbers) touching the top of the mitten without touching the table. Emerging students can be given only 10 number cards or mitten dot cards. Emerging students should be allowed to place their blocks close to

READING + WRITING ACTIVITIES

 _____

Name: _____

Directions: Draw and write in each box to show the important parts of the book.

Characters	Setting
Conflict	End



How My Mitten Story Ends

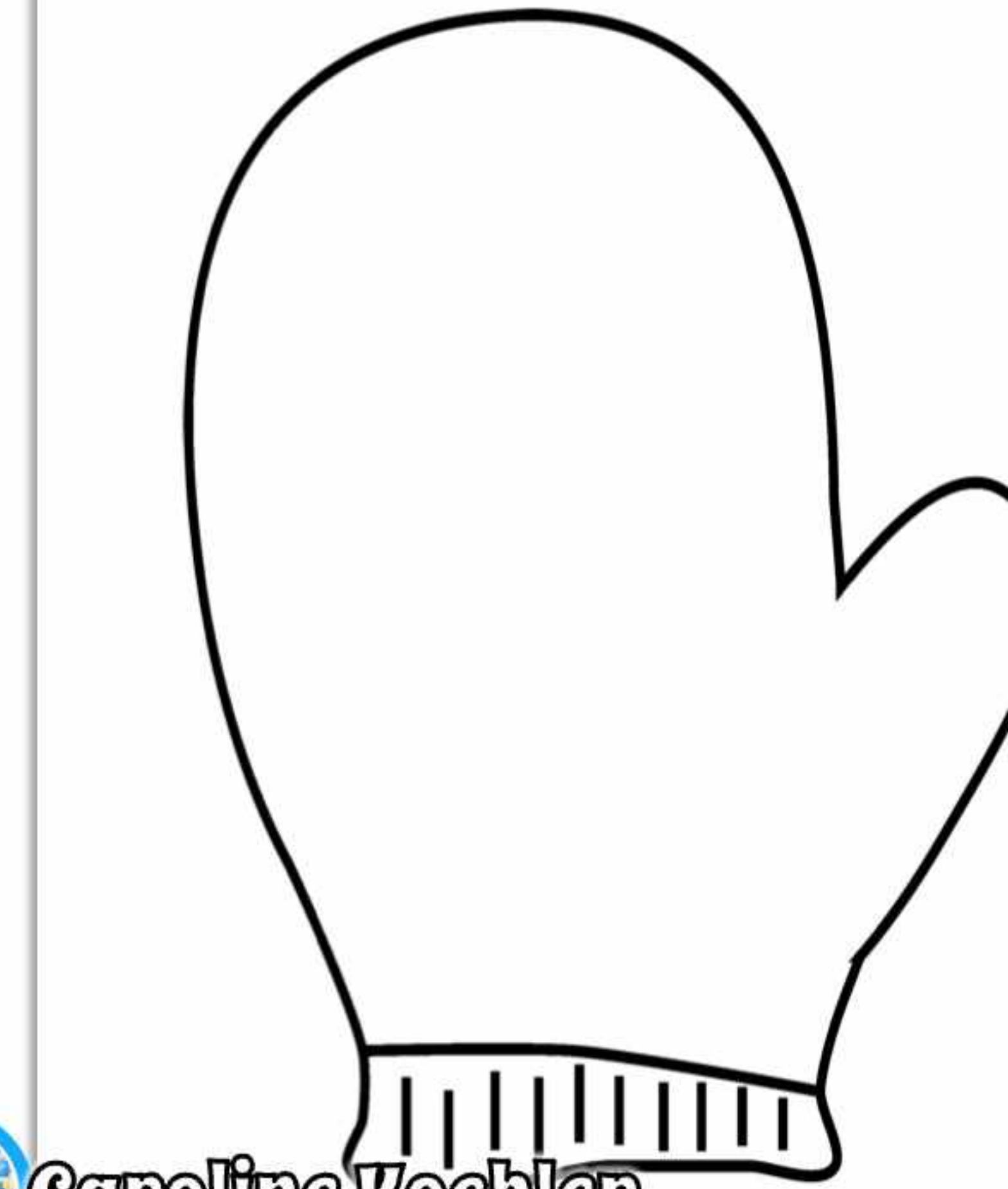
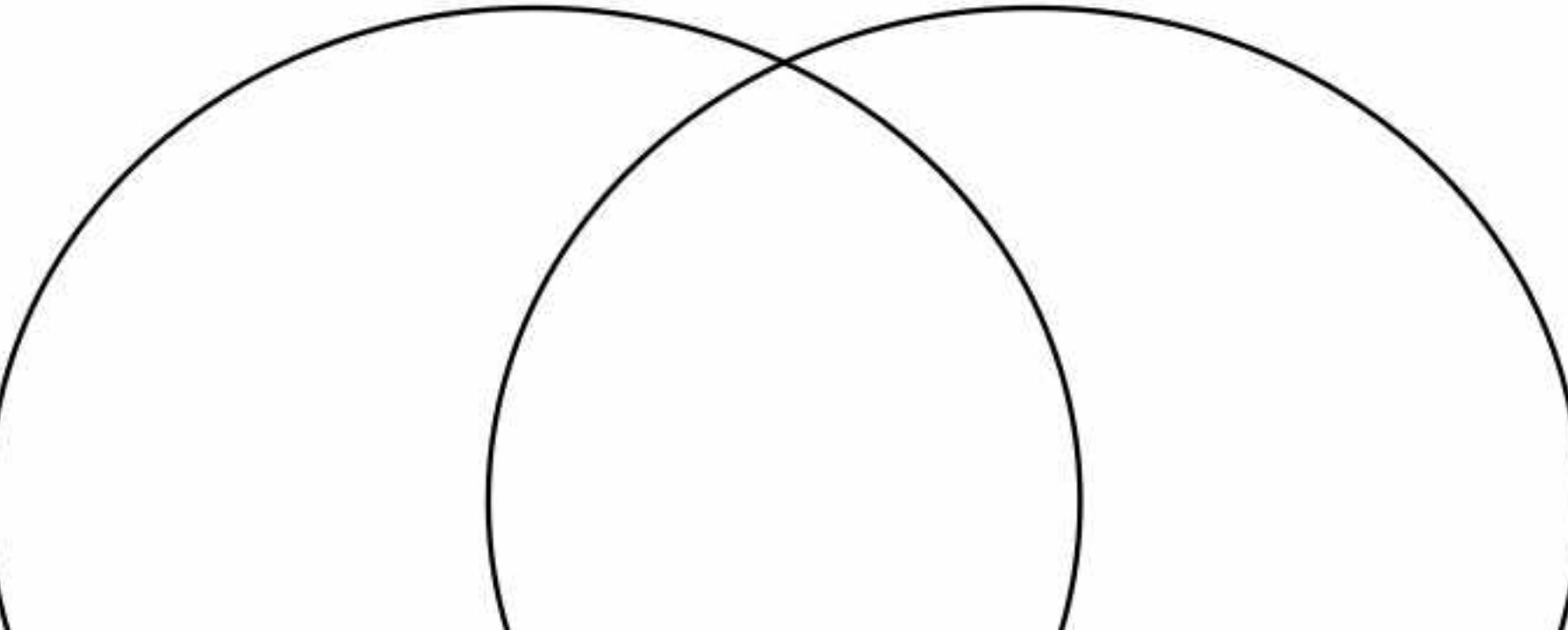
Name: _____

