



Running words: 38

## Book Summary

A boy travels from home to the store to buy a baseball mitt.

## Building Basic Skills

**High-frequency words** – A, for, Me, This, is, big, me

**Content words** – Mitt, freeway, bridge, parking lot, mall, escalator, store

**Repeated phrase** – This ... is big

**Phonics and phonemic awareness** –

M (Mitt, Me), m (me, mall, mitt), b (bridge, big)

**Punctuation** – periods, capital letters, exclamation point

## Skills and Strategies

*A Mitt for Me* can be used to introduce and reinforce:

- predicting the story line using illustrations from the book
- pointing one-to-one at each word to ensure an appropriate match
- reading a variety of simple high-frequency words in context
- innovating on the story to create own versions of stories, plays, and songs.

## Materials

- copies of words and punctuation for this book from page 93, cut and ready for use
- copies of BLM, scissors, glue, pencil, markers
- selection of large dress-up clothes, shoes, hats, etc.
- markers and large paper, or pavement chalk
- paper cut in a T-shirt shape with star template, markers

# A Mitt for Me

**by Don Long**

**illustrations by Penny Newman**

## Introducing the Text

Provide a selection of clothes that are too big for children. Allow them to try things on and to comment on the size of the garments. Encourage children to use the words “too,” “big,” and “small.”

## Discussion Model

Using only the teacher’s copy, discuss each page of the book with the group. Ensure that content words are integrated naturally into the discussion.

**Cover** – *This story is about a boy who discovers lots of big things. You need to look very closely at the pictures so that you can predict what will happen next.*

**Page 3** – *How many lanes can you count on this freeway?* Ask children to identify big things in the picture, for example, clouds, car, Dad.

**Page 5** – *Why do you think they are going over this big bridge? Where might they be going?* Draw children’s attention to the words “bridge” and “big.” Discuss the similarities.

**Page 7** – *Are there any clues in this picture that tell us where they might be going? Why is the parking lot so big?*

**Page 9** – *What can we learn about this boy by looking closely at his clothing? Where will the boy and his dad go next?*

**Pages 11 and 13** – *Were you right? Look for clues in the pictures that tell you where they might go next.* Confirm children’s predictions when they are backed up with evidence from the illustrations (even if they are wrong).

**Page 15** – *What has the boy chosen from the store? What is the problem?* Discuss solutions to the problem.

**Page 16** – *How did the boy and his dad solve their problem? Is it a good idea?* Draw attention to the common sound in “mitt” and “me.”

## Reading the Text

Hand one book to each child. Together, read the title and the names of the author and illustrator on the cover and title page.

**Page 2** – Identify the word “This” and clarify where to start reading. Encourage children to point to each word as you quietly read aloud together.

**Page 4** – Point to the first word together. While children read the page quietly to themselves, observe accuracy of one-to-one matching.

**Pages 6–16** – Encourage children to read the remaining pages quietly to themselves. Note the exclamation point on the last page and encourage expressive rereading of this page. If children encounter difficulties, ask questions that encourage using reading strategies such as attempting the initial sound in a word, rerunning, and checking the picture.

## Revisiting the Text

- Orally recall the story together and discuss the sequence of events as the boy gets closer and closer to the baseball store.
- Ask children to find the high-frequency words “This” and “is” throughout the book. Draw children’s attention to the “is” hiding in “This.”
- Using the words and punctuation for this book from page 93, reassemble the sentences with children.

## Following Up

**B** On the BLM activity opposite, children cut out the pictures from the bottom and sequence them on the flow chart in the correct order.

• Using markers on large paper or chalk on the pavement, children practice writing “m” and/or “b.” They can go over the same letter with different colors making “rainbow letters.” Do the first one for them to indicate where to begin and end the letter formation.

 Give each child a large T-shirt-shaped piece of paper with a big star drawn in the middle. Children draw or paint a toy of their choice in the star. The T-shirts can be displayed with the caption “A ... for me” or “This T-shirt is big.”