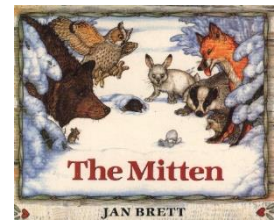


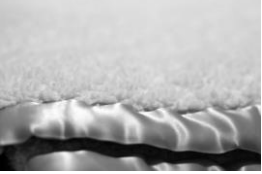




Book Title: The Mitten





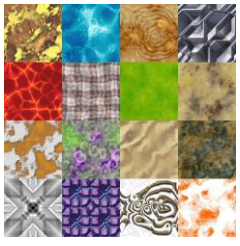
Author: Jan Brett

Grade Level: PreK-2

Brief Plot Synopsis: After a young boy loses his white mitten in the snow. Some new animal friends find a warm place to stop when they find the boys mitten.



Object to Be Used	What part/page of the story does it apply to?	What are possible learning objectives? Visual skills, auditory skills, motor skills, communication skills, academic skills
<p>Large, soft white blanket. Or a white mitten.</p> 	<p>Whenever the mitten is mentioned in the story.</p> 	<p><u>Academic:</u> Students can cover each animal while sequencing animals in the story. Students can identify what to wear when it is cold.</p>
<p>Circle face with yellow string to represent Nicki placed on a high contrast background.</p> 	<p>Whenever the boy Nicki is mentioned in the story.</p>	<p><u>Visual:</u> The student can identify the character, Nicki. <u>Motor:</u> Reaching to touch the yellow yarn to identify the character. <u>Academic:</u> The student can use the face representation to identify a character.</p>
<p>Knitting needle to represent baba.</p> 	<p>When Baba is mentioned in the story.</p>	<p><u>Visual:</u> The student can identify the character, Baba. <u>Motor:</u> Reaching to touch the knitting needle to identify the character.. <u>Academic:</u> The student can use the knitting needle to identify a character or to identify when the character appears (beginning, middle, end).</p>
<p>Various animal toys/stuffed animals.</p> 	<p>When each animal appear in the story. Make sure each named animal is represented by a different texture: Mole-wire or stiff cord for the whiskers Rabbit-stiff fur or cotton ball tail Hedgehog-stick/skewer for quills Owl-feather Badger-metal piece to represent claws Fox-furry fabric Bear-slick nose Mouse-yarn for tail</p>	<p><u>Motor:</u> Students can touch and feel the key texture or feature of the toy to identify characters as they find the mitten and appear in the story. <u>Academic:</u> Identifying characters and sequencing characters as they climb into the mitten in the story. <u>Visual Skills:</u> If a color is the key feature, a student can use the color to identify a character or sequence when the characters climb into the mitten.</p>

Object to Be Used	What part/page of the story does it apply to?	What are possible learning objectives? Visual skills, auditory skills, motor skills, communication skills, academic skills
<p>Red wooden rectangle.</p> 	<p>When the story begins to represent the house as a setting.</p>	<p><u>Motor</u>: Touch or reaching to identify the setting. <u>Academic</u>: Students can identify the setting of the story being the cave. <u>Visual skills</u>: The red wooden rectangle can be used to help the student identify one of the settings of the story.</p>
<p>Ice pack or ice cubes.</p> 	<p>When snow, cold, or animals are traveling in the snow are mentioned.</p>	<p><u>Motor</u>: Touch and feel a physical explanation of cold, or snow. <u>Academic</u>: The student can identify the setting as being in a cold, snowy location. Students can identify seasons, and animals that live in the woods. Students can identify another setting of the story. Students can also identify clothing to wear when it is cold.</p>
<p>Nose shape on a sturdy background (made from clay or foam). Or an audio clip of a sneeze.</p> 	<p>Representing the sneeze when the bear gets tickled to knock everyone out of the mitten.</p>	<p><u>Motor</u>: The student can reach to touch and feel the nose to identify the event or conclusion of the story. <u>Auditory</u>: Using audio clip of a sneeze; the student can identify an event in the story. <u>Motor</u>: Reaching for the audio clip whether it is recorded on a switch device, AAC device, or on something like a tablet or phone.</p>
<p>Textured and/or different color swatches for beginning, middle, and end on a high contrast background.</p> 	<p>When retelling main parts of the story. Be sure to use different textures for each (fabric paint squiggles, sandpaper, slick, etc.)</p> 	<p><u>Motor</u>: Students can touch and feel key texture to identify when events happen in the story. <u>Academic</u>: Identifying and/or sequencing events in the story. <u>Visual Skills</u>: If a color is representing beginning, middle, and end. Students can match event to the color. .</p>