

A JAN BRETT THEME UNIT

UNIT OVERVIEW

This theme, developed for grades 1- 3, is designed to explore the books and artwork of Jan Brett. The time frame for this unit is three to four weeks. This can be easily adjusted depending on the goals, needs, and more importantly on the interest of each individual class. Since many of her books have Christmas themes, one suggestion might be to begin the unit shortly before Christmas and then complete it following the Christmas break.

All areas of the curriculum are integrated into this unit, including activities related to: literature, poetry, vocabulary development, math, art, music, social studies, science, life skills, physical education, and parent involvement (extending the unit to the child's home). Many of these activities encourage co-operative learning as students develop an understanding of good literature and an appreciation of fine art.

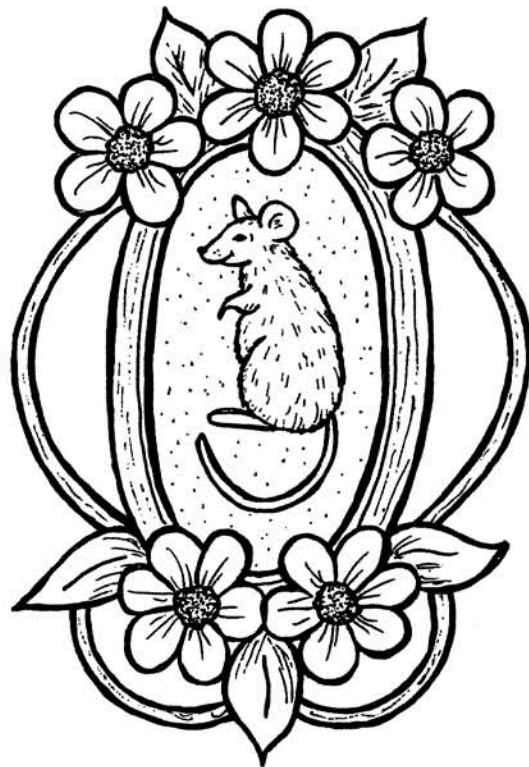
PART I - FOR THE TEACHER

- 1) A List Of Jan Brett's Books
- 2) Who Is Jan Brett?
- 3) Setting Up The Classroom
- 4) Suggested Activities To Enhance The Unit
- 5) Evaluation And Record Keeping - Individual Student Assessment Form , Self-Evaluation Form



PART II - LESSONS AND WORKSHEETS

- Lesson #1- Meet Jan Brett
- Lesson #2 - The Owl and the Pussycat
- Lesson #3 - Happy Birthday Dear Duck
- Lesson #4 - The Wild Christmas Reindeer
- Lesson #5 - Christmas Trolls
- Lesson #6 - Twelve Days of Christmas
- Lesson #7 - Trouble With Trolls
- Lesson #8 - The Mitten
- Lesson #9 - The Hat
- Lesson #10 - Annie and the Wild Animals
- Lesson #11 - Comet's Nine Lives
- Lesson #12 - Berlioz the Bear
- Lesson #13 - Goldilocks and the Three Bears
- Lesson #14 - Town Mouse, Country Mouse
- Lesson #15 - Armadillo Rodeo
- Lesson #16 - Fritz and the Beautiful Horses
- Lesson #17 - The First Dog
- Lesson #18 - Wrapping Up the Unit



STUDENT EVALUATION AND RECORD KEEPING

Anecdotal Records/Observation

Observation is an effective way to keep track of how students are performing, who participates voluntarily and who needs to be encouraged to participate. Are the students using the new vocabulary words in their conversations and in their writing? Are they attentively listening to stories and seeking out books written by Jan Brett? Are they demonstrating an interest in what is taking place in the classroom? Are they answering questions, asking questions, making comments, volunteering information or ideas? Make anecdotal records. A form, “*Individual Student Assessment Form*”, has been provided to help keep these records.

