Lesson Plans | Resources | Activities

For use with Jon Klassen's

I WANT MY HAT BACK



Grade 1 | Reading Level I

bookpagez

Retelling and Summarizing

I Want My Hat Back
By: Jon Klassen
Grade Level: 1 / Guided Reading Level: I



Get Ready To Read

- ✓ **Learn about the book**
- ✓ **Get your brain ready to read**
- ✓ **Understand the meaning of important words found in the book**

Summary

I Want My Hat Back is about a bear who has lost his hat. He asks various woodland creatures if they have seen his hat. When the deer asks him what it looks like, Bear realizes that he has seen his hat. So Bear goes back to find his hat. He loves his hat so much that he does something unexpected to get it back!

Link to What You Know

- Tell about a time when you lost something that you really liked.
- Have you ever found something that belonged to someone else? What did you do?

Important Words to Know and Understand

Steal – To take something that does not belong to you



Learn About Comprehension Strategies

- ✓ **Think about the text you read**
- ✓ **Know what to do when you get confused**

Why Readers Retell and Summarize While Reading

Readers retell and summarize to remember the important events, characters, and information in books.

When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.

On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a teacher. Retell and summarize the information using important details, facts, and vocabulary from the text.

Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.

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Retelling and Summarizing

I Want My Hat Back
By: Jon Klassen
Grade Level: 1 / Guided Reading Level: I



Retell and Summarize While Reading

- ✓ **Think about the important events that happened first, next, then, and last**
- ✓ **Notice the names of the characters and the settings**
- ✓ **Look for places where characters caused events to happen**

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 2 – Who is the main character? How do you know?

Page 14 – Which animals has Bear asked for his hat from so far? Have the animals been helpful? Why or why not?

Page 18 – Bear asks the deer if he has seen his hat. Why is this an important part of the story?

Page 24 – Who had Bear's hat? How do you know? How did Bear find it?

Page 30 – What did the bear do to get his hat back? How do you know?





Notice the Work You Did While Reading

- ✓ **Think**
- ✓ **Talk**
- ✓ **Reflect**
- ✓ **Write**

Time to Reflect

Think – What type of information did you use when you retold and summarized ***I Want My Hat Back***? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

Talk – Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the characters, events, and the settings in ***I Want My Hat Back***. How does paying attention to the story elements help you to be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading ***I Want My Hat Back***. (Remember to include examples from the book!)

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Your Turn to Practice Retelling and Summarizing
with I Want My Hat Back

Page 2:

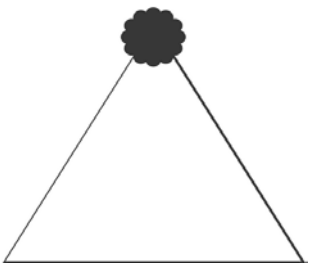
Who is the main character? How do you know?

Page 14:

Which animals has Bear asked for his hat from so far? Have the animals been helpful? Why or why not?

Page 18:

Bear asks the deer if he has seen his hat. Why is this an important part of the story?



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Your Turn to Practice Retelling and Summarizing
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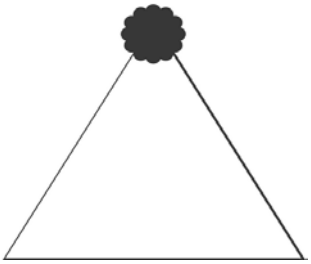
Page 24:

Who had Bear's hat? How do you know? How did he find it?

Page 30:

What did Bear do to get his hat back? How do you know?



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Answer Key for Retelling and Summarizing
with I Want My Hat Back

Page 2:

Who is the main character? How do you know?

Answers will vary. Sample answers include: The bear is the main character. I know the bear is the main character because it is introduced on the first page with a picture.

Page 14:

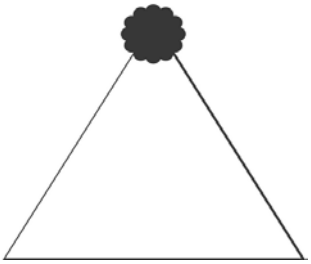
Which animals has Bear asked for his hat from so far? Have the animals been helpful? Why or why not?

Answers will vary. Sample answers include: The bear asked a fox, a frog, a rabbit, a turtle, a snake, and an opossum. They have not been able to tell him where it is, but they have asked him questions.

Page 18:

Bear asks the deer if he has seen his hat. Why is this an important part of the story?

