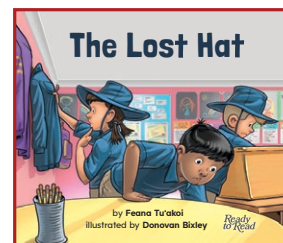


The Lost Hat

by Feana Tu'akoi
illustrated by Donovan Bixley

This text is levelled at Red 2.



Overview

When Sunil loses his hat, his friends help him look for it. There are no hats in the classroom or the sandpit, but when the children look in the Lost Property box, they find too many hats! The story ends happily as the children find a way to solve this new problem.

The Lost Hat supports students to develop a self-extending reading processing system by helping them “make meaning of the text by applying their increasing ability to attend to the print detail and their growing knowledge of sentence structures and also by using their expanding vocabulary and the illustrations” (*The Literacy Learning Progressions*, page 10).

There is an audio version of the text as an MP3 file at www.readytoread.tki.org.nz

Cross-curriculum links

Health and physical education (level 1, relationships) – Explore and share ideas about relationships with other people; (level 1, interpersonal skills) – Express their own ideas, needs, wants, and feelings clearly and listen to those of other people.

Related texts

- Texts about helping others and/or solving problems: *Lost* (shared); *Grandma's Vase*, *My Book* (Red 1); *Locked Out*, *Mrs Brown's Garden* (Red 2)
- Texts about the same characters: *Down the Slide* (Red, due in schools late 2015); *A Bird in the Classroom* (Yellow 2)

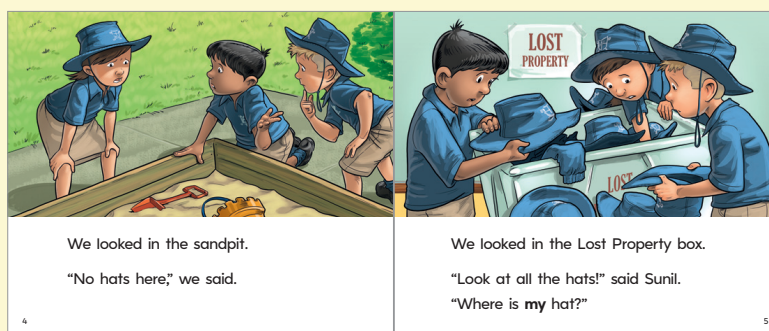
Text characteristics

The students are working towards the standard for after one year at school. Many of the characteristics of Green texts are also in texts at earlier levels but in simpler forms. These characteristics, as they relate to this text, are shown in the boxes with a solid outline. Other boxes show additional characteristics.

The familiar school setting and the familiar context of losing an item of clothing

Most content explicitly stated but also some implicit content that provides opportunities for students to make predictions and inferences (for example, who has lost their hat, where the children might look, and how Sunil might work out which hat is his)

Bold print on pages 5 and 6 and a range of punctuation, including full stops, speech marks, exclamation marks, question marks, and commas, to support phrasing and meaning



We looked in the sandpit.
“No hats here,” we said.

We looked in the Lost Property box.
“Look at all the hats!” said Sunil.
“Where is **my** hat?”

Dialogue between easily identified speakers

To support word recognition, many high-frequency words, including pronouns, several of which (“at”, “he”, “I”, “in”, “is”, “look”, “looked”, “my”, “said”, “the”, “this”, “we”) are repeated often

Illustrations that support and extend the meaning, for example, the expressions on the children's faces and the names inside the hats on pages 7 and 8

Interest words (for example, “all”, “classroom”, “hat/s”, “lost”, “name/s”, “sandpit”, and the noun phrase “Lost Property box”) that are likely to be in the reader's oral vocabulary and are strongly supported by the context, sentence structure, and the illustrations

The repeated phrase “No hats here”, which echoes the refrain “No friends here” in the shared book *Dragons! Dragons! Dragons!*

The use of a first-person narrator

Reading standard: After one year at school

The Literacy Learning Progressions

Suggested reading purpose

(What can the students expect to find out or think about as a result of reading this text?)

We are reading this story to find out what happens when Sunil loses his hat.