Yearly Reading Record

Encourage students to read to you or a helper. Pair up students and have them take turns reading alternate pages. Read pages to them, modeling different forms of expression. Record the title of each book that the student reads to you, in a little booklet entitled: “This Year I Read”. At the end of the school year allow the student to take this booklet home. Besides encouraging students to read, in one single glance, one can see the progression of reading skills and the difficulty of books each student is beginning to master.

Journals And Notebooks

Date the students’ writing in their journals and notebooks. As students complete assignments, save them in folders. Have informal conferences with the students to determine their understanding of the material covered. A self-evaluation form has been included.

Student Self -Evaluation

Students can evaluate themselves using the form, “Learning Activity Self-Evaluation”. This process is designed to help students focus on their goals, decide whether or not they were achieved, and what improvements can be made. The form can be used for individual projects or filled out co-operatively in groups.



READER'S THEATER - THE MITTEN

Characters: Narrator, Baba, Nicki, Mole, Rabbit, Hedgehog, Owl, Badger, Bear, Mouse

Nicki: Baba, would you please make me a pair of white mittens?

Baba: If you drop a white mitten on the snow you will not see it. It will get lost.

Nicki: I will take good care of the mittens because you made them.

Narrator: Baba made a pair of white mittens for Nicki. Nicki is going to go outside to play.

Baba: When you come home, first I will see if you are safe and then I will look to see if you have your mittens.

Narrator: Nicki went outside. Very soon one of his new mittens dropped on the snow. A mole came by and saw the mitten.

Mole: This looks like a nice warm home to crawl into.

Narrator: Mole wriggled into the mitten. A rabbit hopped by and saw the mitten.

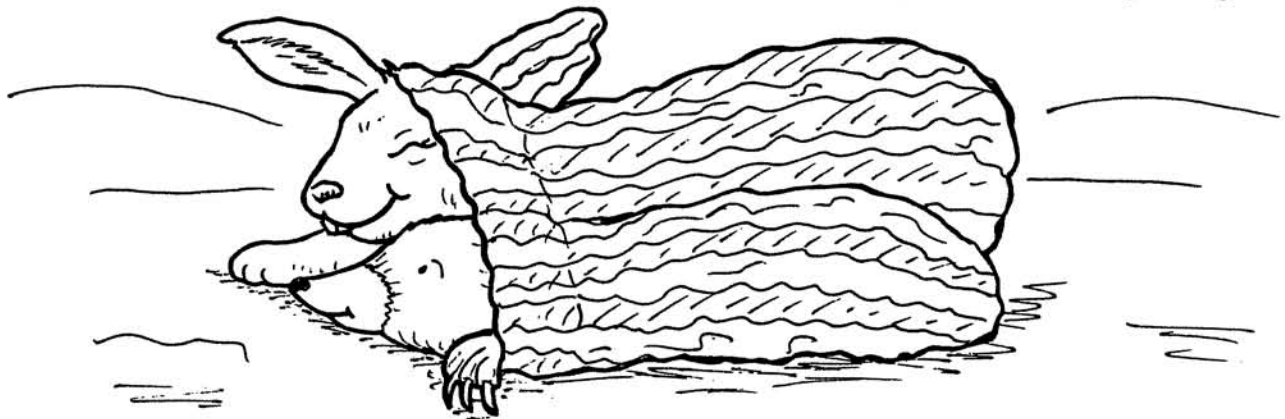
Rabbit: Mole, can I share the mitten with you?

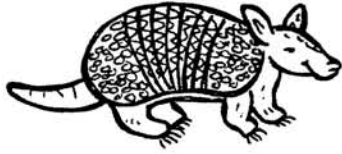
Mole: M-m-m-m

Narrator: The mole looked at rabbit's big feet.

Mole: Yes rabbit, you can share my home.

Narrator: The rabbit squirmed into the mitten. A hedgehog came ambling along.





ARMADILLO

Name: _____

What family of animals does the armadillo belong to? _____

Describe the characteristics of an armadillo:

Describe the habitat of an armadillo:

What do armadillo's eat?

Birth and caring of the young:
