Dear Educator,

Jan Brett’s books can be used in multiple ways in the classroom. The richness of the language and her intricate artwork lead to lively classroom discussions and writing that support the development of critical thinking skills. Her books can easily be incorporated into a rigorous, standards-based curriculum and incorporated into cross-curricular units of study, including Folktales and Fables, Holidays and Celebrations, Exploring Faraway Places, Traditions, and Heritage. Many of her books can be used in multiple thematic units.

Guiding Principal 1 in the Common Core State Standards (CCSS) states that “an effective English language arts and literacy curriculum develops thinking and language together through interactive learning.” Jan Brett’s books are designed to be read aloud and discussed with students and can help them develop strong reading, writing, speaking, listening, and language skills. Students learn to comprehend texts, ask questions, build on others’ ideas in discussions, acquire new vocabulary, build strong content knowledge, cite specific evidence to support oral or written interpretations of texts, and understand other perspectives and cultures. The CCSS has identified these as descriptors of students who are college and career ready.

The lesson plans in this guide show how Jan Brett’s books can be used to support each of the four CCSS strands in the English Language Arts and Literacy standards: Reading, Writing, Speaking and Listening, and Language. Many activities could also be used in multiple books in the guide. It’s important to note that these strands do not stand alone, but support one another. For example, student discussion supports reading comprehension and leads to effective writing. Language development underlies each of the strands.

This comprehensive guide to Jan Brett’s titles can be adapted for your classroom’s or library’s needs. Whether you are looking to implement a number of her titles into a specific unit or adding activities or lessons to an existing curriculum, we hope you’ll find the guide useful for your student community. The appendix contains extension activities based on a number of Jan Brett’s books, as well as a checklist of her complete collection.

Thank you for your continued support of our books,

Penguin School & Library

TRADITIONAL TALES and ORIGINAL TALES

Many of Jan Brett’s books are interpretations, retellings, or adaptations of well-known stories and can be used in a unit of study on folktales and fables. Her retelling Goldilocks and the Three Bears can be paired with her original tale The Three Snow Bears. The 3 Little Dassies is a Namibian version of “The Three Little Pigs.” The Mitten is an adaptation of a Ukrainian folktale and can be paired with The Hat and The Umbrella, which share similar story lines. Hedgie’s Surprise is based on the legend of the Danish tomten, a mythical creature. Honey . . . Honey . . . Lion! is a retelling of a traditional folktale from Botswana. Gingerbread Baby is an adaptation of the traditional story “The Gingerbread Boy.” Town Mouse Country Mouse is Brett’s version of the old fable, just as her Beauty and the Beast is a retelling of the classic fairy tale. Each of these books is meticulously researched so that the illustrations reflect the setting and culture.

Prior to reading these books, review the characteristics of a folktale with students and post them on chart paper. A folktale is an old story that was passed down orally and has been changed over the years through multiple retellings. It often has an implied lesson and may have animal characters that possess human characteristics. The rule of three is often found in folktales: three bears, three tasks, etc. There are often many versions of the same folktale, and each version reflects the culture from which it has arisen. Over time, these tales have been written down. As you read each book to students, they should refer to this chart, adding to it if necessary.
Reading Strand
Read and reread Jan Brett’s books with students. Each reading will lead to a deeper understanding and appreciation of the text. As you model comprehension strategies during each reading, students will learn to apply these strategies in texts they read on their own. Brett’s illustrations and page borders play an important role in her books, often extending the text or foreshadowing future events. By calling attention to the illustrations, students learn to use them to support meaning and enhance enjoyment.

The thoughtful use of text-based questions during and following read-alouds will help students develop close reading skills, a goal of the CCSS. Questions can be both literal and inferential and should focus on the message inherent in the text as well as the author’s craft and use of language to convey that message. Consider students’ needs in addition to the demands of a text when formulating these questions. Students should always use evidence from the text when responding. This can be elicited through follow-up questions such as “How do you know?” “Where does the author say that?” or “What are some details from the story that support your answer?”

This guide provides sample text-based questions for each book.

CCSS College and Career Readiness Anchor Standards for Reading that apply: R.CCR.1-5, 9; other standards may apply based on the grade level and context

Writing Strand
Students should be provided with many opportunities to respond to Brett’s books in writing. They could write an opinion piece about a character or event in a story or answer a question that requires them to demonstrate understanding of the text. Students may be inspired to write their own stories based on Jan Brett’s style. They can also make connections between Brett’s books, e.g., writing about how Goldilocks and the Three Bears and The Three Snow Bears are similar and different.