Possible learning goals

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

The behaviours listed 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).

This text provides opportunities for students to:

- make connections between their own experiences and the story to make predictions and inferences
- make meaning by drawing on more than one source of information, for example, meaning (context and illustrations), structure (sentence structure and word order), and visual information (including grapho-phonetic information and punctuation)
- identify the main events in the story
- continue building a reading vocabulary of high-frequency words and read groups of words together in phrases
- notice some errors in their reading and take action to self-correct.

Introducing the story

Use your knowledge of your students to ensure that the introduction to the text activates their prior knowledge and supports them for a successful first reading. This story uses vocabulary and language structures (“My”, “We can”, “We looked”, “Look at”) that students are likely to be familiar with from previous reading and writing. Note that the audio version and the guide on the inside front cover provide support for the pronunciation of Sunil’s name.

- Use the cover to clarify the school setting and that the children at this school wear a school uniform. Tell the students the boy’s name is Sunil. Write his name and practise reading it together. Expect them to infer that it’s Sunil who has lost his hat (because he looks worried and is the only character not wearing a hat) and that the other two characters are helping him look for it. Briefly discuss the problem of trying to find a hat when all the hats look the same.

- Encourage the students to share their own experience of losing something at school. *Did you have your name on it (or in it)? Where did you look?*
- Turn to the title page illustration and discuss what a Lost Property box is.
- Share the purpose for reading.
- Discuss the illustrations on pages 2 and 3, clarifying that Sunil is the one who has lost his hat. Explain that the girl is telling this story. Draw attention to the speech marks, showing that the characters are talking.
- Together, browse through the illustrations on pages 4-7 and discuss what is happening, paying particular attention to the places they look and the characters’ expressions. On page 5, ask the students to predict how (or if) Sunil will find his hat. Prompt them to make connections to their own experiences, then review their predictions as they look at pages 6 and 7.
- Rephrase the students’ responses or use prompts to feed in or elicit language structures and vocabulary that may be unfamiliar, for example:
 - on page 3, to support the sentence “No hats here”, you could ask: *Are there any hats here?*
 - on page 5, to support “all”, you could say: *Goodness, look at **all** those hats!*
 - on pages 6 and 7, to support the idea of names **in** the hats, you could say: *Why is the girl pointing **in** the hat?* To support the sentence “This is not my name”, you could ask: *Is **this** Sunil’s name?* If necessary, draw attention to the initial letter of his name on the board and to the glum faces in the illustration.
- Encourage the students to predict whether Sunil will find his hat. Leave them to find out what happens when they read the text for themselves.

Monitoring the reading

- Watch and listen as the students read the text quietly to themselves, noting their ability to read the high-frequency words, how they attempt the interest words, and any instances of self-monitoring and self-correction. Provide support to individual students as necessary. For example:
 - on page 2, if a student has trouble getting started, draw their attention to the speech marks to show that Sunil is talking. *What is Sunil saying?* If necessary, confirm that the girl is answering him in line 2.

- on page 5, to support “all”, repeat the prompt from the introduction. This is likely to be the first time they have read a word starting with this particular sound for “a”.
- on page 7, if a student gets stuck on “This” in line 2, prompt them by saying: *Is **this** Sunil’s name?* Tell the student to reread the line, including the word “No”.
- Enjoy their responses to Sunil’s discovery of his hat on page 8.
- If a student makes an error without noticing a problem, 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. Use appropriate prompts to draw their attention to the error. For example:

Text	Student reads	Teacher prompt
“No hats here,” said Sunil.	“ No hat there, ” said Sunil.	<i>That sentence makes sense but check the words look right.</i>
Sunil looked in the hat.	Sunil look in the hat.	Prompt the student to attend to structure. <i>You read ... Does that sound right? Try that again.</i>
“No. This is not my name,” he said.	“No. This is not my hat, ” he said.	Prompt the student to check the visual information. <i>That makes sense, but does this word (“name”) start like “hat”?</i>

- Other prompts you can use to encourage monitoring include: *Are you sure?; Think about what would make sense.; You said ... did that make sense?; Does that look right, sound right to you?; This word starts like ...; Look at the beginning of the word.; Read that sentence again.*
- Remember to base these types of prompts on what you know about the students’ prior knowledge. For example, asking an English language learner if a word sounds right may not be useful if they are not familiar enough with English phonemes and vocabulary to know the answer. In this case, an explanation and further examples would be more effective.
- Reinforce attempts to problem-solve whether a student is successful or not.
- 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.
- As students finish reading, they can quietly reread the story until everyone has finished.