Directions: Draw and write about an ending for the mitten story.

 _____ 

Name: _____

Directions: Draw and write in the circles to show similarities and differences in the books.



Caroline Koehler

MATH CENTER ACTIVITIES

Mitten Numeration 1-20
Name: _____

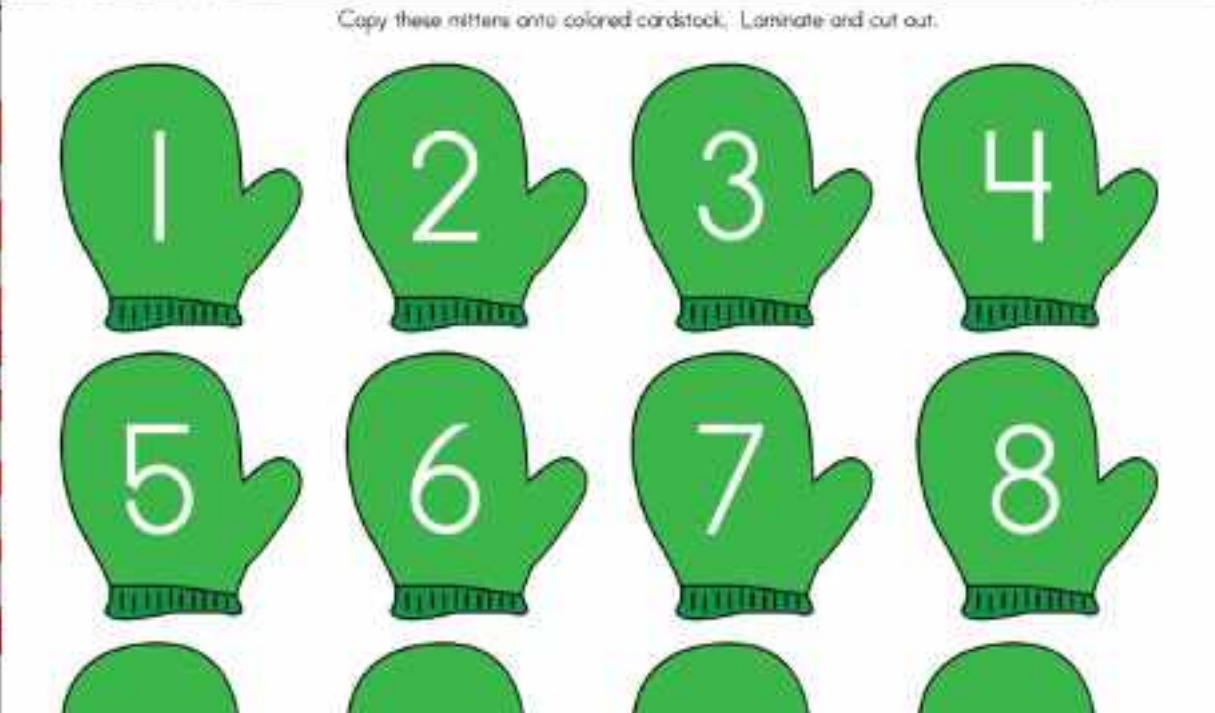
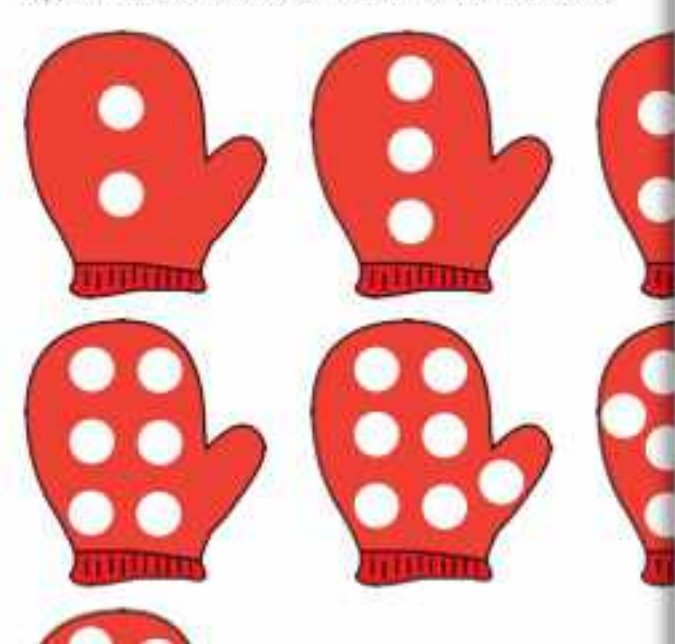
Directions: Write the numbers in the correct order starting with the smallest and ending with the largest.

Mitten Graph
Name: _____

Directions: Match the mittens in your set. Color the mittens at the bottom of the graph to look like the 4 different mittens in the set. Color in one box for each PAIR in the column above your decorated mittens.

