



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.



Assessment

Assessment Plan & Teacher Observation

Use More Than One Measure

- During reading: listen for evidence-based predictions and sequence language.
- During centers: observe whether students can order, match, explain, and revise.
- After reading: score the comprehension check, retell, or writing product.
- For emerging writers: accept oral responses or dictation while scoring the same comprehension target.

Observation Checklist

Student	Sequences	Cause / Effect	Predicts with Clue	Retells Key Events	Next Step
	☐	☐	☐	☐	
	☐	☐	☐	☐	
	☐	☐	☐	☐	
	☐	☐	☐	☐	
	☐	☐	☐	☐	
	☐	☐	☐	☐	
	☐	☐	☐	☐	
	☐	☐	☐	☐	

Scoring note: A check means the student demonstrated the skill independently at least twice. Add S for “with support” or N for “not yet observed.”



Comprehension Check

Grades 1-2 • Read each item carefully and show your thinking.

Name: _____ **Date:** _____

1. Who loses the mitten? ☐ Baba ☐ Nicki ☐ the mole ☐ the bear

2. Which animal enters first? ☐ mouse ☐ fox ☐ mole ☐ rabbit

3. Number these events from 1-4.

____ The bear sneezes.

____ Nicki loses the mitten.

____ The animals squeeze into the mitten.

____ Nicki finds the stretched mitten.

4. Why does the mitten become crowded?

5. What causes the animals to burst out?

6. Name one clue that helps a reader predict the mitten cannot hold much more.

7. What repeats in the story's cumulative pattern?

8. How would the story change if the bear did not enter? Use one story detail.

Kindergarten Oral / Picture Check

Teacher may read prompts aloud and record responses.

Student: _____ Date: _____

Prompt	Independent	With Support	Teacher Note
Point to or name the character who loses the mitten.	☐	☐	
Place 4 picture cards in beginning-to-end order.	☐	☐	
Name one animal that enters before the bear.	☐	☐	
Explain what makes the bear sneeze.	☐	☐	
Tell what happens after the bear sneezes.	☐	☐	
Make a prediction and name one clue.	☐	☐	
Retell the beginning, middle, and ending.	☐	☐	

Optional Drawing Response

Draw the mitten at the most important moment. Tell or write why this moment matters.

Drawing Space



Performance Task: Retell & Explain

Students retell the story and explain one cause-and-effect relationship.

Name: _____ Date: _____

Task

Use the animal cards, your own drawings, or no props. Retell the important events in order. Then explain how one character's action changed what happened next.

Student Planning Box

Beginning	Middle	Ending	Cause → Effect I Will Explain

Teacher Score

Criterion	3 • Secure	2 • Developing	1 • Beginning
Sequence	Key events are accurate and logically ordered.	Most events are ordered; one gap or confusion.	Events are mostly mixed or incomplete.
Important details	Includes problem, growing pattern, sneeze, and resolution.	Includes 2-3 key parts.	Includes 0-1 key parts.
Cause & effect	Clearly explains an accurate cause and effect.	Names a link but explanation is partial.	Does not yet connect cause to effect.
Language	Uses 3+ sequence / causal words.	Uses 1-2 target words.	Uses no target words yet.

Exit Tickets

Cut apart and use after any lesson.

Exit Ticket 1 • Sequence Write or draw what happened first, next, and finally. Evidence or reason: _____ _____	Exit Ticket 2 • Cause & Effect ____ happened because _____. Then _____. Evidence or reason: _____ _____
Exit Ticket 3 • Prediction I predicted _____. My clue was _____. Evidence or reason: _____ _____	Exit Ticket 4 • Vocabulary Use snug, crowded, stretch, or burst in a sentence about the story. Evidence or reason: _____ _____
Exit Ticket 5 • Evidence One important detail is _____. It matters because _____. Evidence or reason: _____ _____	Exit Ticket 6 • Structure The pattern repeats when _____. Each time, _____. Evidence or reason: _____ _____

Writing Rubric

Use with any packet writing task. Adjust product length without lowering the thinking target.

Criterion	4 • Exceeds	3 • Meets	2 • Developing	1 • Beginning
Focus	Clear, engaging focus sustained throughout.	Clear response to the prompt.	Focus is present but uneven.	Response is off-topic or unclear.
Details / Evidence	Several precise details strengthen ideas.	At least two relevant details.	One relevant detail or general support.	Little or no relevant support.
Organization	Logical order with purposeful transitions.	Clear beginning, middle, and ending / conclusion.	Some order; transitions may be weak.	Ideas are difficult to follow.
Reasoning / Cause	Explains how and why events or ideas connect.	Explains at least one accurate connection.	Names a connection with limited explanation.	Does not yet explain connections.
Language & Conventions	Precise vocabulary; strong control for grade level.	Readable and mostly correct for grade level.	Meaning is clear despite several errors.	Errors often interfere with meaning.

Student Reflection

One part I did well:

One change that would make my writing stronger:
