

Guided Reading with

LOTS OF HATS

Guided Reading Level: D

DRA Level: 4

Intervention Level: 5

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illustrated by Michael Ramirez

8 pages, 69 words

Genre:

Realistic Fiction

Focus: Concepts of Print and Reading Strategies:

- use context to predict unknown words; confirm by attending to letter sounds
- use a wide variety of high frequency words as markers
- use background and vocabulary knowledge to read unknown words
- read longer sentences fluently and with stamina

Supportive Text Features:

- illustrations support most text details
- text depicts a series of simple, related ideas
- repetitive text

High-frequency Words:

and, I, have, of, we, when, go, in

Phonics

- short vowel sounds vs. long vowel sounds

National Standards:

- RF.K.1 (a–d), RF.K.3 (a, c), RF.K.4
- RL.K.1, RL.K.7

ELL/ESL

Muchos sombreros See back page

Overview: A girl and her father have lots of matching hats. This story tells what they do when they wear each one.

Getting Ready to Read

1. Introduce the concept and vocabulary by asking open-ended questions:

- When do you wear a hat? Why do people wear hats?
- What are some things a child and adult might like to do together? Would any of those things require hats? What kind?

2. Connect children's past experiences with the story and vocabulary:

- Hold the book. Call children's attention to the title. Read: "Lots of Hats."
- Ask children to predict who would wear the hats on the cover and when.
- Show the back cover and read the copy. Ask children to predict what the girl and her dad will do and what hats they might wear.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the pictures.
- Ask them to notice what kind of hat each picture shows, and what the girl and her dad do when they wear them.

3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"



- Encourage children to look at the pictures and the beginning sound of the word, blend all the sounds in a word, or break a longer word into parts to read it.

4. Be aware of the following text features:

- The book contains familiar words: and, I, have, of, we, when, go, in
- The book contains topic-specific vocabulary words including: “chef hats,” “Western hats,” “straw hats,” and “knit hats.”
- Most of the pages say, “We wear ____ hats when we ____.”

Reading the Book

1. Set a purpose by telling children to read the book to find out about what hats the girl and her dad wear and what they do together.

2. Have children read quietly, but out loud.

Each child should be reading at his or her own pace. Children should not read in chorus. Listen to children as they read by leaning close or bending down beside each child.

3. Look for these reading behaviors during the first reading:

- Do they identify more words by sight?
- Do they rely on the print and not just the pictures when reading?
- Do they read with increased confidence?
- Are they self-correcting to get meaning from the story?
- Have they begun to cross-check by using language patterns and letter sounds?
- Do they reread to check accuracy and meaning?
- Are they using chunks of words rather than individual letters when sounding out?
- Do they expect to get meaning from the text?
- Do they make connections between the text and previous experiences?

- Are they asking questions about the content?

4. As children read, suggest a reading strategy if they are struggling: “Try rereading the sentence. Try looking at the picture to make sense of the print.” Encourage children to take a guess based on the subject of the book or to use the beginning sounds or known parts of the word. Encourage children to take a guess or read past the unknown word and return to it.

5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Explore the information presented, including the topic-specific vocabulary.
- Review how to determine what is important in a picture or sentence.
- Model asking questions or making “I wonder...” statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process.
- Model how to revisit the text to find specific examples or ideas in the story.

After the First Reading

1. Have children confirm their predictions and talk about what the girl and her dad did and the hats they wore. Ask questions like:

- What did the girl and her dad do together?
- Who is telling the story? How do you know?



- What kinds of hats did they wear?
- How did the hats help them?
- What do you know about the girl and her dad based on the kinds of things they like to do together?
- How is the baseball cap useful for playing outside? How is the chef hat useful when cooking?
- What would happen if they wore the knit hats while playing baseball?
- What do the girl and her dad need to think about when selecting which hat to wear for each activity?
- What hats do you or your family have at home? What activities, occasions, or jobs do you wear them for?

Second Reading

1. Have children reread the book in a whisper voice or to a partner.
2. This is a time for assessment. While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student's reading behavior.

Cross-Curricular Activities

Language: Provide children with some of the sentences from the book to cut out, read, and match to illustrations of the hats depicted.

Write the places and activities from the book on cards. Have children match hats to activities. Brainstorm other activities and hats and include them in the activity.

Write short and long vowel words from the book on cards. Have children try to read them or match them to picture cards. Discuss trying both a short and long vowel sound to read an unknown word. Add additional examples.

Provide a box of hats for children to use during pretend play. Have children describe each hat and brainstorm activities for which it could be worn.

Read additional stories about hats, including *Uncle Nacho's Hat / El sombrero del Tío Nacho* (<https://www.leeandlow.com/books/uncle-nacho-s-hat-el-sombrero-del-tio-nacho>) or *Sweet Music in Harlem* (<https://www.leeandlow.com/books/sweet-music-in-harlem>). Discuss connections between the texts. What makes these hats special to the main characters?

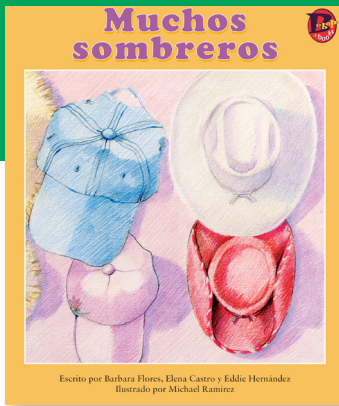
Have children imagine this story but with shoes, instead of hats. What types of shoes could the girl and her dad wear and what activities, occasions, or jobs would they use those shoes for? As a class, write and sketch different types of shoes the dad and girl might have.

Mathematics: Have children count the number of hats that they are wearing in the classroom or go on a walk around the school and count the number of hats they see people wearing. Try again on a different day when the weather is different. Do they notice more or fewer hats? Why?

Social Studies: Read nonfiction books or study photos, videos, or web content to learn more about hats worn in cultures around the world. Discuss why people wear hats and the various materials used to make them. Compile information learned on a chart.

Look at pictures of various hats and the jobs where people wear different types of hats. How are hats different? What is the purpose of the hat in each job? How does a hat in each occupation keep people safe, warm or dry, sun-protected, looking and feeling good, and more? What happens if you wear the "wrong" hat to an occasion or job? For example, can you wear a baseball hat to a wedding? Should you wear a swim cap to a construction site?

Art: Have children decorate hats to reflect things they enjoy doing. Ask them to write several sentences about their hats explaining what each decoration represents.



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The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. To read the book successfully, children need the same kinds of support and strategy instruction as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

Noun Support: Print out the different hats that the father and daughter use throughout the story on word cards: cachuchas, gorros de cocinero, sombreros vaqueros, sombreros de paja, gorros de estambre

Then, have students match the objects with the corresponding verbs in the Verb Support section of this guide. What hats go with the correct activity?

Verb Support: Print the action words from the story on word cards: jugamos béisbol, cocinamos en la parilla, montamos a caballo, pescamos, caminamos por el bosque

Print the illustrations from the story and have students match each of the verbs with the illustrations from the story. In the Noun Support section, have students match the corresponding hats that the father and daughter wear in the story with the corresponding verb, using visual support from the illustrations if needed.

The book language used may differ from children’s oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

If children have difficulty with concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

Guided Reading Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

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DRA (Developmental Reading Assessment) and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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