

Teacher Resource Book



Mitten the Kitten

Author Jayde Rumoro
Illustrator Abby Johnstone

Teacher Resource Booklet Jenny Graham

This Teacher Resource booklet includes 15 Educational Activities with worksheets based on Foundation Level, Level 1 and Level 2 of the 2016 Australian National Curriculum.

Activities also, relate to the Early Years Framework and can be used as a basis for Creative Writing exercises with students working in Levels 3-6.

About Mitten the Kitten

Mitten the kitten is feisty and fabulous and knows her own mind.

When she gets distracted, however, she finds herself entering a world she had never imagined existed.

About the Author

Jayde Rumoro started writing at the age of 6. Before then, she used to make up stories verbally whilst creating it with figurines and a toy castle.

Nowadays, she is very passionate about doing the thing she loves; writing, creating stories and making worlds of her own in all types of genres.

She was inspired to write this book by her lost cat, Samantha.

About the Illustrator

Abby Johnstone is a 12-year-old who lives in Sydney with her Mum and Dad, her sister Luca and Cookie; her very loving dog. Ever since she was little Abby has always loved to draw.

The illustrations in this book have been hand drawn in pencil, and then scanned into the computer. The pictures are then coloured in Photoshop. Abby loved drawing this book because she likes using her imagination but most importantly she loves animals.

She hopes this will bring a smile and some happiness to every person (and cat) who reads this book.

About the Educational Consultant

Jenny is passionate about helping children learn to read and write. She is the founder of *AbcJenny*, a parenting website which gives information and activities to develop children's early reading and writing skills.

Jenny uses her nearly 20 years primary teaching experience to create educational activities for authors based on their book, linking the activities to the Australian Curriculum.

She is an Educational Consultant and creative writer for DSP Learning, Oz Phonics apps.

It does not matter how busy Jenny is, she always finds time to spend with her husband and their two boys, Charlie and Tommy.

Permission has been given to allow *Child Writes* to use this Teacher Resource Book in any capacity.

Activity One – Kittens

Read the title of the book, *Mitten the Kitten* and display the front cover. Discuss or use the worksheet titled, *Kittens* to understand student’s prior knowledge.

When you finish reading the book, discuss the similarities and differences between Mitten and the information students wrote on their prior knowledge worksheet.

| Foundation | Level One | Level Two |
|--|---|---|
| Share feelings and thoughts about the events and characters in texts. (ACELT1783) | Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students’ own experiences (ACELT1582) | Compare opinions about characters, events and settings in and between texts. (ACELT1589) |

Activity Two – My Speech

When Mitten introduced herself, she said, ‘*My name is Mitten*’, with a lift of her chin.’

Ask children to introduce themselves to the class. Complete the speech cards on the worksheet titled, *My Speech*.

Students write their name and draw (or write) what they like to do. Cut out the cards and use them as a reference when presenting in front of the class.

Remind students to ‘lift their chin’ or to look at the audience at least once when presenting.

| Foundation | Level One | Level Two |
|---|---|--|
| Deliver short oral presentation to peers (ACELY 1647) | Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657) | Rehearse and deliver short presentations on familiar and new topics (ACELY16670) |

Activity Three – Mitten the Kitten Dictionary

Books are a chance to introduce students to new vocabulary. There are words throughout *Mitten the Kitten* which some students may not know the meaning of, such as gloomy, frolicking, scampered, graceful, pounce, stable, pride, intrigued, glee, stash, filthy, feisty, deflated and wart. Help students understand the meaning of the word by looking at the context of each word.

Students choose one word to include in their own *Mitten the Kitten* Dictionary and to write or draw the definition of the word. *Mitten the Kitten* Dictionary sheets can be stapled together to make a class *Mitten the Kitten* Dictionary.

| Foundation | Level One | Level Two |
|---|---|--|
| Recognise that texts are made up of words and groups of words that make meaning (ACELA1434) | Explore differences in words that represent people, places and things, happenings and states, qualities and details such as when, where and how (ACELA1452) | Understand how texts are made cohesive through language features, including word associations, synonyms and antonyms (ACELA1464) |

Activity Four – Chain of Events

Re-read the list of events which lead to the opening of the hidden room. Mitten’s tail brushed some powder – she landed on a broom – the broom broke a hidden lock – opened secret door.