As in reading, you need to model writing strategies, thinking aloud while composing a response on large chart paper. This will then lead to shared writing and independent writing projects. Younger students can draw their responses or dictate them to the teacher.

This guide provides many suggestions for writing under culminating activities.

CCSS College and Career Readiness Anchor Standards for Writing that apply: W.CCR.1, 3, 4, 9, W.CCR.9; other standards may apply based on the grade level and context

Speaking and Listening Strand
Read-alouds provide the perfect opportunity for rich conversations about books. When students learn how to take part in classroom discussions about a text, they deepen their comprehension, build language and critical thinking skills, and come to respect others’ viewpoints. Prior to the read-aloud, preview the suggested questions that are meant to build toward an overall understanding of the text. During the reading, encourage all students to participate and adjust questions based on their responses. After the read-aloud, pose a question that will require students to demonstrate orally their understanding of the text. They should be required to use evidence from the text in their responses.

Classroom discussion rules help facilitate respectful and productive conversations. These are most effective when they are constructed with the help of students. You can provide sentence stems for students to use. These might be, “I agree with ___ because . . .” or “I’d like to piggyback on what ___ said.” Assigning rotating partners for “turn and talk” opportunities allows all students to participate in discussions.

This guide provides many suggestions for discussion under culminating activities.

CCSS College and Career Readiness Anchor Standards for Speaking and Listening that apply: SL.CCR.1-3; other standards may apply based on the grade level and context

Language Strand
Jan Brett’s books contain rich vocabulary and figurative language that may not always be part of students’ oral language. Some words will just require a brief definition during the read-aloud, e.g., *scree* in The 3 Little Dassies. Model how to use context to determine the meaning of other words or phrases in a text, such as smug in The Gingerbread Baby and eye-catching in Town Mouse Country Mouse. In order to expand your students’ academic language, identify a few important words that you will focus on for extended instruction after the book has been read. These words, often called Tier II words, are words that occur often in books and are more sophisticated ways to convey concepts students already know. Words like *jostled* and *curious* in Daisy Comes Home are examples of Tier II words. Students should be encouraged to use these words in conversations and in their writing.

This guide has identified words and phrases in each book for extended vocabulary instruction. The culminating activities section for The Umbrella contains a model lesson for what this instruction should look like.

CCSS College and Career Readiness Anchor Standards for Language that apply: L.CCR.4-6; other standards may apply based on the grade level and context
Goldilocks and the Three Bears

Read aloud Brett’s Goldilocks and the Three Bears, sharing the illustrations and stopping often for discussion to support students’ comprehension. You may read this again on successive days, encouraging students to chime in with the bears’ refrains, e.g., “Somebody has been sitting in my chair.”

Text-based questions:
- How do the bears know that somebody has been at their porridge, sitting in their chairs, and lying in their beds?
- Why do you think the three bears never saw Goldilocks again?
- How do you know this story is a folktale?

Culminating activities:
- Have students act out the story with simple props. Allow for all students to have a chance to participate.
- Create a readers theater script from the text that includes a narrator. Have all students practice the different roles. Students can rotate parts over successive days.

Words for extended instruction: wee | huge | necessary | tumbled

The Three Snow Bears

Once students are familiar with Goldilocks and the Three Bears, read aloud The Three Snow Bears, stopping to discuss the story and the illustrations. Focus on this text first before making connections with Goldilocks and the Three Bears. You may need to build prior knowledge about the setting for this tale, showing a map of the arctic and using the illustrations to learn about the climate and the animals that live there. During the reading, point out what is happening in the borders and discuss how the plot is unfolding “offstage,” too. Some of the vocabulary in the text may require a brief explanation during the reading, e.g., ice floe, igloo, and dog team.

Text-based questions:
- Why is Aloo-ki unaware that her huskies are about to float out to sea?
- How does Aloo-ki make herself at home in the bears’ igloo?
- Do you think Aloo-ki should be afraid of the snow bears? Why or why not?
- How has Jan Brett adapted the story of Goldilocks and the Three Bears in this tale?

Culminating activities:
- Provide students with a piece of plain drawing paper folded into four blocks. Ask them to illustrate the important events in the story in sequence. Have the students use these illustrations to retell the story to a partner.
- Create a Venn diagram on a chart with the students comparing and contrasting Goldilocks and the Three Bears with The Three Snow Bears. Include the types of bears, setting, events, and language used.