Answers will vary. Sample answers include: The deer asks a really important question that helps the bears realize that he saw his red, pointy hat on the rabbit's head.



Answer Key for Retelling and Summarizing
with I Want My Hat Back

Page 24:

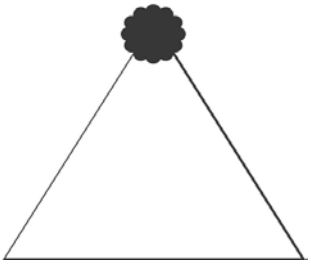
Who had Bear's hat? How do you know? How did he find it?

Answers will vary. Sample answers include: The rabbit had his hat. He found it because the deer helped him to realize who did it so he ran to find the rabbit.

Page 30:

What did Bear do to get his hat back? How do you know?

Answers will vary. Sample answers include: I think the bear ate the rabbit to get his hat back. I know this because the rabbit is missing in the picture. Also, when the squirrel asked him if he has seen a rabbit wearing a hat, then the bear said he has not seen one nor has he eaten one.



I Want My Hat Back: Retelling and Summarizing

The story does not describe or show the setting. Where do you think this story takes place? Why do you think so?

☐ I can talk about the characters and setting and can tell about what happens in the stories I read.

CCSS: RL.1.3

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I Want My Hat Back: Retelling and Summarizing

The story does not describe or show the setting. Where do you think this story takes place? Why do you think so?

Retelling and Summarizing
Title: _____

What is this book about?

Is it fiction or nonfiction?

Draw a picture or write a sentence for each box below:

First	**Next**
After that	**Then**

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Common Core State Standards Correlation

I Want My Hat Back Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "I Want My Hat Back" correlate with the following English Language Arts Common Core State Standards for first grade.

Retelling and Summarizing Lesson Plan and Resources

Reading: Literature

RL.1.1 – Ask and answer questions about key details in text.
RL.1.2 – Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3 – Describe characters, settings, and major events in a story using key details.
RL.1.7 – Use illustrations and details in a story to describe its characters, setting or events.
RL.1.10 – With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading: Foundational Skills

RF.1.1 – Demonstrate understanding of the organization of basic features of print.
RF.1.2 – Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Writing

W.1.5 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.8 – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

SL1.1b – Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL1.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL1.5 – Add drawings or other visual displays to descriptions when appropriate to clarify ideas thoughts, and feelings.

Language

L.1.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (eg, *because*).

Making Inferences

I Want My Hat Back

By: Jon Klassen

Grade Level: 1 / Guided Reading Level: I



Get Ready To Read

- ✓ Learn about the book
- ✓ Get your brain ready to read
- ✓ Understand the meaning of important words found in the book

Summary

I Want My Hat Back is about a bear who has lost his hat. He asks various woodland creatures if they have seen his hat. When the deer asks him what it looks like, Bear realizes that he has seen his hat. So Bear goes back to find his hat. He loves his hat so much that he does something unexpected to get it back!

Link to What You Know

- How do you feel when you loose things? What does your face look like when you feel this way? Show a friend what you might look like.
- Can you tell when other people are sad, mad, or glad? How can you tell?

Important Words to Know and Understand

Pointy – Having a somewhat sharp end



Learn About Comprehension Strategies

- ✓ Think about the text you read
- ✓ Know what to do when you get confused

Why Readers Make Inferences While Reading

When readers make inferences they behave like reading detectives.

Sometimes the author does not give you all of the information you need to understand everything that is happening in a text.

Instead the author gives you clues. You can use the author's clues along with what you already know to make an inference. This is sometimes called "reading between the lines."

For example, if an author writes; "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. This inference makes sense because you know that if a person's face turns red after making a mistake, it usually means that they feel embarrassed.

Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

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Making Inferences

I Want My Hat Back
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Grade Level: 1 / Guided Reading Level: I



Make Inferences While Reading

- ✓ **Look for clues that tell you how a character might be feeling or what they might be thinking**
- ✓ **Study the pictures. What do you notice about the characters, setting, and events?**

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 2 – How do you think Bear feels on this page? How do you know?

Page 8 – The rabbit said he has not seen Bear's hat and that he did not steal it. Is he telling the truth? How do you know?

Page 18 – Look at the picture. How does the deer know that something is the matter with Bear?

Page 20 – How is Bear feeling now? Make an inference about Bear's feelings? How do you know?

Page 30 – What inference can you make about this part of the story? What happened to the rabbit? How do you know?





Notice the Work You Did While Reading

- ✓ **Think**
- ✓ **Talk**
- ✓ **Reflect**
- ✓ **Write**

Time to Reflect

Think – What types of inferences did you make while reading ***I Want My Hat Back***? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?

Talk – Tell your reading partner about the best inference you made while reading this book. Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the extra information you learned while making inferences in ***I Want My Hat Back***. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading ***I Want My Hat Back***. (Remember to include examples from the book!)

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Your Turn to Practice Making Inferences
with I Want My Hat Back

Page 2:

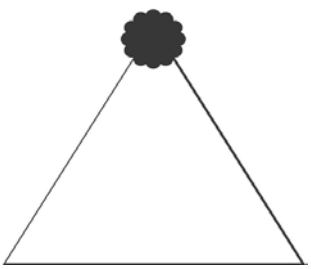
How do you think Bear feels on this page? How do you know?

Page 8:

The rabbit said he has not seen Bear's hat and that he did not steal it. Is he telling the truth? How do you know?

Page 18:

Look at the picture. How does the deer know that something is the matter with Bear?



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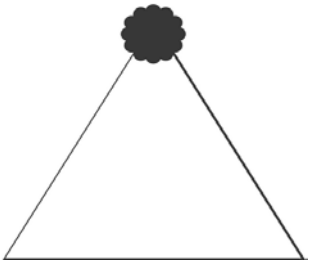

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Answer Key for Making Inferences
with I Want My Hat Back

Page 2:

How do you think Bear feels on this page? How do you know?

Answers will vary. Sample answers include: I think the bear is sad because he lost something and wants it back.

Page 8:

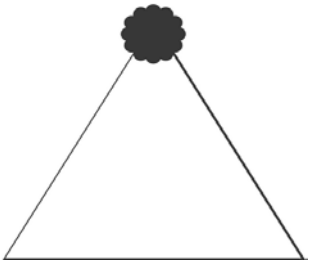
The rabbit said he has not seen Bear's hat and that he did not steal it. Is he telling the truth? How do you know?

Answers will vary. Sample answers include: The rabbit is wearing the bear's hat and is lying to him about seeing his hat. The rabbit is guilty for stealing his hat so he doesn't want to answer any questions.

Page 18:

Look at the picture. How does the deer know that something is the matter with Bear?

Answers will vary. Sample answers include: The deer can tell the bear is sad because he is laying on the ground looking sad.



Answer Key for Making Inferences
with I Want My Hat Back

Page 20:

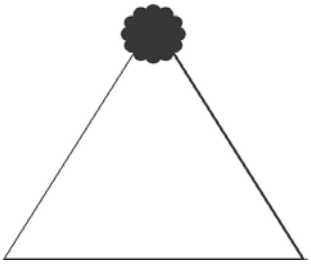
How is Bear feeling now? Make an inference about Bear's feelings. How do you know?

Answers will vary. Sample answers include: Now that the bear knows the rabbit has his hat he is mad. The red shaded picture and capitalized text shows that he is mad.

Page 30:

What inference can you make from this part of the story? What happened to the rabbit? How do you know?

Answers will vary. Sample answers include: The bear does not admit that he ate the bear, but infers it by saying that he has not seen a rabbit with a hat and he has not eaten it.



I Want My Hat Back: Making Inferences

What is the joke in the story? How do you know?

☐ I ask and answer questions about important details in the stories I read. CCSS: RL.1.1

I Want My Hat Back: Making Inferences

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I Want My Hat Back: Making Inferences

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I Want My Hat Back: Making Inferences

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I Want My Hat Back: Making Inferences

What is the joke in the story? How do you know?

Making Inferences
Title: _____

What the Text Says Name a clue in the text or pictures.	What I Know What do you know about the clue?	What I Can Infer Emotions, Thoughts, Cause, Setting

Draw a picture to illustrate your inference:

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

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RL.1.9 – Compare and contrast the adventures and experiences of characters in stories.
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Speaking & Listening
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SL1.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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Making Predictions

I Want My Hat Back

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Get Ready To Read

- ✓ Learn about the book
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Summary

I Want My Hat Back is about a bear who has lost his hat. He asks various woodland creatures if they have seen his hat. When the deer asks him what it looks like, Bear realizes that he has seen his hat. So Bear goes back to find his hat. He loves his hat so much that he does something unexpected to get it back!

Link to What You Know

- Do you know a joke? What makes the joke funny?
- Tell about a time when someone played a trick on you.

Important Words to Know and Understand

Stole – Past tense of steal



Learn About Comprehension Strategies

- ✓ Think about the text you read
- ✓ Know what to do when you get confused

Why Readers Make Predictions While Reading

When readers make predictions they think about what they already know and what they think will logically happen in a text.

Sometimes an author will give you clues about the characters, settings, or events in the book. In order to make predictions you have to pay attention to the clues and think about the story.

Readers often make predictions **before** they start reading, **during** the story, and **after** they have finished reading. Here are some examples of the thinking readers do when making predictions:

Before Reading Predictions: What the book will be about, who the main character might be, what big events will happen

During Reading Predictions: What a character will do next, how a problem might be solved, what important event will happen

After Reading Predictions: Which predictions were correct, which predictions were incorrect, why predictions were incorrect

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Making Predictions

I Want My Hat Back
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Grade Level: 1 / Guided Reading Level: I



Make Predictions While Reading

- ✓ Look for clues that tell you what a character might do next
- ✓ Look for clues that tell you about big events that might be coming up next

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 2 – What do you think Bear is going to do? Why?

Page 8 – Bear asks the rabbit if he has seen his hat. What do you think is going to happen next? What makes you think so?

Page 18 – Do you think Bear is going to find his hat? Why or why not?

Page 20 – Now that Bear has realized that he has seen his hat, what do you think he will do?

Page 26 – Look at the picture on this page. What is happening in the picture? What do you think will happen next? Why do you think so?





Notice the Work You Did While Reading

- ✓ Think
- ✓ Talk
- ✓ Reflect
- ✓ Write

Time to Reflect

Think – What types of predictions did you make while reading ***I Want My Hat Back***? Did you make predictions about characters, events, problems, or solutions? How did you decide whether or not your predictions made sense?

Talk – Tell your reading partner about the best predictions you made while reading this book. Explain why your prediction was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the reasons why some of the predictions you made while reading ***I Want My Hat Back*** *were correct and why others were incorrect*. What was easy about making predictions? What was difficult? How does making predictions help you be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading ***I Want My Hat Back.*** (Remember to include examples from the book!)

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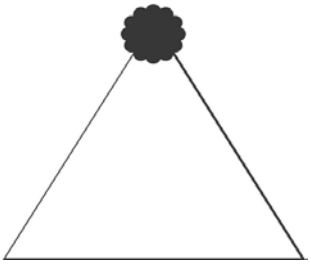

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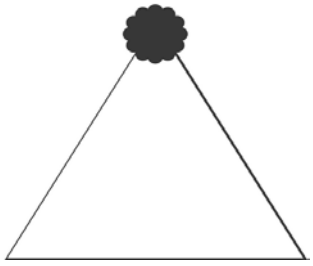

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Answer Key for Making Predictions
with I Want My Hat Back

Page 2:

What do you think Bear is going to do? Why?

Answers will vary. Sample answers include: The picture shows that the rabbit has the bear's hat even though he says he doesn't.

Page 8:

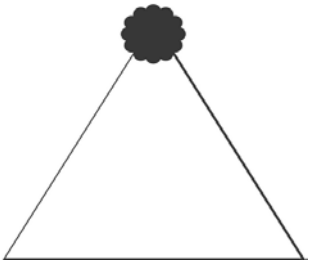
Bear asks the rabbit if he has seen his hat. What do you think is going to happen next? What makes you think so?

Answers will vary. Sample answers include: The problem in the story is that the bear has lost his hat and can't find it. He keeps asking other animals if they have seen it and they tell him they have not seen it.

Page 18:

Do you think Bear is going to find his hat? Why or why not?

Answers will vary. Sample answers include: The bear's hat is described on this page which is really important for the bear to realize he has seen his hat.



Answer Key for Making Predictions
with I Want My Hat Back

Page 20:

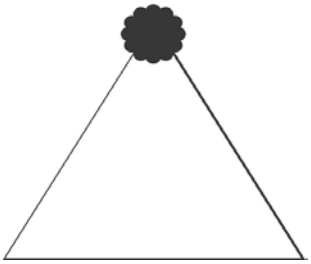
Now that Bear has realized that he has seen his hat, what do you think he will do?

Answers will vary. Sample answers include: The picture shows that the bear is going back past all the animals he asked to find the rabbit.

Page 26:

Look at the picture on this page. What is happening in the picture? What do you think will happen next? Why do you think so?

Answers will vary. Sample answers include: The text and picture help to show that the bear ate the rabbit in order to get his hat back.



I Want My Hat Back: Making Predictions

What was the most surprising thing about this book? Were you able to predict the surprising part? Why or why not?

