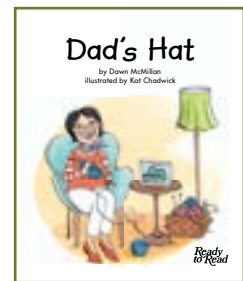


Dad's Hat

by Dawn McMillan
illustrated by Kat Chadwick

This text is levelled at Green 2.



Overview

In this narrative, Grandma has knitted a blue hat for Dad. Blue is Dad's favourite colour, and he wears the hat everywhere until one day it gets wet and he shrinks it in the drier. Dad tries wearing some of his other hats, but they just don't seem right. Tom feels sorry for Dad and comes up with an idea to solve Dad's problem.

Dad's Hat supports the development of a self-improving reading process. It requires students to monitor their

reading and "use a range of sources of information in text, along with their prior knowledge, to make sense of the texts they read". With some teacher guidance, they "use strategies such as asking questions and making inferences to help them think more deeply about the ideas in the text" (both quotations are from *The Literacy Learning Progressions*, page 12). There is an audio version of the text as an MP3 file at www.readytoread@tki.org.nz

Text characteristics

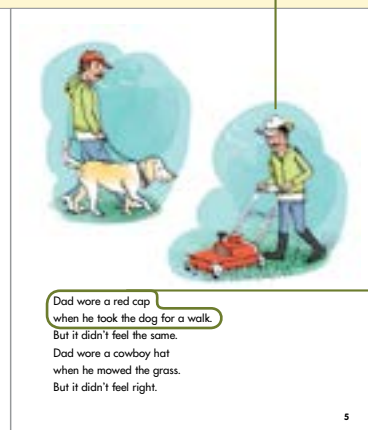
The students are working towards the standard for after one year at school. The characteristics of Green texts are shown in the boxes with a solid outline. Other boxes indicate additional characteristics.

The familiar setting (at home) and the possibly unfamiliar context of knitting

Most content explicitly stated but also some implicit content (in the text and illustrations) that provide opportunities for students to make simple inferences (for example, that woollen items shrink when they go in the drier and about Dad's feelings)

Speech marks and attributions in longer sections of dialogue that require students to monitor their reading and search for information in the text to track who is speaking

Illustrations and visual language features that support and extend the meaning but may not exactly match the words



Indicators of time ("One day", "Soon", "when", "Then", "After soccer", "The next Saturday")

Sentences that run over more than one line but do not split phrases

A range of punctuation, including speech marks, commas, question marks, apostrophes, ellipses, and exclamation marks to support phrasing, intonation, and meaning

The possessive apostrophe in "Dad's" and "Grandma's"

To support word recognition:

- many high-frequency words, (for example "another", "came", "could", "feel", "have", "his", "just", "know", "left", "love", "make", "much", "old", "please", "right", "round", "same", "Soon", "still", "thank you", "There", "took", "very", "walk", "what", "your")

To support word-solving strategies:

- interest words that are likely to be in a reader's oral vocabulary and that are strongly supported by the context or illustrations (for example, "cowboy hat", "drier", "favourite", "grass", "idea", "jumper", "knit", "pompom", "scarf", "soccer", "surprise", "visit", "wear", "wool", "Wow")
- the compound words "cowboy", "everywhere", "Grandma", "outside"
- a wide range of regular verbs and some irregular verb forms (for example, "left", "made", "shrunk", "took", "wore") that require students to attend to inflections and draw on their knowledge of sentence structure
- the colour names "blue", "green", "pink", "purple", "red", "yellow"
- the words with a silent "k" – "knit" and "know"
- the contractions "didn't", "I'll", "I'm", "isn't", "It's".

A suggested reading purpose

To find out what the problem is and how it is solved

Setting a learning goal

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically” about texts?)

To meet the reading purpose, students need to draw on a range of processing and comprehension strategies. The strategies, knowledge, and skills below link to *The Literacy Learning Progressions*. **Select from and adapt** them to set your specific learning goal. Be guided by your students’ particular needs and experiences – their culture, language, and identity. (*Reading and Writing Standards for Years 1–8*, Knowledge of the learner, page 6).

The purpose of the goals listed below is to guide you in your lesson planning and your monitoring and support of students. Simplify the wording of the goal or goals when sharing them with students.

This text provides opportunities for students to:

- make connections between their own experiences and information in the text and illustrations to make inferences about how the problem is solved
- summarise the events in the story
- make and test hypotheses
- draw on multiple sources of information, for example, grapho-phonetic information, known words, sentence structure, punctuation, context, and/or illustrations to make meaning
- monitor their own reading and self-correct where necessary, using strategies such as rereading text or checking further sources of information.

Introducing the text

- Look at the cover and read the title. Encourage the students to think about the link between the illustration and the title. *The title says Dad’s Hat, but I can see a woman on the cover. Who is she? What’s she doing? Who is she knitting for?* (The students may notice the family photograph in the illustration.)
- Ask the students to share what they know about

knitting. Refer to the illustration on the title page and remind them of the connection to *The Hole in the King’s Sock*. You could use the Internet to find out more about knitting. *Has anyone knitted anything for you?* Be aware that some students may have no experience of knitting. You could bring in some wool and knitting needles and knitted garments. Introduce and record key vocabulary.

- Record the students’ ideas about knitting in the group modelling book. Draw attention to the silent “k”.
- Share the reading purpose and learning goal(s).

Reading the text

Below are the sorts of behaviours you want students to demonstrate as they read and discuss this text. These behaviours are closely linked and will support each other. You need to recognise and respond to these behaviours or be alert to their absence. Each example is accompanied by instructional strategies you can use to scaffold students’ learning. **Select from and adapt** the suggestions, according to your students’ needs and experiences. Note that students at Green “usually read silently but may quietly verbalise at points of difficulty” (*The Literacy Learning Progressions*, page 10).

The students make connections between their own experiences and information in the text and illustrations to make inferences, for example, about Dad’s feelings.

The students draw on multiple sources of information to make meaning.

The students summarise the events in the story.

- **Page 2** – Discuss the illustration, introducing the names and the colours of the knitted items. Ask the students what their favourite colour is. Then ask the students to read.
- Monitor the students as they read. Are they using grapho-phonetic information, and do they have the overall meaning of the sentence? Are they searching the illustrations for support or confirmation? Remind them of strategies they can use. If they are uncertain about the irregular verb “wore”, tell them that this is the word you use to say what you were wearing yesterday or a few days ago.
- **Page 3** – *Let’s find out what happened.* Continue to monitor the students as they read, noting any points

that you may need to follow up on later. For now, focus on the unfolding story.

- Together, briefly summarise the information on pages 2 and 3. *What have we found out so far?* Ask the students to share what they think will happen next.
- **Page 4** – *Look at the illustration. What does it tell you about how Dad is feeling?* If the word “shrunk” doesn’t come out in the discussion, introduce the word and its meaning before asking the students to read the page. Have the students talk to a partner to summarise the main ideas on this page, in particular: what the problem is and what Dad’s going to do about it.
- **Page 5** – *Let’s find out how Dad’s plan worked.* Discuss the meaning of the phrases “it didn’t feel the same” and “didn’t feel right”. *Didn’t feel the same as what?* Encourage the students to think about their favourite clothes and a time when they wore something that “didn’t feel right”. Draw attention to the illustrations. *Why is Dad looking sad? What is he thinking?*
- **Page 6** – Before reading, discuss the illustration. You may need to introduce the word “pompom”. *Why are there lines around Dad’s hat? How do they help you to know how Dad is feeling?*
- If students need support with the word “After”, tell them to read to the end of the sentence (to find out that they went to Grandma’s). **When did they go to Grandma’s? Read the sentence again.**
- Have the students think, pair, and share their thoughts about Tom’s idea and then read page 7 to find out what it was.
- **Page 7** – *What was Tom’s idea? Will it work?* Expect the students to notice that there is now another problem. Have the students reread the page aloud to clarify the problem, reading the dialogue so it “sounds like talking”. Draw attention to the ellipsis in the last line. *What does this suggest?* Expect the students to infer that Grandma is thinking. Ask the students to suggest what she might be planning.
- **Page 8** – Discuss how Grandma solved the problem. *Is that what you thought Grandma would do?* If the students need support with the word “surprise”, ask: *Did Dad know he was going to get a hat, or was it a s_____?* Have the students reread the sentence that includes the ellipsis to practise phrasing and expressive reading.
- Ask the students to summarise by going back through the text to track the problems and the

solutions they tried. Discuss why Dad needed to keep trying new ideas. *How did Tom help?* If you want the students to follow up on this as an after-reading activity, record their ideas in a chart that they can refer to.