Words for extended instruction: yowled | stroll | mound | murmured | adrift

The 3 Little Dassies

After having read any version of “The Three Little Pigs” to students on a previous day, read The 3 Little Dassies. Explain that dassies are small animals that live in the Namib Desert in southern Africa and an agama is a type of lizard. During the reading, use the illustrations to call attention to the setting. Certain words, such as sree and riverbed, may require a brief definition during reading to aid comprehension. While reading, discuss with students what is happening in the side borders.

Text-based questions:
- Why do the three little dassies want to live in a new place?
- Why do the dassies shiver when Agama Man tells them eagles live on the mountain?
- Who do you think is the smartest sister? Why?
- How is Agama Man a good friend to the dassies?
- How does the author explain why eagles have black feathers?

Culminating activities:
- Discuss how each little dassie is like a little pig in “The Three Little Pigs” and how the eagle is like the wolf.
- Divide a large piece of chart paper in two. Write “The Three Little Pigs” at the top of one side and The 3 Little Dassies at the top of the other. Have students draw the houses from each story and then discuss how they are similar and different. Talk about how the places where the animals live determine what they use for materials to build their houses.

Words for extended instruction: distant | greedy | abundant | spotted
**The Mitten**

Prior to reading *The Mitten*, explain that it is based on a folktale from the Ukraine and locate the area on a map. During the reading, call attention to the side borders and ask students what is happening in each one. Students should start to notice that the borders foreshadow the events in the story.

**Text-based questions:**
- Why doesn't Baba want to make white mittens for Nicki?
- Why do the animals make room in the mitten for each new animal?
- How does the smallest animal prove to be the most powerful?
- What do you think Baba is thinking on the last page?

**Culminating activities:**
- Use *The Mitten* Interactive Read-Aloud activity found in this guide. (page 12)
- Show students the last page of the story. Explain that there are no words on this page. In a shared writing format, compose text for this page with students.

**Words for extended instruction:** burrowed | admire | jostled | commotion | drowsy

---

**The Hat**

*The Hat* provides a nice companion piece to *The Mitten* and can be read aloud after students are familiar with *The Mitten*. Continue to call students' attention to the side and top borders and discuss how they foreshadow events. *The Hat* is an original tale by Jan Brett, but it contains many elements of a folktale. After the read-aloud, help students make connections between the two books.

**Text-based questions:**
- Why does Hedgie want the other animals to think the sock is his hat?
- Why does each animal run off after they talk with Hedgie?
- How is Hedgie like the other animals at the end?

**Culminating activity:**
- Using the Penguin Readers Theater script, have students act out each role. Simple props can be used. Students develop fluency by rereading the script many times.

**Words for extended instruction:** embarrassing | cozy | ridiculous | the last straw | startled | magnificent

---

**The Umbrella**

Like *The Mitten*, *The Umbrella* is a cumulative tale. Set in the cloud forest, the animals crowd onto a boy's umbrella much as the animals squeeze into Matti's mitten, and both end with a small creature causing them all to fall out. In each story, the boy is unaware of what is happening with the animals. After reading, discuss with students how the two stories are similar and different. Brett includes many Spanish phrases in this book and usually provides the English translation immediately afterward.

**Text-based questions:**
- Why does Carlos go into the cloud forest?
- Why does he climb the tree?
- Why does each animal want to go in the umbrella?
- Why doesn’t Carlos see the animals in the cloud forest?
- What finally causes the animals to leave the umbrella?
- How does the story end as it began?

**Culminating activities:**
- Create a Venn diagram with students comparing this story to *The Mitten*.
- Vocabulary activity: Reread the sentence about the jaguar: *As the umbrella floats by, he pounces in, making it sink even deeper into the water*. Explain that *pounce* means to jump quickly onto something, often in a surprising way. Show the picture of the jaguar pouncing on the umbrella. Act out what it would look like to pounce on something and provide other examples, such as someone pouncing on a quarter on the street, a cat pouncing on a mouse, or teammates pouncing on someone who gets a home run. Have students share their own examples and then make pictures that show what the word means. Choose one to be displayed in the classroom on a vocabulary wall with the word printed on it. Each time someone uses the word in a discussion or in writing, that person can put a check on the picture. This activity can be done for each of the words suggested below.

**Words for extended instruction:** keep eyes peeled | view | fling | pounce | tumble
Hedgie’s Surprise

This story is based on the legend of the Danish tomten, a humanlike creature who lives on a farm and can sometimes be mischievous.

