

<b>Subject/Grade:</b> Grade 1 ELA		<b>Lesson Title:</b> “The Mitten” Directed Reading-Thinking Activity		<b>Teacher:</b> Paige Doud	
<b>Stage 1: Identify Desired Results</b>					
<b>Established Goals:</b> (Learning outcomes)					
CR1.4: Read and comprehend grade-appropriate texts (including narratives, informational texts, scripts, and poems) by relating the sequence (i.e., beginning, middle, and end), the key points (who, what, when, where, and why), and the problems and solutions.					
<b>Understandings:</b> (can also be written as ‘I Can’ statements) <i>Students will understand that....</i> A story is made up of a beginning, middle, and end The pictures can help predict what might happen The key points are related to the sequence			<b>U</b>	<b>Essential Questions:</b> Who or what is/are the main character(s)? What happens in the beginning, middle, and end? When and where is the story? Why did the results of the beginning and middle determine how the story ends?	
<i>Students will know....</i> Predict what the story will be about based on the cover image Know how to differentiate a beginning, middle, and end Know how the beginning middle and end is linked to the key points			<b>K</b>	<i>Students will be able to....</i> Discuss how the key points are related to and found within the beginning, middle, and end Make small predictions on the sequence of events	
<b>Instructional Strategies:</b>					
<ul style="list-style-type: none"> <li>- Use grade appropriate language such as, guesses instead of predictions</li> <li>- Engaging worksheets for students to fill in</li> <li>- Walk around while reading to show all students the story</li> <li>- Class discussions and brainstorming</li> </ul>					
<b>Stage 2: Determine Evidence for Assessing Learning</b>					
<ul style="list-style-type: none"> <li>- Was the student able to identify the main character(s) of the picture book?</li> <li>- Was the student able to differentiate what happens in the beginning, middle, and end of the picture book?</li> <li>- Was the student able to state ideas of where and when this story takes place?</li> <li>- Was the student able to make a prediction on what may happen in the story based on the cover?</li> <li>- Was the student able to determine why the results of the beginning and middle determined how the story ends?</li> </ul>					
<b>Stage 3: Build Learning Plan</b>					
<b>Set (Engagement):</b>		<b>Length of Time:</b> 5-10 minutes		<b>Materials/Resources:</b>	
<ul style="list-style-type: none"> <li>- Let the students know we will be doing a directed reading activity today as a class, the teacher will be reading to them and they will have to make some guesses(predictions) about what will happen and think about who is in the story, what happens in the beginning, middle, and end, when it takes place, where it takes place, and why the story ended how it ended.</li> <li>- Show the students the cover of the book and say the title and author, “The Mitten” by Jan Brett. Ask the students, what might this story be about? Who might be in this story? Where and when might this happen?</li> </ul>				<ul style="list-style-type: none"> <li>- “The Mitten” by Jan Brett</li> <li>- Template with boxes for drawing the who, what, when, where, and why of the story</li> <li>- Template to draw the beginning, middle, and end (attached with the other template)</li> <li>- Students will need: pencils, erasers, and colouring tools</li> </ul>	

- Pause between questions to allow students to make their guesses and share with the class. Make notes of what kinds of answers the students are giving.
- Before reading the book, let students know that after reading they will have opportunities to draw the beginning, middle, and end. They will also have a chance to draw the who, what, when, where, and why to help with the beginning, middle, and end.
- Remind students to use the pictures to help them make guesses about what may happen in the story.

**Development:**

**Time:** 10 minutes

- While reading, show the students the images of the story
- Read the first 5 pages, up to the point when the hedgehog enters the mitten. Ask students what happened in the beginning.
- Ask students what they think is going to happen in the middle of the story. Make notes of what answers the students are giving.
- Read the next 5 pages, up to the point when the mouse sits on the bear's nose.
- Ask the students what they think will happen next and how the story will end. Make notes of what the kinds of answers the students are giving. Answer any questions.
- Read the last 4 pages of the story. Ask students if they guessed the ending right, if they were surprised with what happened, and what the last picture with no words could mean.
- Make notes of the students answers and answer any questions they may have.

**Closure:**

**Time:** 10 minutes to the end of class

- Have a class discussion about the who, what, when, where, and why of the story. Put class brainstorming on the white board
- Go over the requirements for the worksheet: draw what happened in the beginning, the middle, and the end. Draw who was in the story, where the story happened, when the story happened, what happened in the story, and why it happened. They can also use words and write sentences to explain their drawings.
- Students will have the remaining time to work on their worksheets and they will be handed in to the teacher to check for understanding and assessment.

**Possible Adaptations/  
Differentiation:**

- Have the images of the story scanned and project them onto a smartboard
- Allow students to access the story for refreshers
- Allow more time if needed
- Walk around and show the images to the students

**Management Strategies:**

- Make the reading engaging, read with enthusiasm
- Walk around while reading to ensure every student can see the images
- Encourage students to pay attention to the images as they can help with predicting

**Safety Considerations:**

- Some students may have problems seeing the images, walk around and show them the images

**Stage 4: Reflection**

*Professional Development Goal is...*

- Read the story with enthusiasm to keep students engaged and excited to hear the story
- Use appropriate volume when reading
- Ensure that I have enough time to cover the whole lesson and I leave enough time between questions and pauses when reading
- Work on classroom management while reading a story