



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.



Reading Strategies

“Think Aloud” Strategy Teaching Notes

Model the invisible thinking readers use, then invite students to try the same strategy with evidence.

How to use: Read the think-aloud naturally rather than as a script. Point to the clue, name the strategy, and pause for students to rehearse with a partner.

Pause Point & Strategy	Teacher Think-Aloud: Model the Thinking	Prompt Students to Try It
Before Reading Prediction	“I notice the mitten is white and the ground is covered with snow. I know a white object could be difficult to see. That clue makes me predict the mitten may be lost or overlooked. I will read to see whether my prediction is correct.”	What do you notice? What do you already know? What do you predict? Which clue supports it?
Mole Enters Sequence + Inference	“The mole is the first animal to enter. I am going to remember the mole first because it begins the animal sequence. The mitten offers warmth and shelter, so I can infer why the mole wants to stay even though the story may not explain every thought.”	Which animal entered first? Why does the mole want to enter? Which detail supports your inference?
More Animals Enter Pattern Recognition	“Another animal has arrived and squeezed inside. I notice a pattern: an animal discovers the mitten, enters, and makes the space more crowded. Because this keeps repeating, I predict another animal may come next.”	What repeats? What changes each time? How does the pattern help you predict?
Mitten Stretches Cause and Effect	“Each new animal adds more weight and takes up more room. Because the animals keep entering, the mitten stretches, and the problem grows. I can connect the cause—more animals—to the effect—a tighter, more crowded mitten.”	What caused the mitten to stretch? What changed when this animal entered? Use because or so.
Bear Enters Prediction + Evidence	“The bear is much larger than the animals already inside. The mitten is stretched almost to its limit. Those clues make me predict that one small event could cause everyone to come out. My prediction is based on size, space, and the growing pattern.”	What do you predict now? Which clue is strongest? Would you keep or revise your earlier prediction?
Mouse and Sneeze Cause-and-Effect Chain	“The mouse is tiny, but its action creates a big result. The mouse settles near the bear’s nose, the bear sneezes, and the animals burst out. I see a chain: one action causes the next event, which causes the ending.”	What was the first cause? What happened next? Was the mouse the only cause? Explain.
After Reading Retell + Synthesize	“To retell clearly, I will include only the events the listener needs: first Nicki loses the mitten; next the animals enter one by one; then the mouse triggers the bear’s sneeze; finally, the animals scatter and Nicki finds the mitten. The order shows how the problem grows and is resolved.”	Which four events are essential? Why does order matter? How did one action change the next event?

Strategy Teaching Notes

Release of Responsibility

1. Model one response aloud and point to the clue.
2. Have partners rehearse with a sentence stem.
3. Ask students to respond independently through speech, drawing, or writing.
4. Press for reasoning: "What makes you think that?"

Strategy	Teacher Prompt	What Strong Thinking Sounds Like
Prediction	What do you think will happen next? Which clue supports that?	I used the growing pattern and the illustration to make my prediction.
Sequence	Which event must happen before this one? How do you know?	The mole enters before the rabbit; the animals join one at a time.
Cause & Effect	What made this happen? What changed because of it?	Each new animal adds weight and makes the mitten stretch.
Retelling	Which events are necessary for the story to make sense?	I included the lost mitten, the animals entering, the sneeze, and Nicki finding it.
Cumulative Structure	What repeats? What grows or changes each time?	The entry pattern repeats while the list of animals and the problem grow.
Illustration Evidence	What do the border pictures tell us that the main scene does not?	They show what Nicki is doing while the animals use the mitten.



Prediction Trail (DOK 2-3)

Predict, check, and revise.

Name: _____ **Date:** _____

Directions: Stop three times during the story. Record your prediction, the clue you used, and what you learned after reading on.

Stop	My Prediction	Clue from Words or Pictures	Confirm or Revise
1			
2			
3			

Reflection

Which clue was most helpful? Why?



Sequence Map (DOK 1-2)

Put the animals in order and explain why order matters.

Name: _____ Date: _____

Directions: Write or draw the animals in the order they entered the mitten.

Order	Animal	What Changed?
1		
2		
3		
4		
5		
6		
7		
8		

Why does the order matter to the ending of the story?



Cause-and-Effect Chain (DOK 2-3)

Explain how one event leads to another.

Name: _____ Date: _____

Directions: Complete the missing causes or effects. Use because and so in at least one response.

Cause	Effect
Nicki drops the white mitten in the snow.	
The mole finds a warm, empty mitten.	
More animals squeeze inside.	
	The mitten becomes extremely stretched and crowded.
The mouse settles near the bear's nose.	
	The animals burst out and scatter.
Nicki sees the mitten in the air.	

Strongest Cause

Which cause contributed most to the ending? Defend your choice with two story details.



The Growing Pattern (DOK 2-3)

Analyze the cumulative structure.

Name: _____ Date: _____

Directions: Track what repeats and what changes as the story grows.

What Repeats?	What Changes Each Time?	How Does the Problem Grow?

Pattern Claim

The author uses a cumulative pattern to ...

Evidence from an early event:

Evidence from a later event:

These details show the pattern because ...



Retell Planner (DOK 2)

Include only the events a listener needs.

Name: _____ **Date:** _____

Directions: Draw or write the most important events. Use sequence words when you retell.

Beginning • First	Middle • Next / Then	Ending • Finally
Who? Where? What problem begins?	What pattern grows? What changes?	What causes the animals to leave? How is the mitten found?

Oral Retell Checklist

- ☐ I named Nicki and the lost mitten.
- ☐ I told the animals' actions in a sensible order.
- ☐ I explained the bear's sneeze and the animals' exit.
- ☐ I told how the story ends.
- ☐ I used at least three sequence words.



Illustration Clue Detective (DOK 2-3)

Read the main pictures and the border pictures.

Name: _____ Date: _____

Directions: Choose three pages. Record what the illustrations show and explain how the clues deepen your understanding.

Page / Scene	Main Illustration Shows	Border Illustration Shows	What I Infer
1			
2			
3			

Synthesis

How would the story be less complete without the border illustrations?