Students draw these events then create their own list of events which could lead to them opening of a secret door. Activity *Hidden Treasure* allows children to write what they would like to find behind their secret door.

| Foundation | Level One | Level Two |
|--|---|---|
| Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651) | Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (ACELT1832) | Create short imaginative, informative and persuasive texts, using growing knowledge of text structures and language feature for a familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and the purpose. (ACELY1671) |

Activity Five – Rhyme

Mitten the Kitten is a rhyming book. Ask students to draw lines to connect each of the rhyming words. To avoid confusion, encourage students to use a different colour pencil for each rhyming pair. To correct, students swap their pages with a partner and trace their finger along the lines to see if each word connects with their correct rhyming pair.

| Foundation | Level One | Level Two |
|---|---|---|
| Recognise rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439) | Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453) | Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470) |

Activity Six – Thesaurus

The author, Jayde Rumoro used specific words to keep to the rhyming theme of the book. Discuss words which could have been used in the text if it wasn’t a rhyming text. For example stash – pile, treasure, collection, storage or hoard. Students fill in the happy and unhappy face with words which could be used instead of glad and deflated.

| Foundation | Level One | Level Two |
|---|--|---|
| Use comprehension strategies to understand and discuss texts listened to, viewed or read independently. (ACELY1650) | Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) | Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470) |

Activity Seven – Rhyming Text

Students in partners, groups or individually try to create their own rhyming text. The first half of the sentence is written for students. A list of rhyming words are provided.

| Foundation | Level One | Level Two |
|---|---|--|
| Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579) | Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme. (ACELT1585) | Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592) |

Activity Eight – Character Profile

The author described many of Mitten’s characteristics throughout the book.

Ask students to describe characteristics about themselves and draw a picture of themselves. As an example you could do the Mitten Character Profile as a whole class task first.

| Foundation | Level One | Level Two |
|---|---|--|
| Identify some features of texts including events and characters and retell events from a text (ACELT1578) | Discuss how authors create characters using language and images (ACELT1581) | Discuss how depictions of characters in print, sound and images reflect the contexts which they were created (ACELT1587) |

Activity Nine – Display Wall

Mitten was intrigued by the displays in the witch’s house. Ask students to draw and/or write what would be on their display wall include trophies, special memories, art work, items from holidays or special events and photos of family members.

| Foundation | Level One | Level Two |
|--|--|--|
| Share feelings and thoughts about the events and characters in texts (ACELT1783) | Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students’ own experiences. (ACELT1582) | Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462) |

Activity Ten – Common Characteristics

Discuss some common characteristics of cats, for example, they like chasing mice and eating fish. Ask students to draw or write some common characteristics or stereotypes of other animals.

| Foundation | Level One | Level Two |
|---|---|---|
| Identify some differences between imaginative and informative texts (ACELY1648) | Discuss how authors create characters using language and images (ACELT1581) | Compare opinions about characters, events and settings in and between texts (ACELT1589) |

Activity Eleven – Homophones

Introduce students to homophones, words which are pronounced the same but have different meanings and sometimes different spellings.

Discuss the word *stable* used in *Mitten the Kitten* and the two different meanings.

Students draw or write the different meanings of the following homophones; one/won, see/sea and eight/ate.

| Foundation | Level One | Level Two |
|--|---|--|
| Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words (ACELA1758) | Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound (ACELA1459) | Understand that a sound can be represented by various letter representations (ACELA1825) |

Activity Twelve – Hidden Treasure

In the book, the Witch did not want the riches Mitten found, she only wanted Mitten as a ‘furry companion’. Ask students to draw or write what they would like to find in a secret room. Encourage students to think beyond material goods.

| Foundation | Level One | Level Two |
|--|---|---|
| Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429) | Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586) | Innovate on familiar texts by experimenting with character, setting or plot (ACELT1833) |

Activity Thirteen – Magic Powder

Mitten accidentally brushed his tail against some magic power causing the broom to fly. On the worksheet titled, *Magic Powder*, students draw or write about an object before and after a sprinkle of magic powder.

| Foundation | Level One | Level Two |
|---|---|---|
| Recognise that texts are made up of words and groups of words that make meaning (ACELA1434) | Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586) | Create short imaginative, informative and persuasive texts, using growing knowledge of text structures and language feature for a familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and the purpose. (ACELY1671) |

Activity Fourteen – Owning a Pet

All the witch wanted in the book was to own a pet kitten. Ask students to think of a pet they would like to own. List or draw what you would need to look after the pet.



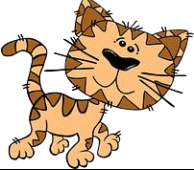
| Foundation | Level One | Level Two |
|---|---|---|
| Identify some differences between imaginative and informative texts (ACELY1648) | Describe some differences between imaginative, informative and persuasive texts (ACELY1658) | Compare opinions about characters, events and settings in and between texts (ACELT1589) |

Activity Fifteen – Word Search

A Word Search with words from Mitten the Kitten. (No curriculum outcomes attached)

Kittens

Write or draw what you know about kittens.

| | |
|--|--|
| <p>What food do kittens eat?</p>  | |
| <p>What do kittens drink?</p>  | |
| <p>What do kittens like to play?</p>  | |
| <p>What do kittens look like?</p>  | |
| <p>What sounds do kittens make?</p>  | |

Is Mitten the Kitten the same or different to other kittens?

My Speech.

Write your name and draw a picture or write, what you like to do.

Cut out the cards and read the speech to your class.

