



Whose Hat is That?

Reading, Playing with Words, and Gathering Information



Patricia Turner

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Grade Level	1st – Preschool Grade	Time Frame	25 min
Subject	English/Language Arts, Social Studies	Duration	4 sessions

Essential Question

Why do people wear hats and headgear? Why do we need different kinds of hats and headgear?

Summary

In this lesson, students go on a hat hunt, enjoy a story, and play with words. Students are introduced to a variety of hats and headgear and their purposes. A parent guide for doing the lesson at home accompanies this lesson.

Snapshot

Engage

Spark students' interest by wearing a funny hat. Students then share what they know about hats. This activity is followed by reading a fun book about hats.

Explore

Students participate in a hat-collecting activity in the classroom and/or around the school and then create a graph to show the results.

Explain

Students read or listen to the story *Busy Izzy*. They retell the story to a classmate and then use words from the story to add, delete, and substitute phonemes in one-syllable words. Students also produce groups of rhyming words.

Extend

Students complete a prediction chart as a class and then answer questions about an informational reading titled *Why Do People Wear Hats?*

Evaluate

After rereading the story *Busy Izzy*, students focus on helping Kelsey and Addy fix the problem. Using a provided handout, students match each hat with the person it likely belongs to. Then, students share the reasoning behind their matches.

Standards

Oklahoma Academic Standards (Kindergarten)

K.2.6: Describe family and community customs and traditions as basic elements of culture.

Oklahoma Academic Standards for English Language Arts (Grade 1)

1.2.PWS.3: Students will read words in common word families (e.g., -at, -ab, -am, -in).

1.2.R.3: Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text.

Oklahoma Academic Standards for English Language Arts (Grade 1)

K.2.PA.2: Students will recognize and produce pairs of rhyming words, and distinguish them from non-rhyming pairs.

K.2.PA.4: Students will recognize the short or long vowel sound in one syllable words.

K.2.R.1: Students will retell or reenact major events from a read-aloud with guidance and support to recognize the main idea.

Oklahoma Academic Standards for English Language Arts (Grade 1)

PK.1.R.2: Students will begin to ask and answer questions about information presented orally or through text or other media with guidance and support.

Attachments

- [Be-a-Detective-Whose-Hat-is-That.docx](#)
- [Be-a-Detective-Whose-Hat-is-That.pdf](#)
- [Busy-Izzy-Whose-Hat-is-That.docx](#)
- [Busy-Izzy-Whose-Hat-is-That.pdf](#)
- [Doghouse-Activity-Whose-Hat-is-That.docx](#)
- [Doghouse-Activity-Whose-Hat-is-That.pdf](#)
- [Fun-with-Names-Whose-Hat-is-That.docx](#)
- [Fun-with-Names-Whose-Hat-is-That.pdf](#)
- [Graph-the-Hats-Whose-Hat-is-That-1.docx](#)
- [Graph-the-Hats-Whose-Hat-is-That-1.pdf](#)
- [Long-Vowels-Whose-Hat-is-That.docx](#)
- [Long-Vowels-Whose-Hat-is-That.pdf](#)
- [Parent-and-Home-Guide-Whose-Hat-is-That.pdf](#)
- [Question-Sheet-Whose-Hat-is-That.docx](#)
- [Question-Sheet-Whose-Hat-is-That.pdf](#)
- [Short-Vowels-Whose-Hat-is-That.docx](#)
- [Short-Vowels-Whose-Hat-is-That.pdf](#)
- [Why-Do-People-Wear-Hats-Whose-Hat-is-That.docx](#)
- [Why-Do-People-Wear-Hats-Whose-Hat-is-That.pdf](#)
- [Working-with-Words-Answers-Whose-Hat-is-That.docx](#)
- [Working-with-Words-Answers-Whose-Hat-is-That.pdf](#)

Materials

- Graph the Hats handout (attached)
- *Busy Izzy* (attached)
- Short Vowels handout (attached)
- Long Vowels handout (attached)
- Fun with Names! handout (attached)
- Working with Words Answers (attached)
- Be a Detective! handout (attached)
- *Why Do People Wear Hats* (attached)

- Question Sheet (attached)
- Doghouse Activity handout (attached)
- Parent and Home Guide (attached)
- Real hats from home or pictures of hats
- Pencil, paper, crayons/markers, scissors
- Fun children's book about hats

Engage

Teacher's Note: Discussing the "Why" of Wearing Hats

Throughout the lesson, there will be many opportunities to discuss the importance of wearing a hat or a helmet. These conversations may prompt you to share more details about some of the headgear. For example, you might explain that the reason so many helmets have holes in them is to allow air to flow through, thus keeping your head cool while still protecting you. You might also explain how wearing a hat with a brim is a good way to protect your eyes from the sunlight.

