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This guide provides suggestions for supporting development and learning when sharing the book <u>Mittens and Mukluks! Winter in Alaska</u> with children birth to three years of age.

The guide includes:

- Strategies for supporting children's learning in key areas of development with:
 - Suggestions for supportive interactions
 - Questions to help you observe and document children's learning
- Strategies for extending the experience by connecting the book to children's everyday lives.
- A "picture vocabulary" with words and phrases in both Yugtun and English.

Children will enjoy sharing this book with you over and over. Each time you read together, try choosing one or two ideas from the guide – you don't have to do everything at once! As you choose which strategies to use, consider...

- Children's ages, backgrounds, interests and experiences
- · Words or pictures they're beginning to recognize
- One or more of the areas of development you'd like support, observe and/or document.

The most important thing to remember is to make each read-aloud a warm and joyful experience that supports positive relationships!



Areas to Support	Interaction Opportunities
 Relationships with Adults Relationships with Other Children Emotional Functioning* Sense of Identity and Belonging* 	 Point out the facial expressions of children and adults in the book. Example: "Let's look for peo- ple who are smiling."
	 Talk about similarities between people in the pictures and people in the children's families. Example: "Your big sister has ice skates just like

Observe and Document

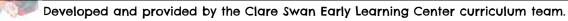
- What do children do with their own faces when you point out facial expressions in the pictures? Do they gaze at the picture, look at you, or mimic any expressions?
- How do children respond when you say the names of people they know?

Areas to Support	Interaction Opportunities
 Perception* Gross Motor Fine Motor* Health, Safety and Nutrition* 	 Help child point to facial features and body parts in the pictures and on themselves. Connect pictures of finding, preparing, and presenting food to the children's own lives. Examples: "He's helping to catch fish for din ner. We had fish for lunch yesterday." "I wonder what the little girl is helping to make?" Talk about how the people in the book are dressed for the different situations and why Examples: "He's all bundled up so he can stay warm when he plays." "She doesn't need mittens and mukluks in the bathtub - the water will keep her warm!"

Observe and Document

- How do children respond as you help them explore facial features and body parts?
- What experiences or foods do the children show interest in?

Areas to Support	Interaction Opportunities
Emotional and Behavioral Self- Regulation Cognitive Self-Regulation (Executive Functioning) Initiative and Curiosity* Creativity*	 Point out how different pieces of clothing are fastened or stay on. Help children explore how their own clothing is fastened. Example: Let children experiment with how zippers or buttons on their clothing work. Describe and act out some of the activities that take place in the book. Help children imitate some of the actions they see in the pic-
Observe and Document What strategies do children use as the How do children respond when you as	· · _



Areas to Support	Interaction Opportunities
 Exploration and Discovery* Memory* Reasoning and Problem-Solving Emergent Mathematical Think- ing* Imitation and Symbolic Repre- sentation and Play 	 Explore similarities/differences between clothes in the pictures and the children's clothing. Example "He has a furry brown coat. Your coat is blue with fur around the hood. And you're wearing furry slippers. Talk about similar experiences children may have had. Example: "There's a snowman. We made a snowman outside - do you think he's still there?" Talk about/count clothing that comes in twos. Example: "One mitten, two mittens. One mukluk, two mukluks. One skate, two skates."

How do children respond when you...

- Point out similarities and differences?
- Talk about familiar experiences?
- Count clothing that come in twos?

LANGUAGE AND LITERACY DEVELOPMEN'I		
Areas to Support	Interaction Opportunities	
 Attending and Understand- ing* 	 Touch the relevant pictures on the page as you read and talk. 	
 Communication and Speak- ing* 	 Respond with smiles, nods or comments when children look up from the book to- wards you. 	
Vocabutary*Emergent Literacy*	 Pause frequently to let children respond with gestures, sounds or words. 	
	 Let children hold the book and help turn the pages. 	

Observe and Document

- What types of objects or pictures do children focus on, point to or name?
- What gestures, sounds or words do the children use as you look at the book together?
- How does the child hold or handle the book?

STRATEGIES FOR EXTENDING THE EXPERIENCE

- Put different types of outdoor clothing in a box. Let children put) out and handle the clothes and/or use them to dress up. Describe what the children see and do as they play.
- Take the children and the book outdoors. Show them pictures from the book and help them engage in similar play such as going down a slide, building a snowman or pretending to ice fish.
- Bring dishpans of snow inside for children to explore. Provide props such as mittens/gloves, scoops or shovels. Keep the book nearby and relate what children are doing to relevant pages/pictures.



Vocabulary to Explore



Elluutaaq - Sled Mikelnguq - Child Aataq - Dad



Yuguaq - Snowman Ertuq - Sunset



Paltuuk - Jacket



Manaq - Fishing Anluaq - Ice Hole



Kenirvik - Kitchen Kenirtuq - Cooking



Qimugkauyaq -Puppy



Kankiik - Skates



Aliumatek - Mittens Piluguk - Fur Boots



Ikamraq - Snow Machine



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