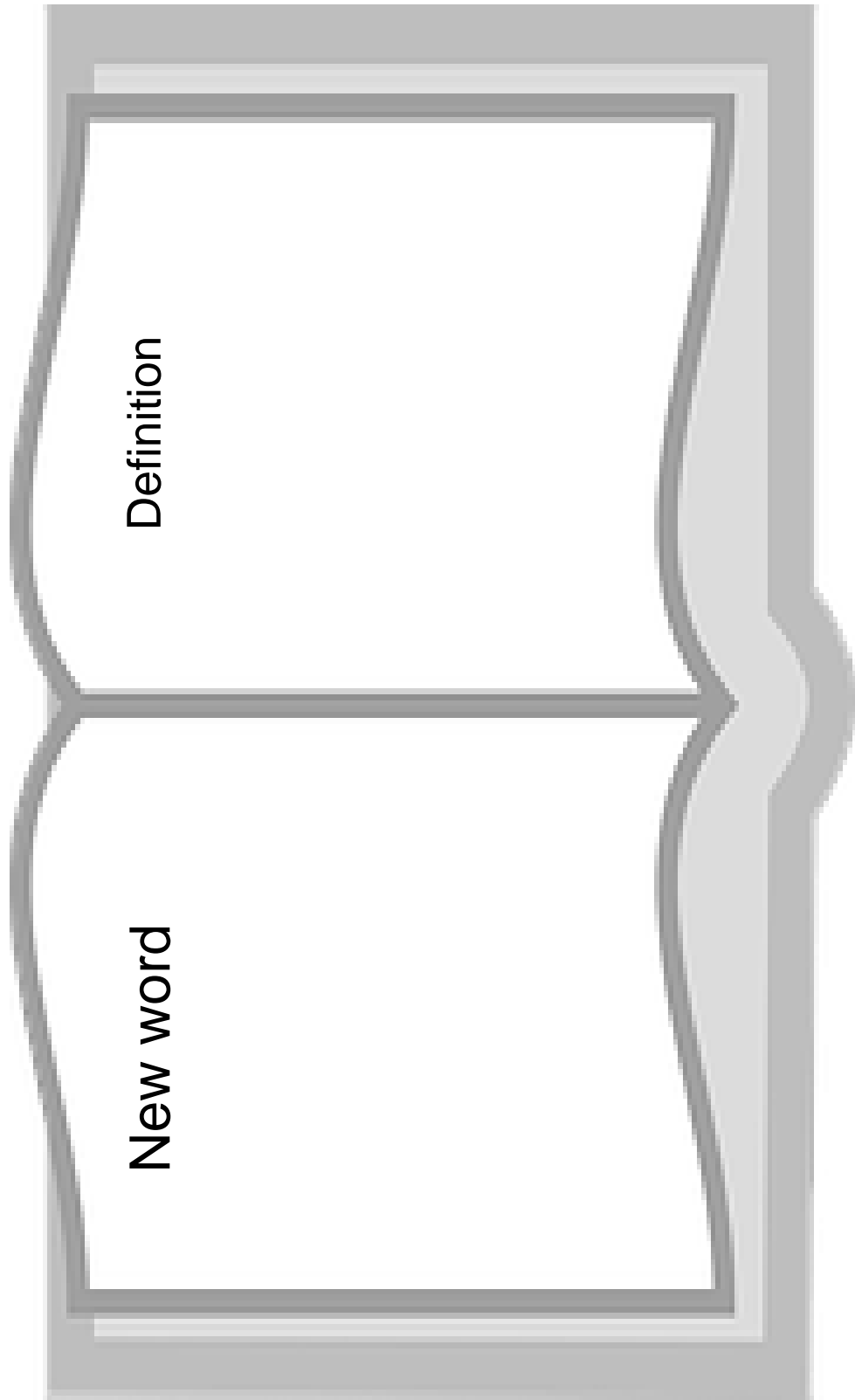


My name is



I like

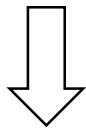
Mitten the Kitten Dictionary



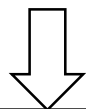
Chain of Events

Mitten the Kitten

Brushed tail on powder.



Landed on a broom.

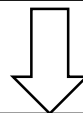
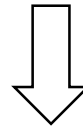


Broke a hidden lock



Secret Door

My Own



Secret Door

Rhyme

Draw a line to each of the rhyming pairs from Mitten the Kitten. Use different colours for each rhyming pair. The first one is done for you.

floor

dark

green

Mitten

mouse

table

puff

puff

door

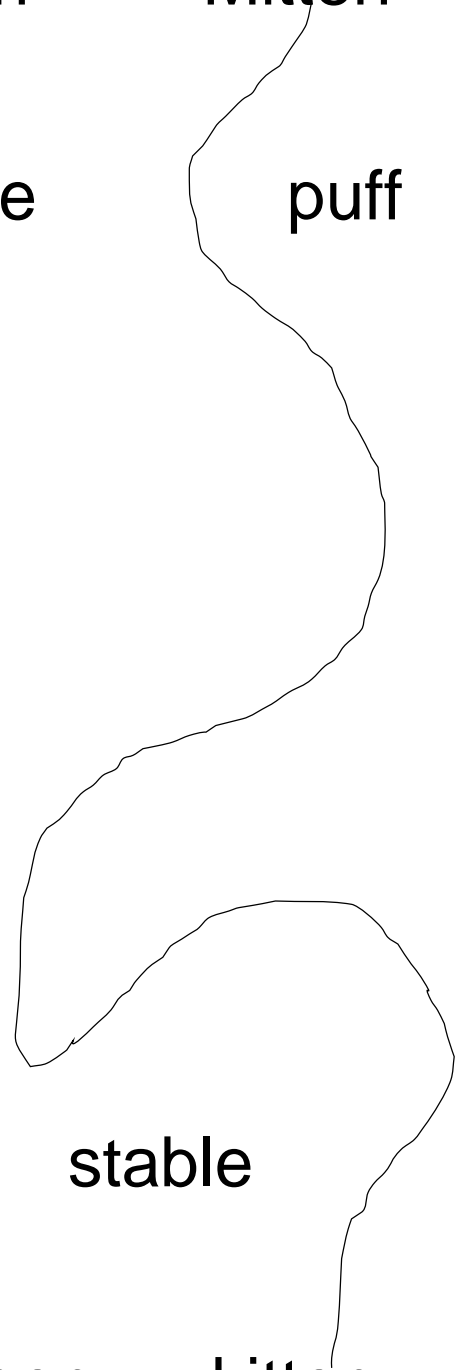
stable

park

house

seen

kitten



Mitten the Kitten Thesaurus

Write words around each face, to replace the words glad and deflated.



glad



deflated

Rhyming Text

Complete the sentence by using a rhyming word at the end.