☐ I can read and understand first grade stories and poems.

CCSS: RL.1.10

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I Want My Hat Back: Making Predictions

What was the most surprising thing about this book? Were you able to predict the surprising part? Why or why not?

I Want My Hat Back: Making Predictions

What was the most surprising thing about this book? Were you able to predict the surprising part? Why or why not?

Making Predictions

Title: _____

I predict ...

My prediction was

☐ Correct

☐ Incorrect

I know because

Here is a picture about my prediction:

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Common Core State Standards Correlation

I Want My Hat Back Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "I Want My Hat Back" correlate with the following English Language Arts Common Core State Standards for first grade.

Making Predictions Lesson Plan and Resources

Reading: Literature
RL.1.1 – Ask and answer questions about key details in a text.
RL.1.3 – Describe characters, settings, and major events in a story using key details
RL.1.4 – Identify words and phrases in stories or poems that suggest feeling or appeal to the senses.
RL.1.7 – Use illustrations and details in a story to describe its characters, setting or events.
RL.1.9 – Compare and contrast the adventures and experiences of characters in stories.
RL.1.10 – With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading: Foundational Skills
RF.1.1 – Demonstrate understanding of the organization of basic features of print.
RF.1.2 – Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Writing
W.1.5 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.8 – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening
SL1.1b – Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL1.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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Language
L.1.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (eg, *because*).

Identifying the Author's Purpose

I Want My Hat Back
By: Jon Klassen
Grade Level: 1 / Guided Reading Level: I



Get Ready To Read

- ✓ Learn about the book
- ✓ Get your brain ready to read
- ✓ Understand the meaning of important words found in the book

Summary

I Want My Hat Back is about a bear who has lost his hat. He asks various woodland creatures if they have seen his hat. When the deer asks him what it looks like, Bear realizes that he has seen his hat. So Bear goes back to find his hat. He loves his hat so much that he does something unexpected to get it back!

Link to What You Know

- Do you have a special piece of clothing? What is it? What does it look like?
- Why do people wear hats?

Important Words to Know and Understand

Hat – A covering for the head that often has a brim and a rounded or flat top



Learn About Comprehension Strategies

- ✓ Think about the text you read
- ✓ Know what to do when you get confused

Why Readers Identify the Author's Purpose While Reading

Readers identify the author's purpose to understand why the author wrote the book. Authors write books because they want to persuade, inform, or entertain their reader.

When you read fiction (stories that are not real), the author usually includes a message or lesson that they want their readers to think about. When the author does this, they are trying to **persuade** you.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author answers questions about a specific topic. When the author does this, they are trying to **inform** you.

An author may try to entertain you by being funny, mysterious, or serious. Authors of both fiction and nonfiction can write to **entertain** you.

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Identifying the Author's Purpose

I Want My Hat Back
By: Jon Klassen
Grade Level: 1 / Guided Reading Level: I



Identify the Author's Purpose While Reading

- ✓ Think about what the author is trying to tell you or make you think about
- ✓ Did the author write this book to persuade, inform or entertain you?

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 4 – Bear asked the fox about his hat. What does the author want us to know about Bear?

Page 14 – What's the purpose of Bear asking all the animals if they have seen his hat? What does the author want us to know about Bear's personality?

Page 18 – What does the author want you to realize when Bear describes his hat to the deer?

Page 28 – What does the author want you to think about now? Why?

Page 32 – Why did the author write this book? What makes you think so?





Notice the Work You Did While Reading

- ✓ Think
- ✓ Talk
- ✓ Reflect
- ✓ Write

Time to Reflect

Think – Jon Klassen is the author of ***I Want My Hat Back***. What was his purpose for writing this book? Did he write the book to persuade, inform, or entertain you? How do you know?

Talk – Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your reading partner to share their thoughts about the book too.

Reflect – Think about what you learned while reading ***I Want My Hat Back***. Think about the things you and your reading partner discussed. How does identifying the author's purpose help you be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading ***I Want My Hat Back***. (Remember to include examples from the book!)

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Your Turn to Practice Identifying the Author's Purpose
with I Want My Hat Back

Page 4:

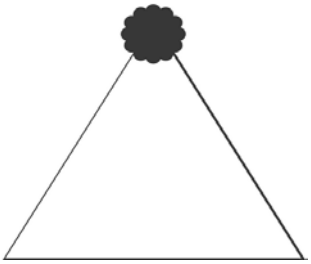
Bear asked the fox about his hat. What does the author want us to know about Bear?