Text-based questions:
• Why does Tomten start taking Henny’s eggs every day?
• Why does Henny want Tomten to stop taking her eggs?
• How does Hedgie help Henny?
• Why does Henny say Hedgie is full of surprises?

Culminating activities:
• Discuss with students how Hedgie proved to be a good friend to Henny.
• Use the Hedgie Character Study activity in this guide (page 13).

Words for extended instruction: wailed | hollow | clutched

Honey . . . Honey . . . Lion!

In this folktale from Botswana, small Honeyguide teaches Badger a lesson after he refuses to share the honey she found for him. As you read to students, use the illustrations to briefly point out some of the animals, plants, and trees they are not familiar with. Encourage them to join in with the words that describe sounds, e.g., pitter, patter.

Text-based questions:
• How do Honeyguide and Badger usually help each other?
• What does Badger do to change this?
• What does Honeyguide do to get even with Badger?
• What lesson do you think Badger learns at the end?

Culminating activities:
• Have students play the Honey . . . Honey . . . Lion! game in this guide (page 14).
• On chart paper, create character webs for Honeyguide and Badger. Help students to add words that describe each character. Encourage them to support each trait with evidence from the text, e.g., Badger is greedy because he eats all the honey.

Words for extended instruction: partners | rage | reward

Gingerbread Baby

Read and discuss any version of “The Gingerbread Boy.” On another day, read aloud Gingerbread Baby, sharing the illustrations with students. As the story progresses, call students’ attention to the side borders and have them make predictions about what Matti is doing and why.

Text-based questions:
• Why do you think a gingerbread baby comes out of the oven instead of a gingerbread boy?
• Why does everyone want to catch the gingerbread baby?
• What is Matti’s plan to catch him?
• Why does everyone think the gingerbread baby met his match in the clearing?
• Why does the gingerbread baby feel lucky at the end?
• Who do you think is the smartest one in this story? Why?

Culminating activities:
• Create a character trait web on a chart. Write “Gingerbread Baby” in the middle. Work with students to come up with words to describe the gingerbread baby and write them on the lines. Words could include boastful, conceited, smug, mischievous, and brash. As each word is written, ask students to explain why that word describes the gingerbread baby by using evidence from the text.
• Create a Venn diagram with students comparing this story with “The Gingerbread Boy.”
• Use the Gingerbread Friend activity in this guide (page 11)

Words for extended instruction: old-fashioned | clever | brash | familiar | met his match
**Town Mouse Country Mouse**

Explain to students that a fable is a traditional story that teaches a lesson and usually has animals that talk and act like people. You may wish to read aloud another version of this tale, but it is not necessary. Explain that this tale takes place in two different settings: the town and the country. As you read aloud, tell students to pay close attention to how living in each place is different from the other.

**Text-based questions:**
- Why do the town mice think it would be better to live in the country?
- Why do the country mice think the town would be better?
- Do things turn out as they expected when they trade houses? Why or why not?
- What lesson do the town mice and the country mice learn in the end?
- What do you think will happen if the cat and owl do trade places?

**Culminating activities:**
- This writing activity can be done as shared writing, in small groups, or individually. Remind students that the country mice and town mice didn’t know what to expect when they traded houses. Have half of the class write a letter from the town mice to the country mice telling them what to be careful of when they are in the town house. The rest of the class writes a letter from the country mice to the town mice about the dangers of the country. Have students read their letters during group sharing time.
- Introduce students to the saying “The grass is always greener on the other side of the fence.” Explain what it means and start a discussion about how it applies to this fable.

**Words for extended instruction:** prowled | avoiding | better part of the bargain | eye-catching | discouraged | close call | peril

---

**Beauty and the Beast**

In this retelling of the classic French folktale, Jan Brett again uses illustrations to extend the meaning of the story. Students can find clues to the outcome in the tapestries at the Beast’s palace. When reading aloud the beginning, briefly explain the words merchant and cargo.

**Text-based questions:**
- How does Beauty show right from the beginning that she is different from her sister?
- Why is the Beast angry with the merchant?
- How is Beauty treated at the Beast’s palace?
- What is the only thing that spoils Beauty’s happiness at the palace?
- Why does Beauty go home again?
- Why does she return to the Beast?
- How does Beauty cause the Beast to turn into a prince?
- What lesson can we learn from this tale?

**Culminating activities:**
- Revisit the text with students by returning to the pages with tapestries. Ask students to examine each one and discuss the significance of what is happening and the words written at the top.
- Have students write a brief response to the story, expressing the central message and citing evidence from the text to support their opinions.

**Words for extended instruction:** penniless | ingratitude | pleaded | terror | reassured | rejoicing

---

**Cinders**

Jan Brett sets her Cinderella story in a snowy Russian winter where one magical night, Cinders, the most picked upon hen in the flock, becomes the most loved by Prince Cockerel when she arrives at his ball looking so beautiful that even her bossy sisters don’t recognize her.

**Culminating activity:**
- Use this story to compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors from different cultures. RL.2.9
**On Noah’s Ark**

This fictional tale is based on the biblical story and is told by Noah’s granddaughter.

**Text-based questions:**
- Why does Noah build an ark?
- Why do the animals come aboard the ark?
- How long do the rains last?
- How do Noah and his granddaughter know they are near land?

**Culminating activity:**
- Say to the students, “At the end, the animals go off in all different directions.” Discuss with them how different animals live in different habitats. List different habitats on a chart and help students decide where the different animals will go to live. Have each student choose an animal and draw a picture of it in its natural habitat. Display near the chart.

**Words for extended instruction:** flood (this word is not stated in the text, but is a concept to teach students)

**Berlioz the Bear**

This story has elements of a cumulative tale as, one by one, the animals try to help Berlioz’s bandwagon out of a hole so the bears can perform at a concert. It is reminiscent of the Russian folktale “The Great Big Enormous Turnip.”

**Text-based questions:**
- Why is Berlioz worried at the beginning of the story?
- What happens on the road that almost prevents the bears from getting to the village?
- Each animal who tries to help is sure he will be able to get the wagon out of the hole, but can’t. How does the smallest one of all succeed?
- How does Berlioz thank the bee at the end?

**Culminating activities:**
- Have students fold a blank piece of paper in half. Ask them to draw a picture of the problem in the story on the left side and the solution on the right and to write a brief caption under each illustration. They can share these with partners during whole class sharing time.
- Start a discussion with students. Make connections to *The Mitten* and *The Umbrella*. Each is a cumulative tale with animal characters and has a surprise resolution brought about by the smallest animal.

**Words for extended instruction:** lurched | bragged | desperation

**Mossy**

**Text-based questions:**
- What makes Mossy a special turtle?
- What does it mean that Mossy makes Scoot’s heart beat fast?
- Why does Dr. Carolina think Mossy is perfect for her museum?
- Why isn’t Mossy happy in the museum even though she has everything she needs?
- Why does Dr. Carolina have two artists paint Mossy’s picture?
- How does this story end well for everyone?

**Culminating activities:**
- Have students write a response to the following question: Do you think Dr. Carolina did the right thing in returning Mossy to the pond? Why or why not?
- Explain that *flora* means plants and *fauna* refers to animals. Have students do a research project on the flora and fauna that live in and near a pond. They can use Jan Brett’s illustrations in this book and other sources for the project. Students’ reports can be compiled into a class book and displayed in the classroom library.

**Words for extended instruction:** extraordinary | captivated | flora | fauna | captured a moment in time
**Annie and the Wild Animals**

During the reading, call students’ attention to the borders. (See culminating activity)

**Text-based questions:**
- How does Taffy act differently at the beginning of the story?
- What is Annie’s plan to find a pet after Taffy leaves?
- Does it work out as she expects? Why or why not?
- Why is Annie happy at the end?

**Culminating activity:**
- Revisit the border illustrations with students and discuss what Taffy was doing while Annie was trying to find a new pet.

**Words for extended instruction:** imagined | tame | unexpected

---

**The Wild Christmas Reindeer**

This is one of Jan Brett’s Christmas stories. Teeka, one of Santa’s elves, has to get the wild reindeer ready to pull Santa’s sleigh on Christmas Eve. This book can be used with her other Christmas books: *The Twelve Days of Christmas, Who’s That Knocking on Christmas Eve?,* and *The Night Before Christmas.*

**Text-based questions:**
- Why is Teeka nervous about her task?
- How do the reindeer react to Teeka’s treatment of them?
- What does Teeka realize she’ll have to do differently to get the reindeer ready for Christmas Eve?
- How do the reindeer change their behavior when Teeka is gentle with them?
- What lesson do you think Teeka learns in this story?

**Culminating activities:**
- List the names of the reindeer on chart paper. Explain what each word means and discuss how each applies to the arctic region where the reindeer live.
- Have students write a response to the following question: What is Teeka’s problem and how does she solve it?

**Words for extended instruction:** bewildered | restless | scolded

---

**The Easter Egg**

**Text-based questions:**
- Why is Hoppi excited about decorating an Easter egg?
- What does Hoppi do to get ideas for decorating his egg?
- How do the other rabbits try to help Hoppi?
- Why does Hoppi decide he should make an egg that is right for him?
- What does Hoppi do to “make” the best egg?
- What lesson does Hoppi learn in this story?
- Why do you think the Easter Rabbit chose Hoppi’s egg as the winner?

**Culminating activities:**
- Have students respond to the following prompt: Why does the author call Hoppi a brave little bunny? Support your answer with evidence from the story.
- Have students do a research project on different types of rabbits. (Jan Brett refers to these on the cover flap.) Assign groups of students different types of rabbits and have them write reports to present to the class.

**Words for extended instruction:** decorate | dazzling | unusual | relieved | admired
Praise for Jan Brett

★ “Brett’s RICH INTERPRETATION of the timeless fable finally resolves—‘THERE’S NO PLACE LIKE HOME.’”
—Publishers Weekly, starred review for Town Mouse Country Mouse

★ “Using an INVENTIVE LAYOUT, Brett retells a Ukrainian folktale with SUBTLETY, CLARITY, and HUMOR.”
—Booklist, starred review for The Mitten
・ New York Public Library: 100 Titles for Reading and Sharing

★ “In this LAVISH RE-CREATION of an old favorite, Brett uses unusual design techniques and meticulous patterning to bring the tale WONDROUSLY ALIVE... This is a delight.”
—Booklist, starred review for Goldilocks and the Three Bears

★ “[The] finely detailed watercolor and gouache art is a SHOWSTOPPER.”
—Publishers Weekly, starred review for The Easter Egg

★ “Brett’s BEAUTIFUL and familiar artwork helps to make the story jump off the page.”
—Library Media Connection, starred review for The Easter Egg
・ A New York Times Bestseller

“The mashing up of the ever-popular English story of ‘The Three Little Pigs’ with her Namibian experiences, Brett uses her MAGICAL watercolor-and-gouache paintings to create a DISTINCTIVE VISUAL WORLD.”
—Kirkus Reviews
・ A New York Times Bestseller

“African animals and landscapes take center stage in this LIVELY RETELLING of a traditional folktale. A POPULAR CHOICE for reading aloud.”
—Kirkus Reviews, starred review for Honey... Honey... Lion!
・ A New York Times Bestseller

“Brett has created GORGEOUS, jewel-like, folklore-inspired art... young and old WILL APPRECIATE this tale of friendship and one-upmanship.”
—Kirkus Reviews for Hedgie’s Surprise
・ A New York Times Bestseller

“Once again Brett has given her own SPECIAL SPIN to a classic... Her signature artwork is DELIGHTFULLY OLD-FASHIONED.”
—Booklist for Gingerbread Baby
・ A Bank Street College Best Book of the Year (2000)
・ A New York Times Bestseller
MEET

JAN BRETT!

JAN BRETT lives in a seacoast town in Massachusetts, close to where she grew up. During the summer, her family moves to a home in the Berkshire Hills. As a child, Jan Brett decided to be an illustrator and spent many hours reading and drawing. She says, “I remember the special quiet of rainy days, when I felt that I could enter the pages of my beautiful picture books. Now I try to re-create that feeling of believing that the imaginary place I’m drawing really exists. The detail in my work helps to convince me, and I hope others as well, that such places might be real.”

As a student at the Boston Museum School, Jan spent hours in the Museum of Fine Arts. “It was overwhelming to see room-sized landscapes and towering stone sculpture, and then moments later to refocus on delicately embroidered kimonos and ancient porcelain,” she says. “I’m delighted and surprised when fragments of these beautiful images come back to me in my painting.”

Travel is also a constant inspiration. Together with her husband, Joe Hearne, who is a member of the Boston Symphony Orchestra, Jan Brett visits many different countries where she researches the architecture, costumes, and subjects that appear in her work. Jan says, “From cave paintings to Norwegian sleighs to Japanese gardens, I study the traditions of the many countries I visit and use them as a starting point for my children’s books.” She visited Switzerland to research the setting for Gingerbread Baby and Gingerbread Friends and Scandinavian countries for many of her other winter-themed books.