1. I have a friend called Nat,

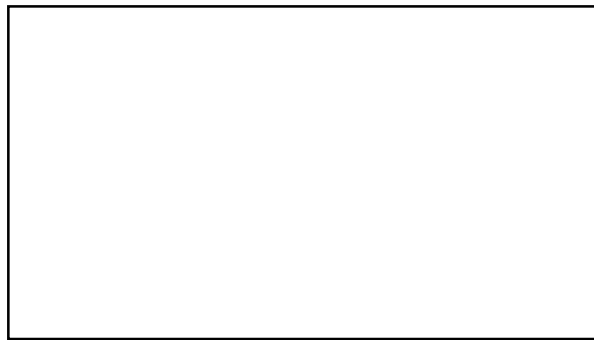
at, bat, cat, sat, hat, fat, rat, mat, pat, Nat,

2. I looked over the wall,

all ball call fall hall mall tall wall

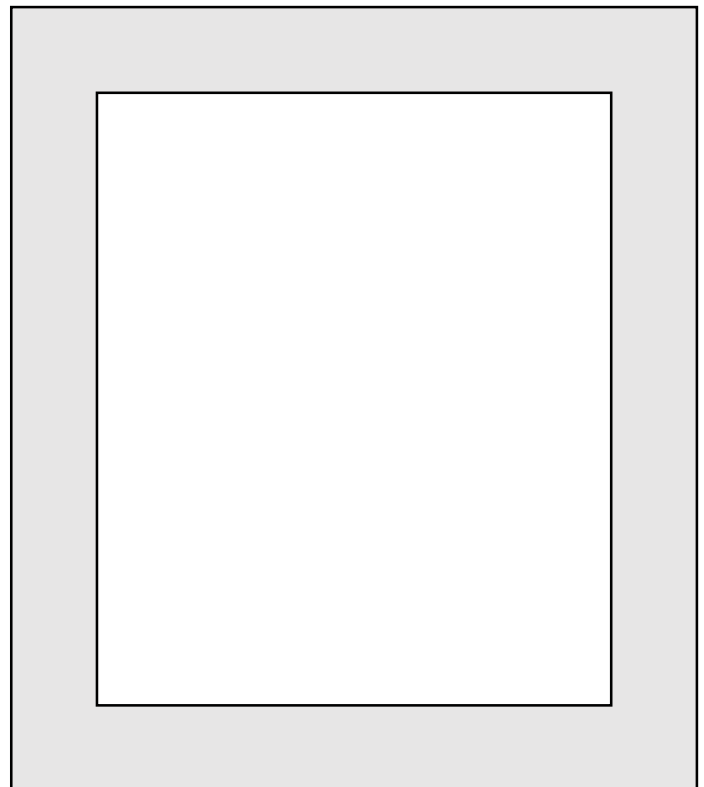
Character Profiles

Words used in the book to describe Mitten the Kitten



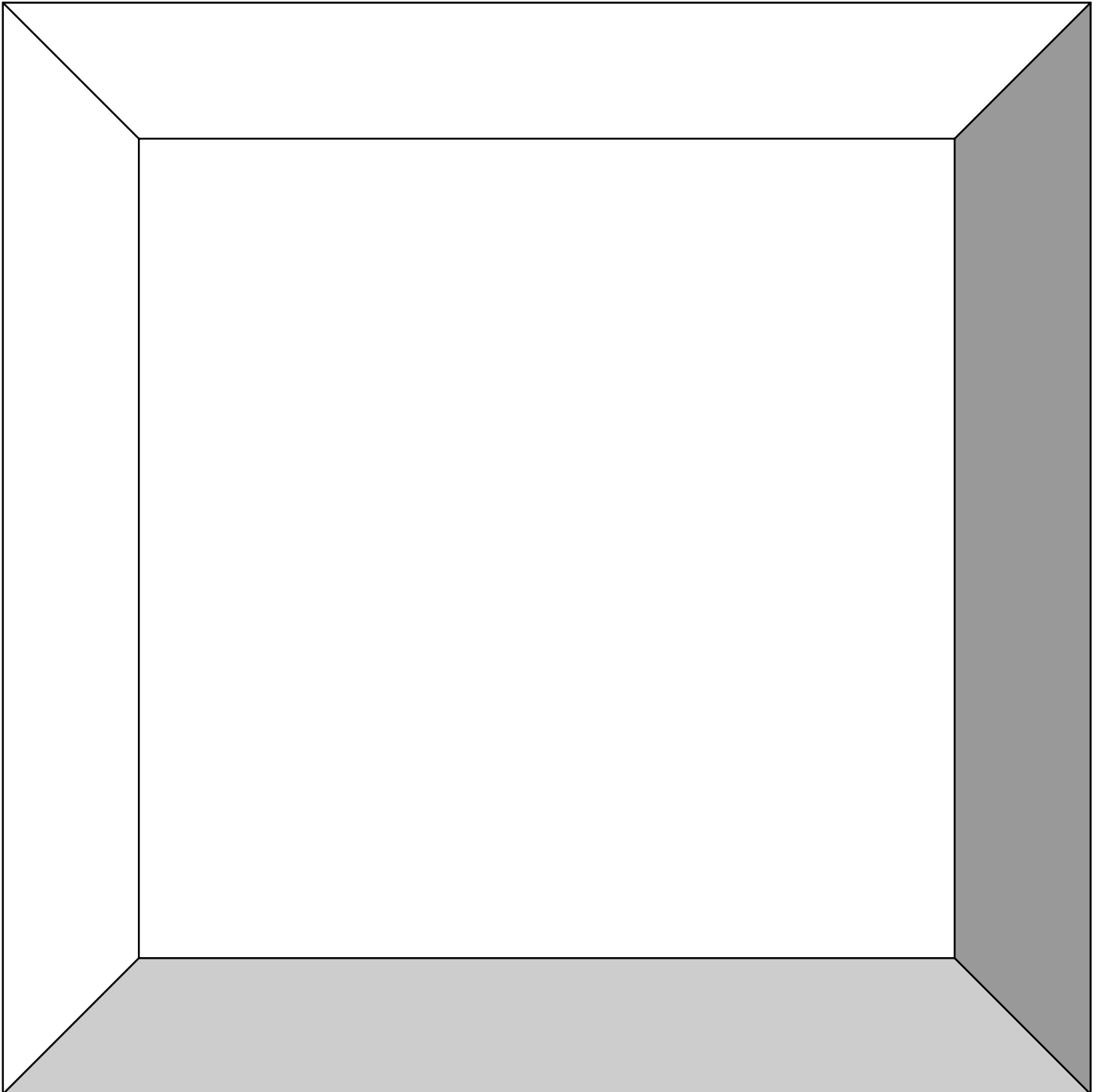
Your Own Character Profile

Words used to describe me.



Display Wall

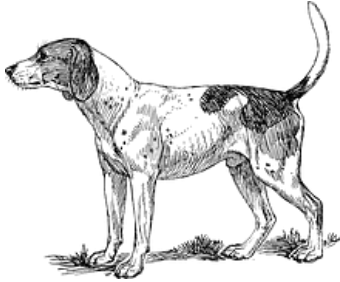
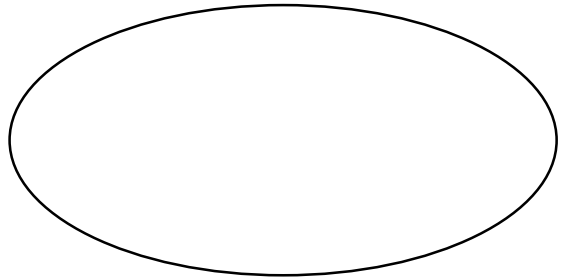
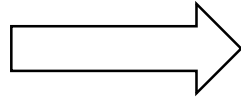
Mitten the Kitten was intrigued by her surroundings; a wall displaying achievements and moments of the Witch's life. What have you achieved or are you proud of? Display these on the wall below.