Page 14:

What's the purpose of Bear asking all the animals if they have seen his hat? What does the author want us to know about Bear's personality?

Page 18:

What does the author want you to realize when Bear describes his hat to the deer?



Name:_____

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Your Turn to Practice Identifying the Author's Purpose
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Page 28:

What does the author want you to think about now? Why?

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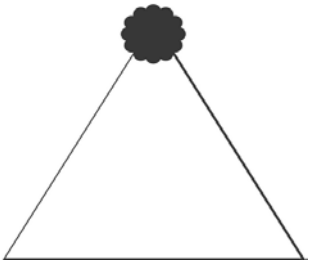
Why did the author write this book? What makes you think so?



Name:_____

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Answer Key for Identifying the Author's Purpose
with I Want My Hat Back

Page 4:

Bear asked the fox about his hat. What does the author want us to know about Bear?

Answers will vary. Sample answers include: The author is showing that the bear is looking for his hat.

Page 14:

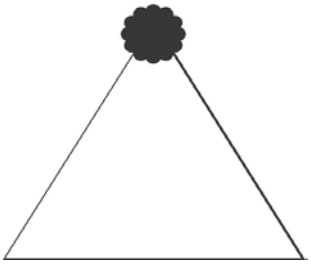
What's the purpose of Bear asking all the animals if they have seen his hat? What does the author want us to know about Bear's personality?

Answers will vary. Sample answers include: By the bear asking all the animals for his hat, the author is showing that bear is determined to find his hat. He has a determined personality.

Page 18:

What does the author want you to realize when Bear describes his hat to the deer?

Answers will vary. Sample answers include: The author wants you to realize that you saw the bear's hat on the rabbit.



Answer Key for Identifying the Author's Purpose
with I Want My Hat Back

Page 28:

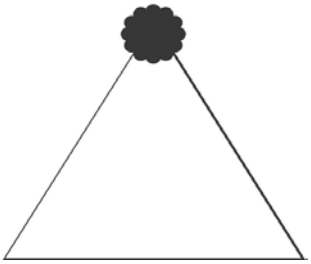
What does the author want you to think about now? Why?

Answers will vary. Sample answers include: The author wants you to think that Bear got his hat back and is happy now. He wants us to understand that Bear got his hat back by eating the rabbit.

Page 32:

Why did the author write this book? What makes you think so?

Answers will vary. Sample answers include: The author's overall purpose is to entertain. I know this because the rabbit first tricks and lies to the bear who later does the same to the squirrel.



I Want My Hat Back: Identifying the Author's Purpose

The author, Jon Klassen, wanted to entertain his reader. Tell about a funny part in the book.

☐ I can retell a story using important details and show that I know what the author is trying to teach me.

CCSS: RL.1.2

I Want My Hat Back: Identifying the Author's Purpose

The author, Jon Klassen, wanted to entertain his reader. Tell about a funny part in the book.

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I Want My Hat Back: Identifying the Author's Purpose

The author, Jon Klassen, wanted to entertain his reader. Tell about a funny part in the book.

I Want My Hat Back: Identifying the Author's Purpose

The author, Jon Klassen, wanted to entertain his reader. Tell about a funny part in the book.

I Want My Hat Back: Identifying the Author's Purpose

The author, Jon Klassen, wanted to entertain his reader. Tell about a funny part in the book.

Identifying the Author's Purpose

Title: _____

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

☐ **To Persuade** ☐ **To Inform** ☐ **To Entertain**

I know the author wanted to _____ me because…

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Common Core State Standards Correlation

I Want My Hat Back Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "I Want My Hat Back" correlate with the following English Language Arts Common Core State Standards for first grade.

Identifying the Author's Purpose Lesson Plan and Resources

Reading: Literature
RL.1.2 – Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.6 – Identify who is telling the story at various points in a text.
RL.1.10 – With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading: Foundational Skills
RF.1.1 – Demonstrate understanding of the organization of basic features of print.
RF.1.2 – Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Writing
W.1.5 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.8 – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening
SL1.1b – Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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SL1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Language
L.1.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (eg, *because*).

Understanding Text Structure

I Want My Hat Back

By: Jon Klassen

Grade Level: 1 / Guided Reading Level: I



Get Ready To Read

- ✓ Learn about the book
- ✓ Get your brain ready to read
- ✓ Understand the meaning of important words found in the book

Summary

I Want My Hat Back is about a bear who has lost his hat. He asks various woodland creatures if they have seen his hat. When the deer asks him what it looks like, Bear realizes that he has seen his hat. So Bear goes back to find his hat. He loves his hat so much that he does something unexpected to get it back!