Start the lesson by wearing an unusual hat for the day, such as a helmet, a baseball cap, or a big floppy sun hat. Ask students, "What do you notice about what I am wearing on my head?"

After students have had a few minutes to enjoy the novelty of your headwear, gather more information from them about why they think people wear hats. Their answers may be documented on a chart or just enjoyed as a conversation. Then, read a fiction book about hats that is appropriate for students' grade level.

A couple of suggestions are *Do You Have a Hat?* by Eileen Spinelli or *A Good Day for a Hat* by T. Nat Fuller. See below for more options.

Other Children's Books About Hats

Here are more books about hats that are fun for kids:

- *Caps for Sale* by Esphyr Slobodkina
- *Tornado Slim and the Magic Cowboy Hat* by Bryan Langdo
- *Hats Off to Mr. Pockles!* by Sally Lloyd-Jones
- *Hats of Faith* by Medeia Cohan
- *Aunt Flossie's Hats (and Crab Cakes Later)* by Elizabeth Fitzgerald Howard
- *The 500 Hats of Bartholomew Cubbins* by Dr. Seuss
- *Imagine That!: How Dr. Seuss Wrote The Cat in the Hat* by Judy Sierra
- *Jigsaw Jones: The Case of the Hat Burglar* by James Preller
- *Magritte's Marvelous Hat* by D.B. Johnson
- *The Paper Hat Book: Super Hats for Super Kids* by Alyn Carlson

Explore

Students will go on a “hat hunt” in the classroom and/or around the school. This does not have to be an independent activity—it may be done in pairs, in groups, or as a class.

Students may look for real hats, or you may cut out pictures of hats from magazines, catalogs, and newspapers and place them around the room. Don't forget to include unusual hats like shower caps, sunhats, helmets, and goofy or special hats.

Other Options for the Hat Hunt

If students have iPads and you wish to incorporate technology, students may take pictures of the hats where they find them instead of collecting the hats. For a more hands-on option, place magazines, catalogs, and newspapers in the center of the room and have students find and cut out different types of hats.

After students have located all the hats or have completed their hat collections, pass out the attached **Graph the Hats** handout to each student.

Have students create a picture graph to display the number of hats they found of each kind. The first page of the handout already has pictures of various hats on the x-axis, but the second page contains a blank graph if you would like students to draw their own hats.

Students may create their graphs by grouping their hats according to type and then counting them, or they may draw pictures of their different types of hats and use cubes to represent the number of hats in each group. Alternatively, you may have students place their hat pictures in a pocket chart or make a [Sticky Bars graph](#).

Questions to Ask Students

- What hats did we find the most of? Why do you think we have so many of this kind?
- Which type of hat do we not have a lot of? Why don't we have many of these?
- Which hat do you think was the most unusual? Why?
- Did you find a hat that surprised you?
- Who would care about this information? (*This is a more difficult question.*)

Explain

Have students read or listen to the story *Busy Izzy*. Pass out the attached **Busy Izzy** handout if you would like each student to have their own copy. The story accompanies more than one activity in this section of the lesson, so it may be useful to provide each student with their own handout, even if you read the story aloud.

After the story, have students use the instructional strategy [Think-Pair-Share](#) to think about the story on their own and then retell the story to a partner. Encourage students to draw a few pictures about the story during the “Think” portion of the Think-Pair-Share activity. The retelling of the story also may be done as a whole class.

Once the class finishes its retelling of *Busy Izzy*, have students use the story to play with words and rhyming. Say to students: “Before we help Kelsey and Addy find out more about the hats that Izzy hid in the doghouse, let’s look at some words that Addy used in her story.”

Possible Vocabulary Words to Review

These are some words in the story that might be new to students: *practice, coach, helmet, baseball, batting, gear, neighbor, hardhat, police officer, doghouse, loop, decided, flown.*

As students work through the following activities, display *Busy Izzy* on the classroom screen if students do not have their own copies of the story to work with. First, ask students to complete the following tasks:

1. Find the compound words in the story and draw a box around each. (*Answers: baseball, doghouse, hardhat.*)
2. Circle all the words about headgear or types of hats in the story. (*Answers: batting helmets, baseball cap, caps, helmets, bicycle helmet, police officer’s hat, hardhat, hat.*)
3. Answer this question: What do you think Addy meant when she said “the time had flown by”? (*Possible answers: “Time went really fast” or “They were having fun, so they forgot about the time.”*)

Next, invite students to complete a rhyming activity. Pass out the attached **Short Vowels** handout and/or the **Long Vowels** handout if students have a good grasp of short-vowel words and you wish to offer more of a challenge. For an additional challenge, substitute words with diphthongs such as *house, flown, or now*.

