



The Mitten

Based on a retelling by Jan Brett

The activities and discussion prompts included in this lesson are designed to support comprehension, vocabulary development, critical thinking, and meaningful discussion before, during, and after reading. These resources are intended to provide instructional options—not a checklist to complete.

Select the activities that best align with your instructional goals, students' needs, and available instructional time. You are not expected to use every resource in a single lesson. Instead, choose the components that will have the greatest impact on student learning and adapt them as needed to create an engaging and purposeful reading experience.



Activities

Discussion Cards • Set A

Directions: Cut apart for use with partners, small groups, or a whole-class circle.

DOK 1 • Recall Which animal entered the mitten first? Which entered last? Evidence or reason: _____	DOK 1 • Sequence Retell what happened immediately before the bear sneezed. Evidence or reason: _____
DOK 2 • Cause How did each new animal change the mitten? Evidence or reason: _____	DOK 2 • Prediction Which clue best suggested that the mitten could not hold much more? Evidence or reason: _____
DOK 2 • Structure What repeated each time a new animal arrived? Evidence or reason: _____	DOK 2 • Illustration What can you learn from the border pictures that the main pictures do not show? Evidence or reason: _____

Talk move: After each response, a partner says: “I agree / disagree because ...” or “I would add ...”



Discussion Cards • Set B

Require a claim, a reason, and a detail from the story or illustrations.

Directions: Cut apart for partners, small groups, or a whole-class circle.

DOK 3 • Evaluate Which animal took the greatest risk by entering? Defend your choice. Evidence or reason: _____	DOK 3 • Analyze Was the mouse the only cause of the ending? Explain. Evidence or reason: _____
DOK 3 • Revise How would the story change if the fox never entered? Evidence or reason: _____	DOK 3 • Perspective How might Baba feel when she sees the stretched mitten? Why? Evidence or reason: _____
DOK 3 • Theme Does the story teach more about cooperation or about limits? Defend your claim. Evidence or reason: _____	DOK 4 • Transfer Create a new setting where the same cumulative pattern could happen. What would enter, and what would end the pattern? Evidence or reason: _____

Teacher look-for: Students should connect an idea to a specific event or illustration clue rather than give only a personal opinion.

Animal Sequence Sort

Directions: Cut the cards apart. Mix, order, rehearse, and retell.

ORDER: ____ Mole <i>What changed when this animal entered?</i>	ORDER: ____ Snowshoe Rabbit <i>What changed when this animal entered?</i>
ORDER: ____ Hedgehog <i>What changed when this animal entered?</i>	ORDER: ____ Owl <i>What changed when this animal entered?</i>
ORDER: ____ Badger <i>What changed when this animal entered?</i>	ORDER: ____ Fox <i>What changed when this animal entered?</i>
ORDER: ____ Bear <i>What changed when this animal entered?</i>	ORDER: ____ Mouse <i>What changed when this animal entered?</i>

Increase the rigor: Remove the printed order numbers by folding the top of each card. After sorting, students justify two transitions using “before,” “after,” or “because.”

Cause-and-Effect Sort

Directions: Cut apart. Match each cause to an effect, then arrange the pairs into a chain.

CAUSE Nicki loses a white mitten in the snow. Match #: ____	EFFECT The animals discover an empty, warm shelter. Match #: ____
CAUSE More and larger animals squeeze inside. Match #: ____	EFFECT The mitten stretches and becomes crowded. Match #: ____
CAUSE The mouse settles close to the bear's nose. Match #: ____	EFFECT The bear sneezes. Match #: ____
CAUSE The bear's sneeze startles everyone. Match #: ____	EFFECT The animals burst out and scatter. Match #: ____
CAUSE The mitten flies into the air. Match #: ____	EFFECT Nicki notices and retrieves it. Match #: ____

Defend a Match

I matched _____ with _____ because ...



True, False, or Needs Revision? (DOK 2-3)

Evaluate each claim, then repair weak thinking.

Name: _____ Date: _____

Directions: Mark T, F, or NR. For every false or incomplete statement, revise it so it is accurate.

T / F / NR	Statement	Revision or Evidence
—	The animals entered the mitten from largest to smallest.	
—	The mitten's growing size provides a clue that the problem is increasing.	
—	The mouse is the only cause of the animals leaving.	
—	The border pictures help readers follow Nicki's part of the story.	
—	The story could be retold clearly even if all events were mixed up.	
—	The cumulative pattern helps readers predict that another animal may enter.	



Mitten Capacity Challenge (DOK 4)

Design, test, revise, and explain.

Name: _____ Date: _____

Directions: Design a fair way to decide how many classroom objects a paper mitten can hold. Do not damage classroom materials.

1. Plan

Objects we will test: _____ **Fair-test rule:** _____

Prediction: Our mitten will hold _____ objects because ...

2. Test & Record

Trial	Object Type / Size	Number Held	What Changed?
1			
2			
3			

3. Revise & Connect

One change that would make our test fairer or our mitten stronger:

Our results connect to The Mitten because ...