Link to What You Know

- What causes you to become upset?
- Describe your favorite season.
- Tell about a problem you had this morning. How did you solve your problem?

Important Words to Know and Understand

Poor – When someone or something is unlucky



Learn About Comprehension Strategies

- ✓ Think about the text you read
- ✓ Know what to do when you get confused

Why Readers Notice Text Structure While Reading

Readers pay attention to text structure because understanding how text is organized will help you become a better reader. Authors use following text structures:

Description – when a person, place, thing, or event is described by listing what it looks like, how it works, or what it does.

Sequence – when information is given in chronological order (first, next, then, last / morning, afternoon, night)

Problem and Solution – when a problem is explained and a solution is discovered

Compare and Contrast– when an author writes about the ways two or more people, places, or things are alike and different

Cause and Effect – when the author explains why something happened (cause) and what happened (effect)

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Understanding Text Structure

I Want My Hat Back
By: Jon Klassen
Grade Level: 1 / Guided Reading Level: I



Understand Text Structure While Reading

- ✓ **Notice the words an author uses – does the author describe things or explain events?**
- ✓ **Look at the pictures. Sometimes pictures give you clues about text structure**

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 8 – Rabbit does not want to talk to Bear. What is causing Rabbit to behave this way? How do you know?

Pages 15 and 16 – Bear is worried. He has a problem. What is Bear's problem?

Page 18 – What is being described on this page? Why is this an important part of the story?

Pages 21 and 22 – The author has drawn a sequence of animals on these pages. What does the sequence tell you?

Page 32 – Bear has solved his problem.
What is the solution to his problem?
How do you know?





Notice the Work You Did While Reading

- ✓ **Think**
- ✓ **Talk**
- ✓ **Reflect**
- ✓ **Write**

Time to Reflect

Think – How did the different text structures help you to better understand ***I Want My Hat Back***? Why do you think authors use more than one text structure when they tell stories?

Talk – Tell your reading partner about a place where you noticed the author using compare and contrast. Explain how you knew the author was using a compare and contrast text structure.

Reflect – Think about the text structures in ***I Want My Hat Back***. How does paying attention to the way the author organizes text help you to be a better reader?

Write – Glue your Strategy Slip into your reader's notebook. Write about the work you did while reading ***I Want My Hat Back***. (Remember to include examples from the book!)

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Your Turn to Practice Understanding Text Structure
with I Want My Hat Back

Page 8:

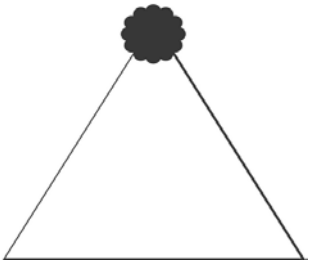
Rabbit does not want to talk to Bear. What is causing Rabbit to behave this way? How do you know?

Pages 15 and 16:

Bear is worried. He has a problem. What is Bear's problem?

Page 18:

What is described on this page? Why is this an important part of the story?



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Your Turn to Practice Understanding Text Structure
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Pages 21 and 22:

The author has drawn a sequence of animals on these pages. What does the sequence tell you?

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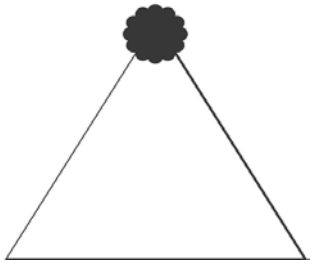
Bear has solved his problem. What was the solution to his problem? How do you know?



Name:_____

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Answer Key for Understanding Text Structure
with I Want My Hat Back

Page 8:

Rabbit does not want to talk to Bear. What is causing Rabbit to behave this way? How do you know?

Answers will vary. Sample answers include: Rabbit does not want to talk to bear because he has Bear's hat. The picture shows that the rabbit has the bear's hat even though he says he doesn't.

Pages 15 and 16:

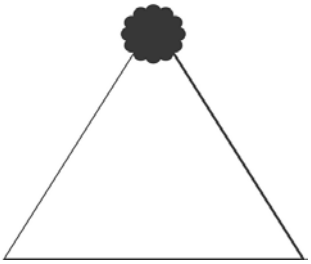
Bear is worried. He has a problem. What is Bear's problem?