Monitoring during the reading

The students monitor their own reading and self-correct where necessary, for example, by rereading text or checking further sources of information.

- You may have noticed students doing some self-monitoring during the first reading, but you can monitor more closely as they reread the text quietly to themselves or to a partner. Note their use of punctuation to support phrasing and expression (for example, smoothly reading the sentences that run over two or more lines) and how they work out the interest vocabulary.
- When students make an error, wait till the end of the sentence or page before intervening, unless they stop reading. Waiting gives them the opportunity to notice the error and fix it themselves.
- Give feedback (without overly disrupting the flow of the reading) when the student self-monitors. For example, *You said “Soon the hat was done” and then you changed it to “dry”. How did you know the word was “dry”?*
- If students are making errors without noticing a problem, use appropriate prompts to draw their attention to the error. For example:

| Text in book | Student reads | Teacher prompt |
|-----------------------------|---------------------------------------|---|
| He wore the hat everywhere. | He wear ed the hat everywhere. | The student may not know the irregular verb “wore”. Ask: <i>Does that sound right to you?</i> If this doesn’t help, tell them the word and plan to follow up on it later. |
| But it didn’t feel right. | But it didn’t fit right. | <i>That makes sense, but does it look right? It starts like “fit”, but does it end like “fit”?</i> |
| Dad wore a yellow hat | Dad wore a pompom hat | <i>Are you sure? If it was “pompom”, what letter would you expect it to start with?</i> |

Other prompts you could use include: *Are you sure? Think about what would make sense. Does that look/sound right to you? Try that again. Read on to the full stop.*

Remember to base these prompts on what you know about the students' prior knowledge. For example, asking an English language learner if a word sounds right will not be useful if they are not familiar with English phonemes and vocabulary. In this case, an explanation and further examples will be more effective.

For further suggestions about ways to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1 to 4*, page 130.

After reading: practice and reinforcement

After-reading tasks should arise from monitoring the students' needs during the lesson and should provide purposeful practice and reinforcement. The suggestions below relate to this text and, where possible, links should be made to other aspects of the literacy programme (for example, to other reading texts, the students' writing, oral language, handwriting, and word games and activities) and other curriculum areas.

Select from and adapt these suggestions, according to the needs of your students.

- The students can build their comprehension and fluency by rereading the text while listening to the audio version on the MP3 files. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Ask the students to write about what Dad did to solve problems and why his solutions didn't work. They can refer to the summary chart and the book. Model this yourself, for example: *Dad put his hat in the drier. It didn't work because the hat shrank.* Or: *Dad tried wearing a pompom hat to soccer. It didn't work because it didn't feel right.* Have the students rehearse their ideas with a partner before writing. Some students may benefit from a writing frame (see the example below).

Dad tried _____ but it didn't work because _____.

- Ask the students to choose two or three illustrations of Dad and add thought bubbles.
- Ask the students to draw their favourite piece of clothing and write a sentence saying why they like it. Or they could write three things about it,

for example, "My hat is green. It's made of wool. I wear it on cold days." To support English language learners, provide cloze (gap-fill) sentences and, if necessary, a word bank to choose words from. For example: I like my _____. It is _____. It's made of _____. I wear it on _____ days.

- Write the compound words in the text on cards and cut them into their component words. Discuss the strategy of looking for the biggest known chunk when trying to work out an unfamiliar word. Make the cards available for students to work in pairs to recreate the compound words. Add in some word cards the students can use to create new compound words (for example, "some/where", "no/where", "Grand/pa", "in/side")
- If necessary, provide support for students who are unfamiliar with the past tense of irregular verbs "wear" and "shrink". Explain that some verbs (like "wear") can't have "ed" added to them. Remind the students of other more familiar examples such as go/went, come/came, make/made, take/took. Write sentences like the ones below. Invite students to read out the sentences orally, filling in gaps with other words that make sense.
- I wore my _____ to school. Dad wore his _____ to soccer. Mum wore her _____ to the beach.

Related texts

- Texts where children solve problems: *Finding Mum*, *Mum's New Job*, *Tim's Costume*, *I Want to be the Fox* (all at Green)
- Texts that feature knitting: *The Hole in the King's Sock* (shared).