Before writing The Three Snow Bears, Jan traveled to Iqaluit, capital of the Nunavut Territory in northern Canada. In a school, Jan saw the many intelligent, proud faces that became her inspiration for Aloo-ki. And in a town called Pangnirtung, famous for its people’s art, Jan marveled at images of Arctic animals in Inuit clothes.

Jan visited the Monteverde Cloud Forest in Costa Rica before creating The Umbrella, and was beguiled by it, “Just like Carlos, the boy in my story,” she says.

The inspiration for The 3 Little Dassies came when Jan discovered the curious, playful, guinea pig-like creatures in the rocky mountainous country of Namibia. Vivid blue African skies, pinkish rocks, and green grasses capture the essence of the dramatic, dry desert country. Jan completes the picture by dressing the dassies in the traditional, colorful long dresses and hats that the Namibian woman wear.

To learn more about Jan Brett and for a wonderfully extensive library of free downloadable classroom and library materials, please visit www.janbrett.com
Create Your Own Gingerbread Friend!
The perfect back-to-school classroom or library theme

Jan Brett’s *Gingerbread Baby* and *Gingerbread Friends* are great books to use in lessons to orient young students to their new classroom and classmates.

All about me! My name is ____________________________

All about my new friend, ________________________________

Photocopy the gingerbread baby below and provide two copies to each student in your class. Invite your students to decorate their gingerbread friends to represent themselves. Suggest that they include pictures that show their hobbies and interests in the space around the figure. Then pair your students together and ask them to interview each other, asking questions that will help them get to know their new friends. Questions could address favorite sports, music, or color, number of siblings or kinds of pets. Then have students design a second gingerbread friend that represents their classmate. Help your students cut their gingerbread friends out and hang them around the room or on your classroom door. Try hanging them side by side in a line down the hallway from the front door of the school to your classroom (or from the library or cafeteria) so that students who may not yet know their way around the school can use the trail of Gingerbread Friends as a map to their classroom.

PenguinClassroom.com
The Mitten Interactive Read-Aloud

Creating an interactive read-aloud environment will help enhance your students’ comprehension of the story. Invite them to participate as you read The Mitten! Photocopy the mittens and the animals on this page. Hand one pair of sheets to each student and allow them to color and decorate the images. Help them cut out the pieces and staple the two sides of the mitten together to create a pocket. As you read the story aloud, pause as each character crawls into the mitten and give your students a chance to follow along by placing the correct animal inside the mitten they made. Extend this activity by introducing the book with a unit on the different animals that appear in the book so your students will be able to recognize those that might be unfamiliar to them.
Hedgie Character Study

Complete the T chart below as a class or photocopy for each student to work on in pairs or individually.

<table>
<thead>
<tr>
<th>Character Trait</th>
<th>What does Hedgie do or say to illustrate this trait?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In <em>The Mitten</em>, Hedgie is . . .</td>
<td></td>
</tr>
<tr>
<td>In <em>The Hat</em>, Hedgie is . . .</td>
<td></td>
</tr>
<tr>
<td>In <em>Hedgie’s Surprise</em>, Hedgie is . . .</td>
<td></td>
</tr>
<tr>
<td>In <em>Hedgie Blasts Off!</em>, Hedgie is . .</td>
<td></td>
</tr>
</tbody>
</table>
Fun with Sounds & Pictures

Identify the use of onomatopoeia words
—words that sound like what they describe—in

“SWISH, SWISH through the grass . . .
CLICKETY-CLICKETY into the papyrus . . .
BOOM, BOOM over the hollow log . . .
SPRONG over the termite mound . . .
SPLISH, SPLASH across the water hole . . .
PITTER, PATTER over the baobab roots . . .”

by
Jan Brett

After you read the story have students photocopy this page and cut out the cards below. Mix up the cards, and place them facedown on a flat surface. If students are playing with a partner, have them take turns picking up two cards at a time to see if they find sound words that match the correct picture. If they do, keep the pair and take another turn. If they don’t match or they turn over two word cards or two picture cards have them place both cards facedown again and let their partner take a turn. After all cards are correctly matched, work with their partners to put the card pairs in the order that they happened in the story.
Welcome to the World of Jan Brett!

For more free downloadable classroom and library materials and printables, visit janbrett.com today!