Discussing the text after the first reading

- Remind the students of the reading purpose. *Where did they look? How did Sunil find his hat?* Briefly discuss why it is important to name the things we bring to school, especially if the school has a uniform and many items look the same.
- Prompt the students to think critically. *Do you think Sunil would have found the hat by himself? How did his friends help?*
- Have the students reread the text stopping for discussion at points of interest. You could draw the students’ attention to a particular text feature, such as:
 - the speech marks and attributions to clarify who is speaking on each page. On page 7, support the students to clarify that “he” (in line 2) refers to Sunil. See if they can work this out without your help on page 8.
 - on page 5, prompt them to notice the bold print for “my” and read it with emphasis. Expect them to read “in” on the next page with similar emphasis but without your help. Explain that reading the words in a louder voice helps with the meaning.

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. Where possible, links should be made to other reading texts, including texts generated from language experience and shared writing, and to the wider literacy programme (oral language, writing, handwriting, alphabet and word games and activities) and other curriculum areas.

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

- Ask the students to reread the story to a partner. Encourage them to read the dialogue so it sounds interesting for their partner to listen to. Listen in, providing feedback to individual students and making notes about aspects that may need further attention. You may also use this time to do a quick running record with a student to provide more information on an aspect you have noticed.
- The students can build their comprehension and fluency by rereading the story while listening to the audio version. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Provide many opportunities for the students to enjoy reading this story and other stories and poems about similar topics (see Related texts).

- To reinforce their understanding of the main events of the story, have the students draw their own sequence of three pictures showing what happened at the beginning, the middle, and the end. Have them use their pictures to support their oral retelling of the story to a buddy.
- With the support of a class helper, have the students look through the classroom or school Lost Property box to find out what sorts of items are in there and if the items are named. Use this as a basis for language experience writing, incorporating some of the language from the story. You could also list the items and show how adding an “s” changes them from singular to plural.
- The language structures and ideas in this story provide many opportunities for writing and drawing. For example, the students could:
 - draw a picture of themselves looking for their hat (or another item) and another picture of them finding it, adding a speech bubble to each picture, using some of the language from the story and perhaps including bold print for key words;
 - create “where” questions and “here” answers around the theme of looking for a lost item;
 - innovate on some sentences from the story and add illustrations. They could use this as an opportunity to consolidate the students’ understanding of pronouns, for example:
Nico looked in the _____.
“No hats here,” he said.
 - build on the link to *Dragons! Dragons! Dragons!* (“No friends here”) by innovating on the sentence “No hats here”. Have the students think of a missing item and a location to complete the sentences: We looked on the slide. “No jackets here,” we said.
 - write and illustrate “yes” and “no” sentences:
No, this is not my hat.
Yes, this **is** my hat.
- To build awareness of inflected endings, have the students find and read the sentences using “looked” on pages 4 and 5. Write “looked” on the board and mask the ending to expose the root word. With the students, create a word family by adding “ing” and “s”. You could repeat this with another regular verb, (“jump”, “jumped”, “jumping”, “jumps”). Create oral sentences, using the different verb forms.
- To build students’ knowledge of letter-sound relationships, write some words from the story that have the same initial letter, for example, “hat”, “hats”, “he”, and “here”. Read them together, emphasising the initial sound. Support the students to think of more words that start the same way (“help”, “home”, “Harry”). Other examples in this story include: “look”, “looked”, “lost”; “said”, “sandpit”, “Sunil”; “name”, “names”, “No”, “not”.
- Have word games and activities available that reinforce automatic recognition of high-frequency words, for example, identifying words that start with the same letter, matching games, and making words with magnetic letters. Provide bilingual word games and activities where appropriate.