

# My Hats



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Published edition  
© Eleanor Curtain  
Publishing 2004

First published 2004

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Developed by  
Eleanor Curtain Publishing  
Text: Elizabeth Golding  
Consultant: Susan Hill  
Designed by  
Alexander Stitt  
Production by  
Publishing Solutions

Printed in China

ISBN 0 7253 3362 6

1 2 3 4 5 6 7 8 9  
04 05 06

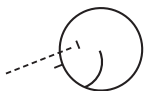
## How to use this book

### Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

### During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

### After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

## Text highlights

- There are two lines of text on each page.
- The sentence form: 'I wear this hat when I am ...'
- The final sentence is varied.

## Vocabulary

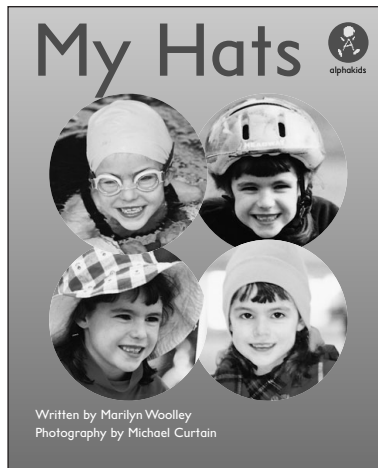
fishing, hat, playing, riding, skating,  
swimming, wear

## Setting the context

Bring in some hats to show the children; for example, a chef's hat and a bike helmet. You might say: I wear this hat when I am cooking. I wear this hat when I am riding. *Do you have any hats? When do you wear them? Which hat do you like the best? Why?*

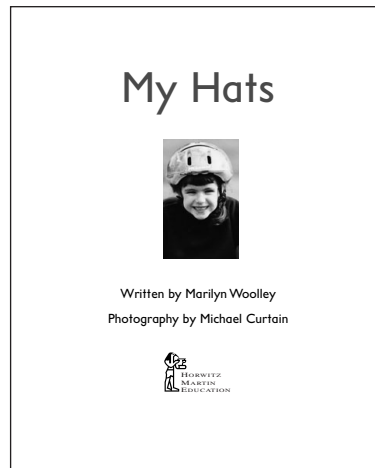
## Introducing the book

*This girl has lots of hats, which she wears for different activities.*  
Turn through the book, ensuring that the children can identify the different activities.



## Front cover

*What kinds of hats can we see on the cover? When would the girl wear each of these hats? Do you have any hats like these?*



## Title page

Read the title together.  
*What letter does the word 'Hats' start with?*



## **Talkthrough**

*Where is the girl playing? Why does she need to wear this type of hat?*

Point to the word ‘wear’.

*You know another word that sounds the same as this – ‘where’.*

*It means where something is and it is spelt differently. This ‘wear’ means to wear a hat or other piece of clothing.*



## **Observe and support**

Can the children use known words to work out new ones? Point to the word ‘hat’.

*How do you know that this word is ‘hat’? Do you know any other words that look like ‘hat’?*

I wear this hat  
when I am playing.



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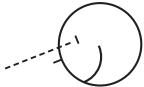
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### **Talkthrough**

*When does the girl wear this hat? What is it called? Why is she wearing this hat?*

Point out the word ‘swim’ in the word ‘swimming’.



### **Observe and support**

Do the children understand what they are reading?

*When does the girl wear this hat?*

I wear this hat  
when I am swimming.



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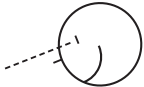


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### **Talkthrough**

*Now the girl is wearing a different hat. What sort of hat is it?  
Why does she need to wear it?*



### **Observe and support**

*Can the children read fluently and with expression?  
I like the way you read that smoothly and made it sound  
interesting.*



I wear this hat  
when I am riding.



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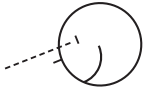
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### **Talkthrough**

*What type of hat is the girl wearing now? Why would this be a good hat to wear when you are fishing?*

Point out the word 'fish' in the word 'fishing'.



