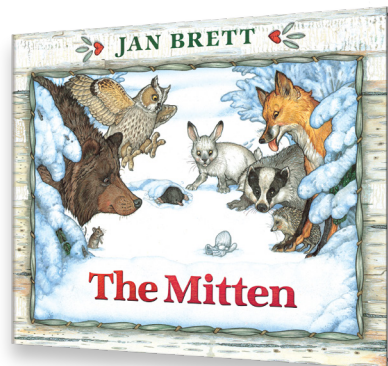
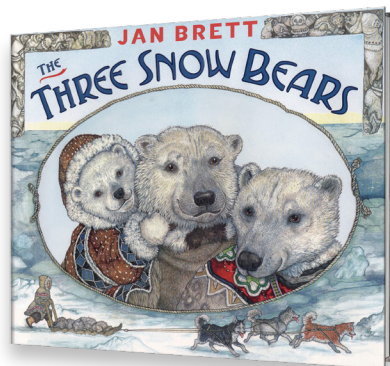
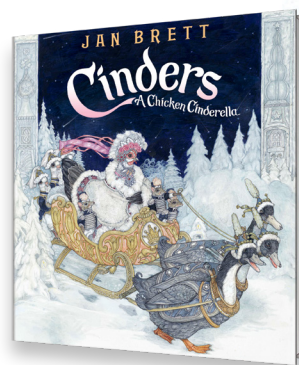
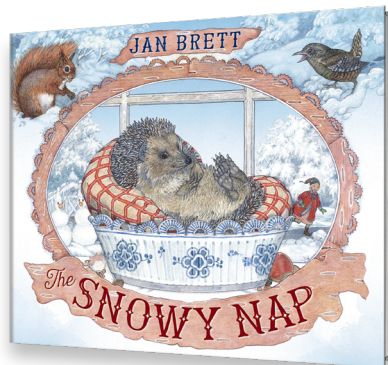
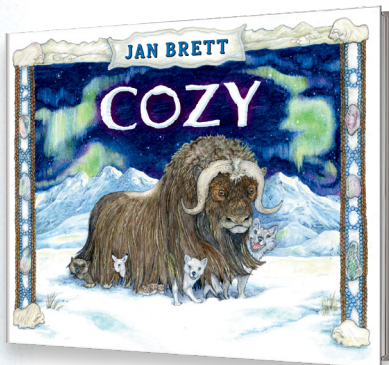
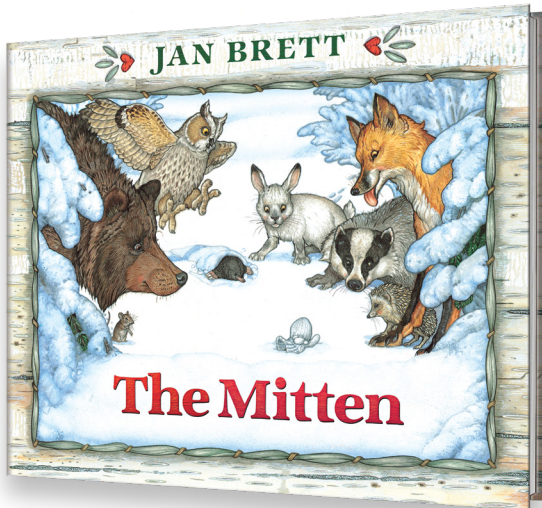


ACTIVITY GUIDE FOR CLASSROOM FAVORITES BY JAN BRETT





QUESTIONS AND ACTIVITIES FOR THE MITTEN

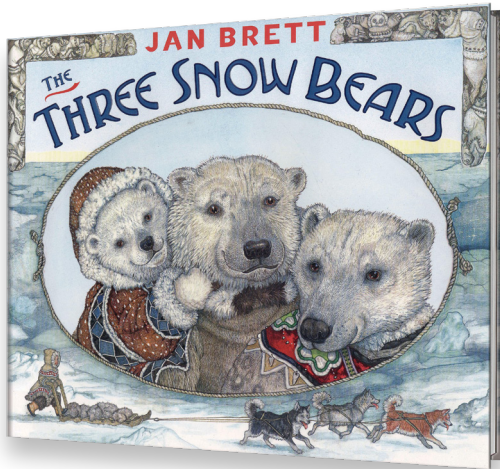
TEXT-BASED QUESTIONS:

1. Why didn't Baba want to knit snow-white mittens for Nicki?
2. What part of the mitten did the other animals give to the badger? Why?
3. How many different animals squeeze into Nicki's missing mitten?
Name as many as you can.
4. What caused the animals to burst from the mitten?
5. How did Nicki find his lost mitten?