Jan Brett’s Snowy Treasury
Includes: Gingerbread Baby, The Mitten, The Hat, and The Three Snow Bears
HC: 978-0-399-25401-7 • $29.99
Ages 4 up

The Night Before Christmas (Book and DVD)
HC: 978-0-399-25670-7 • $20.00
Ages 4 up

Available November 2013

Illustrations © Jan Brett

WELCOME TO THE WORLD OF
JAN BRETT!

Gingerbread Baby
978-0-399-23446-6 (HC) • $16.99
978-0-399-24166-6 (BB) • $7.99
Guided Reading Level L
Lexile Level AD430L
Ages 4–8

Gingerbread Friends
978-0-399-25161-0 (HC) • $17.99
Guided Reading Level J
Lexile Level AD810L
Ages 3–5

The Owl and the Pussy Cat
978-0399-21925-2 (HC) • $16.99
Guided Reading Level H
Ages 4–8

The 3 Little Dassies
978-0-399-25499-4 (HC) • $17.99
Ages 3–5

The Three Snow Bears
978-0-399-24792-7 (HC) • $16.99
978-0-399-26009-4 (BB) • $16.99
978-0-399-16326-5 (oversized BB) • $16.99
Guided Reading Level I
Lexile AD680L
Ages 4–8

Maisy
978-0-399-25782-9 (HC) • $17.99
Ages 3–5

On Noah’s Ark
978-0-399-24028-7 (HC) • $16.99
978-0-399-25220-4 (BB) • $7.99
Lexile Level 420L
Ages 4–8

The Umbrella
978-0-399-24215-1 (HC) • $16.99
978-0-399-25540-3 (BB) • $7.99
Guided Reading Level N
Lexile AD680L
Ages 4–8

The Wild Christmas Reindeer
978-0-399-22192-7 (HC) • $17.99
PB: 978-0-698-11652-8 (PB) • $6.99
Guided Reading Level N
Lexile Level AD640L
Ages 4 up

Who’s That Knocking on Christmas Eve?
978-0-399-23873-4 (HC) • $16.99
Lexile Level 750L
Ages 4–8

The Three Snow Bears
978-0-399-25499-4 (HC) • $17.99
Guided Reading Level I
Lexile AD680L
Ages 4–8

Available November 2013

Jan Brett’s Snowy Treasury
Includes: Gingerbread Baby, The Mitten, The Hat, and The Three Snow Bears
HC: 978-0-399-25401-7 • $29.99
Ages 4 up

The Night Before Christmas (Book and DVD)
HC: 978-0-399-25670-7 • $20.00
Ages 4 up

For more free downloadable classroom and library materials and printables, visit janbrett.com today!

G.P. Putnam’s Sons • Puffin Books • www.penguin.com/teachersandlibrarians

Illustrations © Jan Brett

Annie and the Wild Animals
978-0-399-16104-4 (HC) • $17.99

Armadillo Rodeo
978-0-399-22803-2 (HC) • $17.99
978-0-14-240125-5 (PB) • $6.99
Guided Reading Level L
Lexile Level 640L
Ages 3 up

Beauty and the Beast
978-0-399-25731-5 (HC) • $17.99
Guided Reading Level tk
Lexile Level tk
Ages 3 up

Berlioz the Bear
978-0-399-22248-1 (HC) • $18.99
978-0-698-11399-2 (PB) • $6.99
Guided Reading Level N
Lexile Level 540L
Ages 4–8

Christmas Trolls
978-0-399-22507-9 (HC) • $17.99
978-0-698-11846-1 (PB) • $6.99
Guided Reading Level N
Lexile Level 440L
Ages 3–8

Cinders
978-0-399-25783-4 (HC) • $17.99
Ages 3 up

Comet’s Nine Lives
978-0-399-22931-5 (HC) • $17.99
978-0-698-11358-9 (PB) • $6.99
Guided Reading Level M
Lexile Level 540L
Ages 4–8

Daisy Comes Home
978-0-399-23618-1 (HC) • $17.99
978-0-14-240127-9 (PB) • $6.99
Guided Reading Level M
Lexile Level AD640L
Ages 4–8

The Easter Egg
978-0-399-25238-9 (HC) • $17.99
Ages 4–8

Gingerbread Baby
978-0-399-23444-6 (HC) • $16.99
978-0-399-24166-6 (BB) • $7.99
Guided Reading Level L
Lexile Level AD430L
Ages 4–8

Gingerbread Friends
978-0-399-25161-0 (HC) • $17.99
Guided Reading Level J
Lexile Level AD810L
Ages 3–5