### **Observe and support**

Do the children use visual information to help them locate a word?

*How do you know this word is 'fishing'?*

I wear this hat  
when I am fishing.



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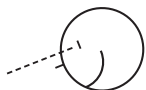


### **Talkthrough**

*Now the girl is wearing another type of hat.*

*Point out the words 'this hat'.*

*The word 'this' is used because she is talking about just one hat. What would the girl say if she were talking about lots of hats?*



### **Observe and support**

*Do the children recognise the high-frequency words: 'this' and 'am'?*

*Can you find the word 'am'? How do you know that it is 'am'?*

I wear this hat  
when I am skating.



10



11



## **Talkthrough**

*Here the girl is talking about all of the hats. She says, 'I wear all these hats' because there are lots of hats.*

I wear all these hats.



12



## **After reading**

### **Being a meaning maker**

Encourage the children to support their answers with evidence from the book as they discuss these comprehension questions:

*Which hat does the girl wear when she is swimming?*

*Why does the girl wear different hats for different activities?*

*How does the girl feel about wearing the hats?*

### Being a code breaker

Explore syllables in words, noting that some words have one syllable or beat and some have more.

Ask the children to clap each syllable or beat they hear in a sentence read aloud from the book.

\* \* \* \* \*

I wear this hat when I am skating

### Being a text user

Refer to the text when discussing these questions:

*How many different types of hats are in this book?*

*Are there any other types of hats?*

*What does this book help you to learn about hats?*

### Being a text critic

*Do you have any hats that are like the hats in this book?*

*Do all children have lots of hats?*

## Responding to text



Provide the children with coloured paper, ice-cream containers and other art materials. Have them make their own hats. These could be worn in a hat parade.



Write a sentence from the book on the board. Point out the capital letter and full stop. Ask the children to write their own sentence about their favourite hat in the book. Make sure they include a capital letter and a full stop.



Write 'playing' and 'swimming' on the board. Ask the children what they notice about the endings on these words. Ask them to tell you the sound they can hear. Write 'ing' on the board. Ask the children to think of other words that end like this. Remind them of the text in the book; for example, riding, fishing, skating.

## Writing

Ask the children about their favourite hats. These could be hats they own or hats they have seen. Have them draw a picture of their favourite hat and write about it. Their work could be collated to make a class book.

## Assessment

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Can the children:

- use their knowledge of high-frequency words to work out new words, such as 'with'?
- read the text fluently?



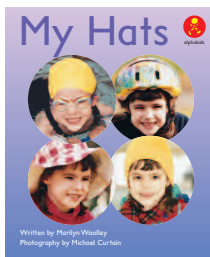
whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Clothing

**Curriculum link:** SOSE

**Text type:** Explanation

**Reading level:** 2

**Word count:** 45

**High-frequency words:** am, I, this, when

**Vocabulary:** fishing, hat, playing, riding, skating, swimming, wear

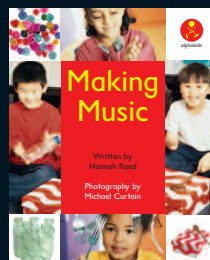
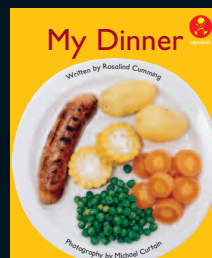
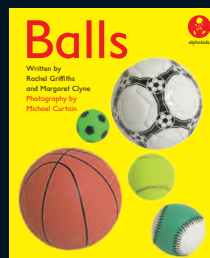
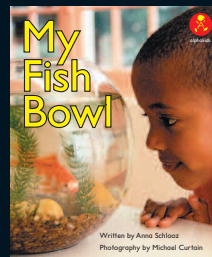
### Possible literacy focus

- Using known words to work out new words.
- Reading fluently.

### Summary

This book is about a young girl's hat collection and when she wears each hat. Each hat is clearly shown and then pictured in context.

## Other books at this level



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