ACTIVITIES:

1. Nicki wanted white mittens even though Baba warned him they could be easily lost. Using a template or medium of their choice, have students design the perfect mitten.
2. Have students create a neighborhood animal guide. Ask them to observe the animals in their neighborhood and make a list of all the different types that might make their home in a student's lost mitten.
3. Using the last illustration of the book, create a Word Wall with adjectives to describe Baba's reaction to Nicki's mittens once he returns home.

EXTENDED VOCABULARY
Admire | Jostle | Enormous



QUESTIONS AND ACTIVITIES FOR THE THREE SNOW BEARS

TEXT-BASED QUESTIONS:

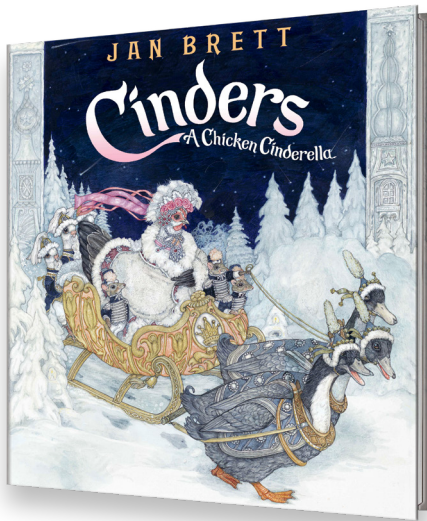
1. How does Aloo-ki come across the bear family's igloo?
2. Why are the bears not home when Aloo-ki finds their igloo?
3. Whose soup, boots, and bed are just right for Aloo-ki?
4. What do the bears do when they arrive home?
5. How does Aloo-ki get her dog team back?

ACTIVITIES:

1. Create a Venn diagram with students comparing this story with *Goldilocks and the Three Bears*.
2. At the end of the story, Aloo-ki runs out of the igloo to her dog team. As they are racing away, she turns back to see the bears waving goodbye. Ask students to imagine they are the bear family and describe what they would have done if they had found Aloo-ki in their igloo. Have students write down their reaction and recreate the closing image of the bear family based on their answer.
3. Have students create a character profile for one of the characters from the story. When creating their profile, students should think about the following questions:
 - What is the character's personality?
 - What does the character look like?
 - Where does the character live?
 - What does the character do?
 - How does the character change?

EXTENDED VOCABULARY

Adrift | Sloshed | Wail



QUESTIONS AND ACTIVITIES FOR CINDERS

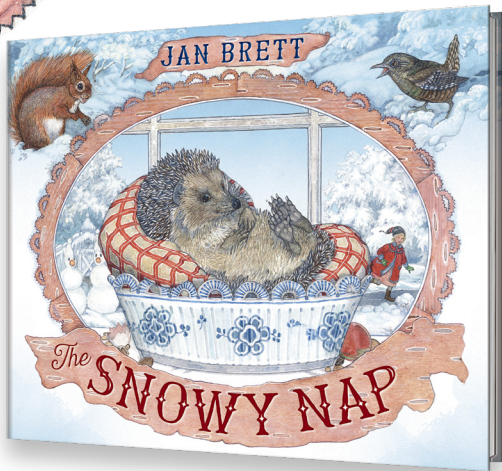
TEXT-BASED QUESTIONS:

1. Why does Tasha spend the night in the old tower?
2. Why is Cinders crying as the other chickens fly off to the palace for the ball?
3. How do Bossy and Pecky behave when they arrive at the ball?
4. What will happen to Cinders when the clock strikes midnight?
5. How does the Prince know that Cinders is the same hen he danced with at the ball?

ACTIVITIES:

1. Create a Venn diagram with students comparing this story to *Cinderella*.
2. Have students create a list comparing and contrasting the character of Cinders with the characters of Pecky and Bossy. Make one column for how they are similar and one for how they are different. Encourage students to support their answers with examples from the text.
3. In the story, a fairy godmother appears to help Cinders get ready for the ball. Ask students to imagine a fairy godmother is helping them get ready for the ball, and have them design an outfit and/or carriage based on their personalities.

