



3-5 YEARS

Large Group



Skill and Goal

Oral language

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud.



Key Concepts

New: Curious
Embarrass
Alone



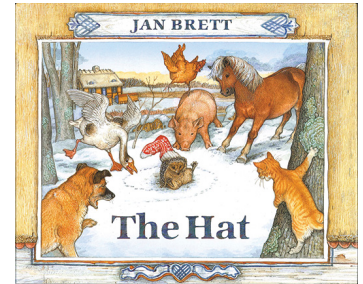
Materials Needed

The Hat by Jan Brett
Chart paper
Marker

The Hat

by Jan Brett

Be Prepared: This is the first of three repeated readings of a book with children. Today's reading focuses on children's understanding of basic information presented in *The Hat*. Three novel words will be introduced today: curious (page 9), embarrass (page 9), and alone (page 22). Write the following at the top of the chart paper: Words We Understand.



BEGIN: Let's all get ready to listen to a book.

[Display cover of book.]

This is the cover of our book. What do we think our book might be about?

[Follow-up prompt, if needed: "What do we see on the cover of the book?"]

EXPLAIN: We know that reading a book is a good way to learn new words. Books use some words we may not know. We will talk about some words each time we read our book this week.

ACT: Let's look at a chart that will help us as we learn new words.

[Display chart.]

The title of our chart is: Words We Understand. I will write the words we learn on our chart.

[Point to each word as you say it.]

The title of our book is *The Hat*.

[Point to and say the name of the author, who is also the illustrator.]

EXPLAIN: Today let's talk about three words that are in our book. One word is curious. The word **curious** means wanting to learn about something. Another word in our book is embarrass. The word **embarrass** means to make uncomfortable or feel foolish in front of others. Our book uses the word alone. **Alone** means to be by yourself.

ACT: I will write these three words on our chart.

[Point to and say each word as you write it.]

Now we will read our book. We will begin reading right here.

[Point to first text word.]

[Read the book without inviting talk until you have finished reading. Elaborate on words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to the text.]

ASK: *[Focus discussion of the book on recall and words introduced earlier in the session.]*

- What is our book about? (Hedgie got a stocking stuck on his head and other animals were curious)
- Who was the main character in our book? (Hedgie)
- What happened first? (Hedgie found a stocking on the ground and poked his nose in it)
- What happened next? (The hat got stuck on his head and he couldn't take it off)

[Point to and read each word on your chart.]

- What does the word "curious" mean? (you want to learn about something)
- What does "embarrass" mean? (to make uncomfortable or feel foolish in front of others)
- What does the word "alone" mean? (to be by yourself)

[Promote children's understanding of novel words introduced today by elaborating on children's comments about a word's meaning, or again defining the word. Reread the book's sentence with the novel word. Example: "We learned about the word 'alone.' Remember, alone means to be by yourself. Hedgie just wanted to be alone." Point to and describe pictures on pages 9 and 23 that are directly related to the novel words.]

RECAP: Today we read a book about Hedgie finding a stocking—which he put on his head and could not get off. We talked about the words "curious," "embarrass," and "alone."



Scaffolding Tips

Extra support ■ To help children understand the word *curious*, invite children to share something they want to learn about. As children share their ideas, help them understand that it means they are curious about what they shared. Or use an example from a time during the year that children were wanting to learn about something. Point out to children that they were curious about that thing. Example: “Remember in October when we had pumpkins and gourds in our room and you wanted to know what was inside the pumpkin? We were curious—we wanted to know about what was inside.”

Enrichment ■ Encourage children to share a time when they were curious about something and what things they did to get information about the thing they were curious about. Example: Jet shares that one time he was interested in turtles. He shares that he and his mom watched a video on YouTube about turtles and got a book from the library to read about them. He also made sure he saw the turtles when he went to the zoo with his cousin.



Center Activity

In the dramatic play area, provide cold weather dress-up items, such as scarves and mittens.



Family Child Care

Encourage school-age children to identify other books about hats that can be read to the younger children. Books could include stories such as *Caps for Sale*, or any *Curious George* book which includes the man with the yellow hat, along with non-fiction books, such as *Hats, Hats, Hats* by Ann Morris. Encourage children to look at similarities and differences in the books.



3-5 YEARS

Large Group



Skill and Goal

Oral language

Children will strengthen their comprehension of information presented in a book read aloud and increase the number of novel words they understand.



Key Concepts

New: Fresh
Tug
Cozy
Ridiculous
Startle
Missing

Review: Curious
Embarrass
Alone



Materials Needed

The Hat by Jan Brett
Words We Understand
chart from Day 1
Marker

The Hat

by Jan Brett

Be Prepared: This is the second of three repeated readings of *The Hat*. Today's session focuses on children's comprehension of information presented in the book. The session also helps children understand more novel words.

BEGIN: [*Display book cover.*]

This is the book we read on Day 1. The title of our book is *The Hat*. Let's talk about what we remember about the book.

- ASK:**
- What is our book about? (Hedgie got a stocking stuck on his head and other animals were curious)
 - Who was the main character in our book? (Hedgie)
 - What happened first? (Hedgie found a stocking on the ground and poked his nose in it)
 - What happened next? (the hat got stuck on his head and he couldn't take it off)

EXPLAIN: We are going to read our book again. We will stop to talk about what some of the words mean. We know that reading a book is a good way to learn new words. On Day 1 we talked about some words in our book. The words are written on our chart. Remember, the title of our chart is Words We Understand.

[*Point to chart and to each of the novel words defined on Day 1.*]

ASK: What do we remember about the words we talked about on Day 1?

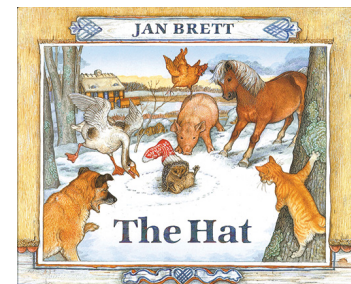
[*Help children recall the meaning of each novel word defined on Day 1.*]

ACT: [*Point to where to begin to read on the first text page of the book.*]

We are going to begin reading here. This is the first word inside our book.

[*Pause during reading to briefly define words identified for today's session using the following approach:*

- *Read the sentence with the novel word. Identify the novel word.*
- *Repeat the sentence in which the word is used.*
- *Then define the novel word and connect the definition to the book.*



Example: "We just heard the word 'tug.' Did everyone hear it? 'The barn cat was watching from a tree as Hedgie tugged at the stocking.' Tug means to pull on something. Hedgie was pulling on the stocking to get it off his head."

Below are the novel words and definitions for this session:

- **Fresh** (page 7): Clean
- **Tug** (page 14): To pull, like Hedgie pulling on the stocking
- **Cozy** (page 17): Snug, comfortable, and warm
- **Ridiculous** (page 21): Very silly or foolish
- **Startle** (page 21): To surprise or alarm
- **Missing** (page 29): Lost or not there

There is a text pattern in the book: after Hedgie talks to each of the animals, the last phrase on the page is "off he/she ran." Invite children to repeat the refrain or chant as part of the book reading: "And off he ran."]

EXPLAIN: We learned six new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand, or know, about each word. When we understand something, we know what it means or how it works.

[Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:

- *Ask children to describe a picture related to the word. Example: "We are learning what it means to be missing. At the beginning of the book, Lisa took clothes from the chest and hung the clothes outside. At the end of the book, the clothes were missing from the clothesline. What do we see in this picture (page 31) that tells us the clothes are missing from the clothesline?" (the animals have the items of clothes on their heads)*
- *Define a word without naming it and ask children to identify the word. Example: "What word do we use when something is very silly or foolish?" (ridiculous)*
- *Encourage children to think about a novel word in another context. Example: "In our book, Hedgie told the dog that a hat would keep him warm and cozy when it got cold. A hat can be cozy. What other things might be cozy?"]*

ASK: Our book was about Hedgie and the animals he met. The animals thought Hedgie's hat looked funny. What other things are funny or might look funny?

[Facilitate a discussion of book connections to children's experiences. Examples:

- *"Our book today was about Hedgie being curious and how he got a stocking stuck on his head. The other animals were curious about what Hedgie had on his head. Have you ever been curious about something? What were you curious about?"*
- *"Our book today talked about Hedgie looking ridiculous. Some of the animals thought Hedgie looked ridiculous with the stocking on his head. Have you ever*

seen something that was ridiculous? What was it?"

- *"Today we learned about the word tug. If we have to pull on something, we tug. In winter, we have to pull or tug on our boots to get them off our feet. Show me how you would tug on your boots. What kinds of things do we have to tug?"*

RECAP: We learned more words today when we read *The Hat*. Let's look at our chart to remember the words we are learning to understand.

[Say and point to each word on the chart. Invite children to say one thing they know about the word.]



Scaffolding Tips

Extra support ■ Describe what it means to be cozy. Invite children to look through the room for things that are snug, comfortable, and warm. Example: Encourage children to point to blankets or pillow used for nap time, or comfortable chairs in the reading corner.

Enrichment ■ Promote children's comprehension of the story by inviting them to describe one or more of the following pictures: pages 11 and 15, Hedgie is trying to tug the stocking off his head; pages 21 and 26, Hedgie has the stocking stuck on his head and the animals tell him he looks ridiculous. Ask children, "What part of our story about Hedgie is shown in this picture?"



Center Activity

In dramatic play area, provide a clothesline (if allowed) or drying rack, and clothespins, so children can pretend to place clothing out to dry.



Family Child Care

Invite school-age children to play a *What's Missing* game with younger children. Encourage older children to gather a group of a few objects together and have younger children look at the items. Then have children close their eyes and take one of the objects away from the group. Have children open their eyes and see if they can identify the object that is missing or "not there."



3-5 YEARS

Large Group



Skill and Goal

Children will interpret information presented in a book read aloud and will increase the number of novel words they understand.



