

Mittens and Mukluks

Caregiver and Teacher Guidance For Supportive Interactions



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This guide provides suggestions for supporting development and learning when sharing the book *Mittens and Mukluks! Winter in Alaska* 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!



SOCIAL AND EMOTIONAL DEVELOPMENT

Areas to Support

- Relationships with Adults
- Relationships with Other Children
- Emotional Functioning*
- Sense of Identity and Belonging*

Interaction Opportunities

- Point out the facial expressions of children and adults in the book. *Example: "Let's look for people 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?

PHYSICAL DEVELOPMENT

Areas to Support

- Perception*
- Gross Motor
- Fine Motor*
- Health, Safety and Nutrition*

Interaction Opportunities

- 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 dinner. 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?

APPROACHES TO LEARNING

Areas to Support

- Emotional and Behavioral Self-Regulation
- Cognitive Self-Regulation (Executive Functioning)
- Initiative and Curiosity*
- Creativity*

Interaction Opportunities

- 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 they explore how clothing fastens?
- How do children respond when you act out actions from the book?



COGNITIVE DEVELOPMENT

Areas to Support <ul style="list-style-type: none"> • Exploration and Discovery* • Memory* • Reasoning and Problem-Solving • Emergent Mathematical Thinking* • Imitation and Symbolic Representation and Play 	Interaction Opportunities <ul style="list-style-type: none"> • Explore similarities/differences between clothes in the pictures and the children's clothing. <i>Example: "He has a furry brown coat. Your coat is blue with fur around the hood. And you're wearing furry slippers."</i> • Talk about similar experiences children may have had. <i>Example: "There's a snowman. We made a snowman outside - do you think he's still there?"</i> • Talk about/count clothing that comes in twos. <i>Example: "One mitten, two mittens. One mukluk, two mukluks. One skate, two skates."</i>
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Observe and Document

How do children respond when you...

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

LANGUAGE AND LITERACY DEVELOPMENT

Areas to Support <ul style="list-style-type: none"> • Attending and Understanding* • Communication and Speaking* • Vocabulary* • Emergent Literacy* 	Interaction Opportunities <ul style="list-style-type: none"> • Touch the relevant pictures on the page as you read and talk. • Respond with smiles, nods or comments when children look up from the book towards you. • Pause frequently to let children respond with gestures, sounds or words. • Let children hold the book and help turn the pages.
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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 pull 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



Elluutaq - 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

