

I WANT MY HAT BACK

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By Jon Klassen

Themes: Friendship, Problem-Solving, Feelings, Animals

Ages: 4-8; Grades: PreK-3

Lexile®: 90L; Guided Reading Level: H

Running Time: 9 minutes

SUMMARY

A bear has lost his hat. No one he asks has seen it and he can't find it anywhere... until he realizes that he HAS seen his hat! How will he get it back, and what will happen to the animal that had it? Students will get a kick out of the bear's hat-hunt, and will hone their inferring skills in the process.

OBJECTIVES

- Students will discuss problem solving and honesty.
- Students will practice making inferences.
- Students will engage in readers' theater to practice reading with fluency and expression.

BEFORE VIEWING ACTIVITIES

Introduce problem solving to the students. Guiding questions:

- Have you ever lost something important to you? What did you do to find it?
- Why is it important to find solutions to problems?

Give students different scenarios of problems to solve. Give them choices of reasonable and unreasonable solutions. Discuss why some solutions are more reasonable than others. Ask students to suggest other solutions that you did not provide. Tell students that they are going to see a movie about a bear who loses his favorite hat. Guide them to make predictions about how the bear will find his hat, and encourage them to watch and listen to see if their predictions were correct.

Discuss honesty with students. Guiding questions:

- Define honesty.
- Why is honesty important?
- What happens when people are dishonest?
- Have you ever been dishonest before? What happened? How did it make you feel?

- How do people act when they have told a lie? Why do you think they act that way?

After the discussion, tell students to watch for characters in the movie who aren't honest.

AFTER VIEWING ACTIVITIES

Give a mini-lesson on using pictures and textual clues to make inferences. Explain to students that when you make an inference, you use your own background knowledge together with clues in the text to draw conclusions about the characters, setting, or plot. Tell students that you're going to play part of the movie (or show a page from the book *I Want My Hat Back*) and that they should look for picture clues that tell them something that the text does not say. Show the part of the movie when the bear sees the rabbit. Ask:

- What do you see in the picture that the words do not talk about? (the hat on the rabbit's head)
- What can we guess, or infer, has happened to the bear's hat?

Then, read or play the part when the squirrel comes looking for the rabbit. Ask:

- What do you think happened to the rabbit?
- What does the bear say that makes you think that?
- What do both the bear and the rabbit say when they are being dishonest? What does that tell us about their actions?

Summarize the discussion by completing the following sentences with the students: We infer that the _____ took the bear's hat. Our clues are: _____. We infer that the bear _____ the rabbit. Our clues are: _____.

Review the different characters in the story, and encourage students to imagine how their voices sound. Then, show students the book and point out how the text for different characters is in different colors. Use a document camera to project the book, or retype the text and project so that all students can see it. Assign parts for individual students or small groups to read. Allow them time to practice their part for fluency and expression. Consider reading the part of the bear for the first time, and assigning it to students in subsequent rounds.

After students have had time to practice their parts, read the story aloud, using different voices and expression for the different characters. For effective fluency practice, repeat this activity daily, assigning students different parts. Alternatively, photocopy the parts and include in an independent learning center.

Play the game "Detective" with the class. Have them all sit in a circle. Choose one child to be the "Detective" and send him/her into the hall while you pose the mystery to the rest of the class. Describe the "crime" that took place (a pencil was stolen, lunch money went missing, etc) and choose one child to be the "Criminal". Then, all of the students think of an alibi. When the Detective reenters the room, he/she asks each student where they were at the time of the crime. All students say the same alibi each time they are asked, except for the Criminal, who changes his/her story each time he/she is asked. The Detective has 3 minutes to figure out who the criminal is, based on the alibis.

OTHER THEME-RELATED TITLES FROM WESTON WOODS

- *Arnie and the Doughnut* by Laurie Keller
- *Bear Wants More* by Karma Wilson, ill. by Jane Chapman
- *Knuffle Bunny: A Cautionary Tale* by Mo Willems
- *Splat the Cat* by Rob Scotton
- *Scaredy Squirrel* by Melanie Watt

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