Key Concepts

New: Magnificent
Chase
Chest

Review: Fresh
Curious
Embarrass
Tug
Cozy
Ridiculous
Startle
Alone
Missing



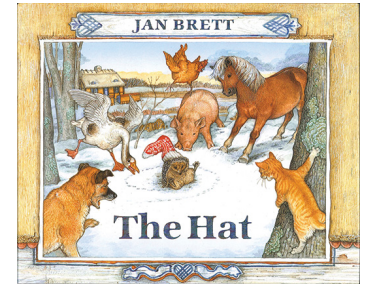
Materials Needed

The Hat by Jan Brett
Words We Understand
chart from Days 1 and 3
Marker

The Hat

by Jan Brett

Be Prepared: This is the third of three repeated readings of *The Hat*. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words.



BEGIN: [*Display book cover.*]

We have read our book two times this week. Let's talk about what we remember about the book.

- ASK:**
- What is our book about? (Hedgie got a stocking stuck on his head and other animals were curious)
 - Who was the main character in our book? (Hedgie)
 - What happened first? (Hedgie found a stocking on the ground and poked his nose in it)
 - What happened next? (the hat got stuck on his head and he couldn't take it off)

EXPLAIN: The author and illustrator of our book is Jan Brett.

[*Point to the name as you identify the author and illustrator.*]

We are going to read our book again. We will stop to talk about what some of the words mean. We have read this book two times. Each time we talked about some words in our book. The words are written on our chart. Our chart reminds us of the words we are learning to understand.

[*Point to chart.*]

- ASK:** What do we remember about the words we talked about yesterday?
[*Help children recall the meaning of each novel word defined yesterday.*
Point to title of chart.]

The title of our chart is Words We Understand.

- ACT:** [*Point to where to begin to read on the first page of the book.*]

We are going to begin reading here. This is the first word inside our book.

[*Read the book from the beginning. Pause to briefly define words identified for today's session using the following approach:*

- Read the sentence with the novel word. Identify the novel word.
- Repeat the sentence in which the word is used.
- Then define the novel word and connect the definition to the book.

Example: "I just read the word 'moment.' Did everyone hear it? 'The gander thought for a moment.' The word 'moment' means a short time. The gander thought for a short time before he ran off."

Below are the novel words and their definitions for this session:

- **Magnificent** (page 31): Very good or outstanding
- **Chest** (page 5): A big box for storing things
- **Chase** (page 32): Following something quickly to try to catch it

There is a text pattern in the book: after Hedgie talks to each of the animals, the last phrase on the page is "off he/she ran." Invite children to repeat the refrain, or chant, as part of the book reading: "And off he ran."]

EXPLAIN: We learned three new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand, or know, about each word.

[Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:

- *Ask children to describe a picture related to the word. Example: "Please look at this picture of Lisa (page 5) taking clothes out of the chest. What other things do you think the chest could hold?" (scarves, coats, boots)*
- *Define a word without naming it and ask children to identify the word. Example: "At the end of the book, each of the animals was wearing a 'hat.' Each animal thought their hat was outstanding. What's another word for outstanding?" (magnificent)*
- *Encourage children to think about a novel word in another context. Example: "In our book, the gander thought for a moment. He thought for a short time. Are there other things we do for a moment?"]*

ASK: Different types of things happened in our book. Let's talk about why some things may have happened.

[Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. Display pertinent pictures in the book to help children focus on questions you ask. Sometimes it is helpful to introduce topics by first describing (or asking) what happened and then asking "why" questions about what happened. Examples:

- *"How did the stocking get stuck on Hedgie's head? Do you think Hedgie wanted a hat when he poked his head into the stocking?"*

Understanding Words *continued*

- “How do you think Hedgie felt when other animals made fun of his hat? Why did other animals think Hedgie looked ridiculous?”
- Hedgie told each animal who made fun of him that his hat would keep him warm and dry when there were snowstorms or rain or wind. Do you think the animals believed him?
- “At the end of the book, each animal had a hat on its head. Why do you think the other animals got hats for their heads?”]

RECAP: We learned more about our book today by talking about why some things happened in our book. We also learned more words today when we read *The Hat*. Let’s look at our chart to remember all of the words we are learning to understand. Each of these words helps us understand the information in our story.

[Say and point to each word on the chart. Invite children to recall how the word was used in the book. Provide a brief description of the word’s use in the book if children cannot recall.]



Scaffolding Tips

Extra support ■ Point to a large box in, or near, your room as an example of a chest. ■ If children find it difficult to respond to an interpretation question, reread or describe the situation directly related to your question. Example: Reread or tell about Hedgie poking his nose in the stocking and getting it stuck in his prickles. Show pages 9 and 11 to children so they can see the pictures from the book to help focus on the question.

Enrichment ■ Ask children if some things that happened in the book were a surprise to them (they did not expect to happen). Example: “Were you surprised that all of the animals found a piece of clothing to wear as a hat? Why?”



Center Activity

Provide other Jan Brett books that focus on animals. Examples: *The Mitten*, *Hedgie’s Surprise*, *Annie and the Wild Animals*, and *Daisy Comes Home*.



Family Child Care

Encourage older children in your setting to retell *The Hat*, using the book’s pictures as a guide.