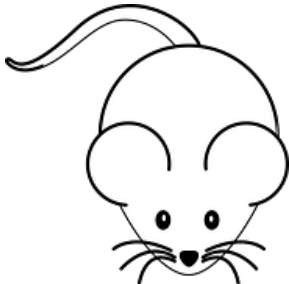
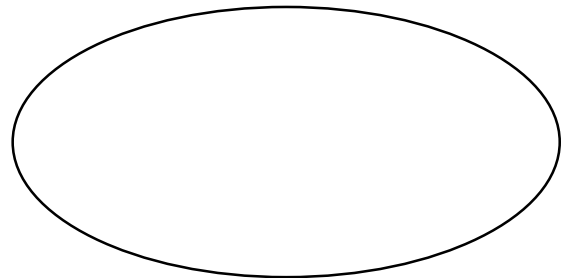
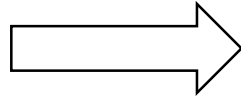
Common Characteristics

Write and draw a common characteristic for each of the animals below. For example a common characteristic of cats are they love fish and chasing mice.

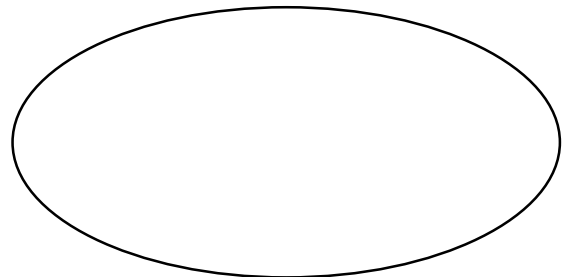
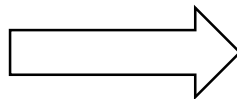
Most dogs like



Most mice like



Most monkeys like



Homophones

A homophone is a word which is pronounced the same but has different meanings and sometimes differs in spelling. Mitten the Kitten stood on a table which was not stable. Stable has two meanings – unsteady and a place where horses live. Draw or write the two different meanings to the following words.

| | |
|--|--|
| | |
|--|--|

see

sea

| | |
|--|--|
| | |
|--|--|

one

won

| | |
|--|--|
| | |
|--|--|

eight

ate



Hidden Treasure

If you found a room full of treasure what would you like to find in the room? Think favourite food, friends, tickets to places you would like to visit, family members or favourite toys.