Then, pass out the attached **Fun with Names!** handout. Have each student write their name at the top of the first column. After doing so, students will use their name and the names from the story to come up with other names that begin with the same letter. Students should be encouraged to capitalize only the first letter of each name.

Possible Student Answers

To review possible student answers for the Short Vowels, Long Vowels, and Fun with Names! handouts, see the attached **Working with Words (Answers)** sheet.

Extend

Teacher's Note: Making Predictions

This section of the lesson is called “Be a Detective.” There are two activities: The first is filling out a prediction chart, and the second is reading an informational story titled *Why Do People Wear Hats?* and then answering questions about it.

Using the prediction chart with students will engage them in the story and help them focus on what they are about to read or hear. However, predicting does not always come naturally. Some students may be intimidated by making predictions because they are afraid to make a “wrong” prediction. Reassure students that the purpose is to get them ready to read or listen to a story and then discover information, just as a detective would.

Pass out the attached **Be a Detective!** handout to each student. Start with the prediction chart.

Ask students to predict which of the statements about hats are true and which are false. Most students will know what true and false mean, but you might have to revisit the meaning of false as “not true.” Students should base their predictions on their prior knowledge. Let students know they should just have fun and “be a detective” as they look for clues in the story!

After students make their predictions, use a copy of the attached **Why Do People Wear Hats?** to read the story aloud, or provide students with their own copies to read the story on their own.

Possible Vocabulary Words to Review

These are some words in the story that might be new to students: *exposed, visors, attached, brim, materials, reducing, construction, protect, identify.*

After reading, have students go back to their Be a Detective! handout and fill out the final column of the prediction chart with what they have learned after reading.

Then, pass out the attached **Question Sheet** to each student and have them answer the five questions on the handout. See below for examples of possible answers to each question.

Possible Student Answers

1. Why do we wear hats in the summer? *Possible answers: To keep the sun out of our eyes. To keep from getting a sunburn. To stay cool. To look good.*
2. What is different about the hats we wear in the winter? *Possible answers: They are warmer. They cover the ears. (Students may tell you things they just know, like they are fluffy, have ties, pom-poms, etc.)*
3. Which hats are worn to protect our heads? *Possible answers: Helmets, hardhats, etc. (Students might also mention caps that protect us from the sun.)*
4. Why do firefighters and police officers wear hats? *Possible answers: To protect their heads and to let us know who they are or identify themselves.*
5. What is your favorite type of hat? Why do you like to wear it? *Answers may surprise you!*

Evaluate

After rereading the story *Busy Izzy*, have students focus on helping Kelsey and Addy fix the problem. In the story, Izzy the dog hides the hats she collected in her doghouse. Explain to students that the hats will need to be returned to the people they belong to.

Pass out the attached **Doghouse Activity** handout to each student. On their handout, students will match each hat with the person that would wear the hat. When they are done, students will share the reasoning behind their matches.

Answers may vary, but students should be able to talk about the reasoning behind their choices.

(Hint: There is more than one correct answer for some of the hats.)

Differentiated Opportunities for Advanced Students

Depending on the strengths of each student, here are some additional opportunities and ideas that may increase the rigor of the activities in this lesson.

- Students could design a type of headgear that would give more protection than a bike helmet if they fell.
- Students could answer or create “What would happen if ... ?” questions.
- Instead of the basic word work in this lesson, students could look for multi-syllable words in the stories and create rhymes using those words.
- Students who enjoy math could create inventive ways to group the hats and/or find another way the hats could be graphed.
- Students could play with the number 10 and answer simple mathematical questions. (E.g., “How many ways can you make 10?” Answers could include $1+9$, $2+8$, $3+5+2$, and so on.)

Resources

- K20 Center. (n.d.). Sticky Bars. Strategies. <https://learn.k20center.ou.edu/strategy/129>
- K20 Center. (n.d.). Think-Pair-Share. Strategies. <https://learn.k20center.ou.edu/strategy/139>