5				
Five				
4				
Four				
3				
Three				
2				
Two				
1				
One				

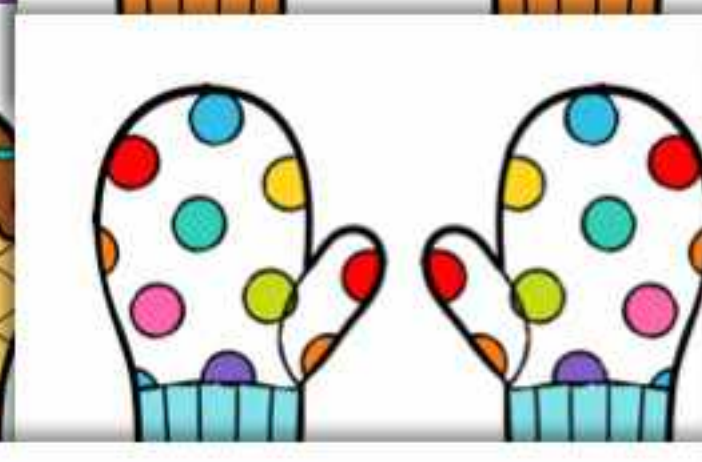
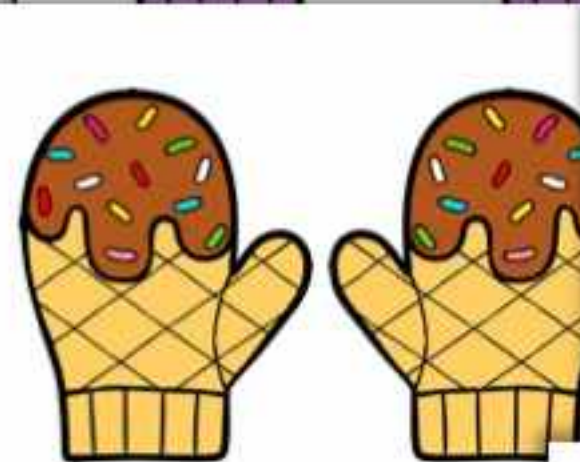
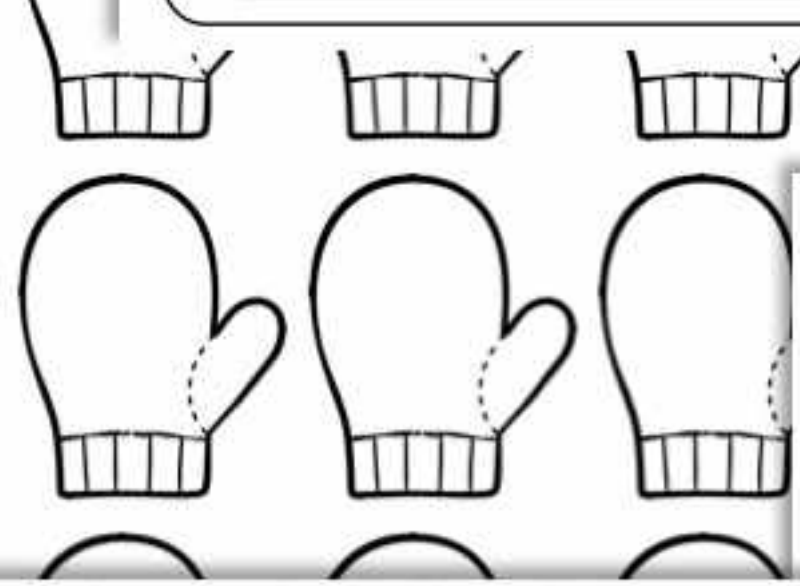
Copy these mittens onto colored cardstock. Laminate and cut out.



Mitten Distance Recording
Name: _____

Directions: Use the paper mittens to measure the length of each item. First record your guess or estimate in the grey box. Then record how many mittens the length was after you counted.

		My estimate is		The answer is
		My estimate is		The answer is
		My estimate is		The answer is
		My estimate is		The answer is



Winter Wonderland Dice
Print template onto cardstock. Cut out, fold, and tape.
Alternative method: cut out and tape paper squares onto wall.

Winter Wonderland Graphing
Name: _____

Directions: Roll the dice. Color in one box in the column with the matching picture starting at a box to the matching picture with each roll. Write the total for each picture at the top of the column.

TOTALS:

10				
Ten				
9				
Nine				
8				
Eight				
7				
Seven				
6				
Six				
5				
Five				
4				
Four				
3				
Three				
2				
Two				
1				
One				

Stuff the Mitten
Name: _____

Directions: Write the number of counting cubes you placed inside each mitten.

Stuff the Mitten Work Mat #1
Directions: Fill the mitten with counting cubes or bears. Count the number you placed inside the mitten and record it on your sheet.

Stuff the Mitten Work Mat #3
Directions: Fill the mitten with counting cubes or bears. Count the number you placed inside the mitten and record it on your sheet.

Stuff the Mitten Recording Keeping Sheet
Name: _____

Directions: Write the number of counting bears you placed inside each mitten.

Stuff the Mitten Work Mat #2
Directions: Fill the mitten with counting cubes or bears. Count the number you placed inside the mitten and record it on your sheet.

Stuff the Mitten Work Mat #4
Directions: Fill the mitten with counting cubes or bears. Count the number you placed inside the mitten and record it on your sheet.