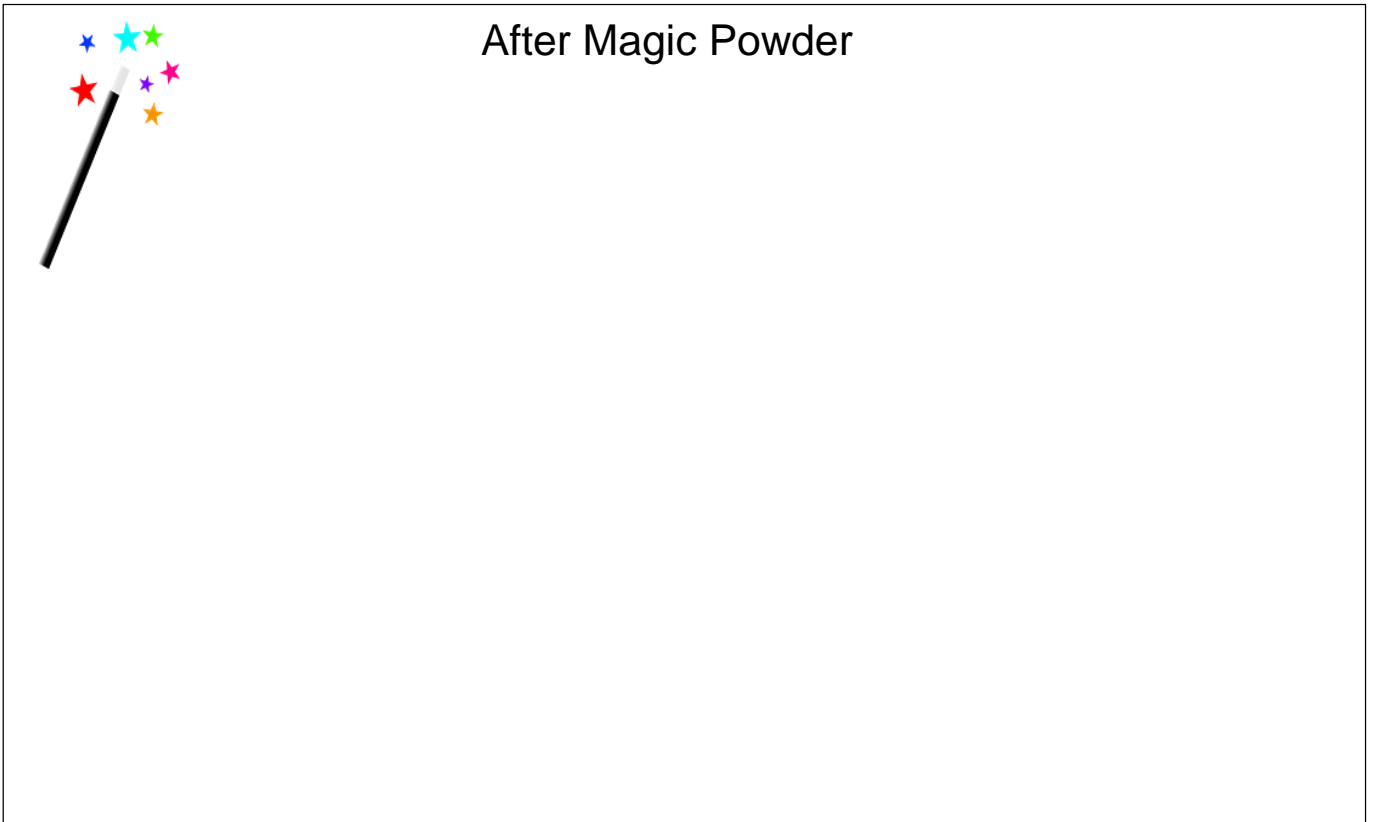
A large, empty rounded rectangular box intended for a child to draw or write their answer to the question above.

Magic Powder

Before Magic Powder



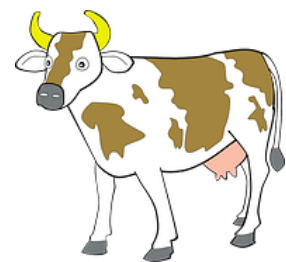
After Magic Powder



Owning a Pet

When you own a pet, such as Mitten, you need to look after their needs.

Choose a pet you would like to own and draw or write their needs.



Mitten the Kitten Word Search

M B S D M P R Y T Z H B K V M
M I O A N O F X C B C D D T J
S B T S B O H C U Z T T P L X
D Y Q T E X K W I Z I O R E K
B Y A B E F I S H Z W Z R A V
D A L G M N T N E D D I H G W
X K E D M G T D E U Z A H I S
D M G Q S B E R Y Q N O R N H
P Y L F W E N A S Y O F O M X
T R E A S U R E L L A X C M J
Q E B N R L R O L T Y B K W N
X Q R A J O C E I Y U X U U F
G A I C W K M N S V B I L M T
J J W G E S D F Y J A H X L I
X T D V A S P Y M G X J G U A

FISH

GLAD

HIDDEN

KITTEN

LOCK

MITTEN

POWDER

ROCK

SAD

SECRET

SMELL

TREASURE

WART

WITCH

ZOOM

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