EXTENDED VOCABULARY
Prance | Splendid | Elegant



QUESTIONS AND ACTIVITIES FOR THE SNOWY NAP

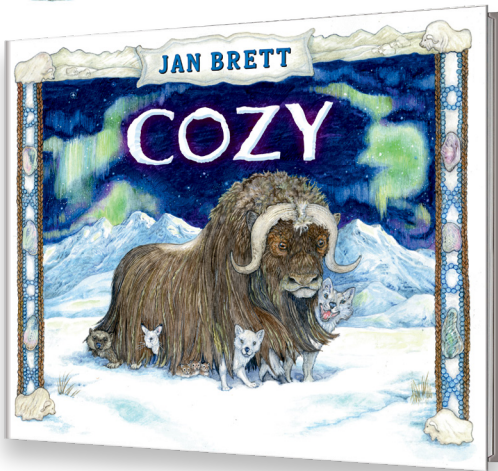
TEXT-BASED QUESTIONS:

1. How does Hedgie know that snow is on the way?
2. Why doesn't Hedgie want to sleep all winter?
3. How does Lisa help Hedgie?
4. How does Lisa know it's time to bring Hedgie to his burrow?
5. Why do the other animals crowd in the house at the end of the story?

ACTIVITIES:

1. Hedgie wants to stay up and experience winter like the other animals on the farm.
Have students create a list of pros and cons about winter for Hedgie. The pros column should include all the best things about wintertime and the cons column should include all the things students think Hedgie will be lucky to miss about winter.
2. Like all hedgehogs, Hedgie hibernates each winter. As a class, come up with a list of other animals that hibernate during the winter months. Help students research a few facts about each animal to display around the classroom.
3. Before settling in for the winter, Hedgie takes a walk around the farm, visiting with the other animals. Have students create a map of the farm based on the animals Hedgie visits with.

EXTENDED VOCABULARY
Ramble | Hibernate | Protest



QUESTIONS AND ACTIVITIES FOR COZY

TEXT-BASED QUESTIONS:

1. How does Cozy get his name?
2. Why are the other animals looking for shelter?
3. Why is Cozy wary of the head dog from the team of huskies?
4. What happens when Cozy's winter coat starts to shed?
5. How does Cozy finally find his herd again?

ACTIVITIES:

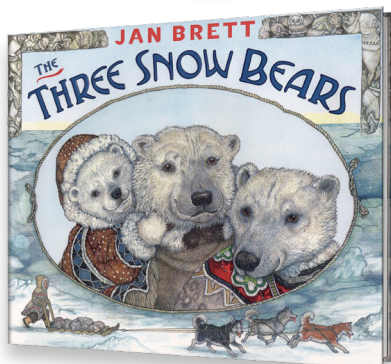
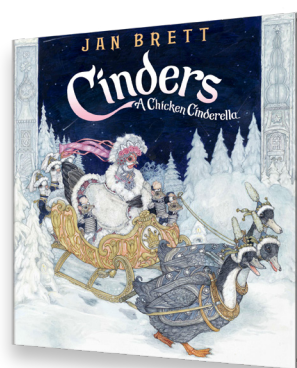
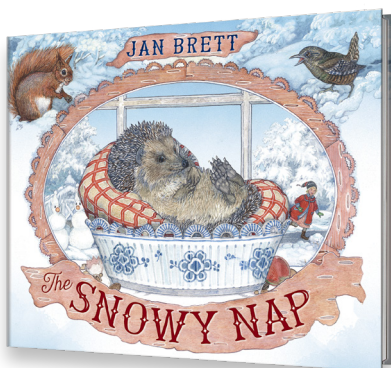
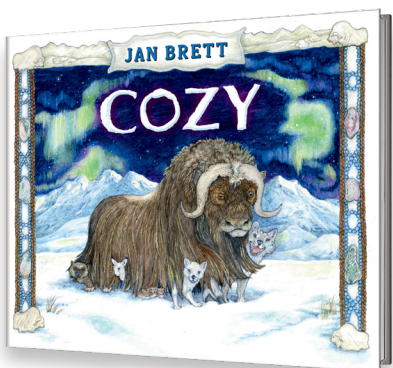
1. As more and more animals seek shelter beneath Cozy's fur, the House Rules expand. As a class, come up with a list of House Rules for your classroom.
2. For Cozy, shedding his winter coat means that spring is here. Ask students to list some signs of spring in your neighborhood.
3. Have students create a Story Map for Cozy by creating their own illustrations depicting the beginning, middle, and end of the story.

EXTENDED VOCABULARY
Brace | Request | Harmony



ABOUT JAN BRETT

With more than 34 million books in print, Jan Brett is one of the nation's foremost illustrators of children's books. As a child, she decided to be an illustrator and spent much of her time reading and drawing. As a student at the Boston Museum School, Jan spent many hours in the Museum of Fine Arts. Travel is also a constant inspiration, so with her husband, Joe Hearne, who is a member of the Boston Symphony Orchestra, she visits many different countries, where she researches the architecture and costumes that appear in her work. Jan lives in a seacoast town in Massachusetts.



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This guide was written by [Katie Halata](#), a children's book marketing professional with over a decade experience primarily in the School & Library market.