Answers will vary. Sample answers include: The problem in the story is that the bear has lost his hat and can't find it. He keeps asking other animals if they have seen it and they tell him they have not seen it.

Page 18:

What is described on this page? Why is this an important part of the story?

Answers will vary. Sample answers include: The bear's hat is described on this page. This is important because by talking about his hat, Bear realized he has seen his hat.



Answer Key for Understanding Text Structure
with I Want My Hat Back

Pages 21 and 22:

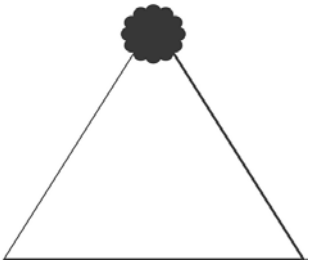
The author has drawn a sequence of animals on these pages. What does the sequence tell you?

Answers will vary. Sample answers include: The picture shows that the bear is going back past all the animals he asked to find the rabbit.

Page 32:

Bear has solved his problem. What was the solution to his problem? How do you know?

Answers will vary. Sample answers include: The text and picture help to show that the bear ate the rabbit in order to get his hat back.



I Want My Hat Back: Understanding Text Structure

Bear asks a lot of animals about his hat. Name the animals bear asks using the same sequence as the author used in the book.

☐ I use the pictures and details in a story to tell about its characters, settings, or events.

CCSS: RI.1.7

I Want My Hat Back: Understanding Text Structure

Bear asks a lot of animals about his hat. Name the animals bear asks using the same sequence as the author used in the book.

☐ I use the pictures and details in a story to tell about its characters, settings, or events.

CCSS: RI.1.7

I Want My Hat Back: Understanding Text Structure

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☐ I use the pictures and details in a story to tell about its characters, settings, or events.

CCSS: RI.1.7

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I Want My Hat Back: Understanding Text Structure

Bear asks a lot of animals about his hat. Name the animals bear asks using the same sequence as the author used in the book.

Understanding Text Structure
Title: _____

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
	Page:	
	Page:	
	Page:	
	Page:	
	Page:	

Text Structures You Might See While Reading		
Description	**Sequence**	**Cause and Effect**
Compare and Contrast	**Problem and Solution**	

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
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Common Core State Standards Correlation

I Want My Hat Back Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "I Want My Hat Back" correlate with the following English Language Arts Common Core State Standards for first grade.

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L.1.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (eg, *because*).

Vocabulary Connections

I Want My Hat Back
By: Jon Klassen
Grade Level: 1 / Guided Reading Level: I

Important Words to Know and Understand in "I Want My Hat Back"

Hat
A covering for the head that often has a brim and a rounded or flat top

Pointy
Having a somewhat sharp end

Poor
When someone or something is unlucky

Steal
To take something that does not belong to you

Stole
the past tense of steal

Vocabulary Connections

I Want My Hat Back
By: Jon Klassen
Grade Level: 1 / Guided Reading Level: I

Hat	Pointy	Poor
		

Steal	Stole	
		

Step by Step Directions:
1. Cut on the Dotted Line **2.** Fold on the Solid Line **3.** Glue, Tape or Staple the Top of Each Card to Close

Vocabulary Connections

I Want My Hat Back
By: Jon Klassen
Grade Level: 1 / Guided Reading Level: I

Hat	Pointy	Poor
A covering for the head that often has a brim and a rounded or flat top	Having a somewhat sharp end	When someone or something is unlucky

Steal	Stole	
To take something that does not belong to you	The past tense of steal	

Step by Step Directions:
1. Cut on the Dotted Line **2.** Fold on the Solid Line **3.** Glue, Tape or Staple the Top of Each Card to Close

Vocabulary Connections

I Want My Hat Back
By: Jon Klassen
Grade Level: 1 / Guided Reading Level: I

Step by Step Directions:
1. Cut on the Dotted Line **2.** Fold on the Solid Line **3.** Complete the Vocabulary Card **4.** Glue the Back of the Bottom Flap into Your Notebook **5.** Write the Vocabulary Word on the Front of the Top Flap

Hat is a/an noun verb adverb adjective Definition of **Hat:**	**Pointy is a/an** noun verb adverb adjective Definition of **Pointy:**	**Poor is a/an** noun verb adverb adjective Definition of **Poor:**
Hat looks like this:	**Pointy** looks like this:	**Poor** looks like this:
Hat reminds me of:	**Pointy** reminds me of:	**Poor** reminds me of:
I saw this word in	**I saw this word in**	**I saw this word in**

Vocabulary Connections

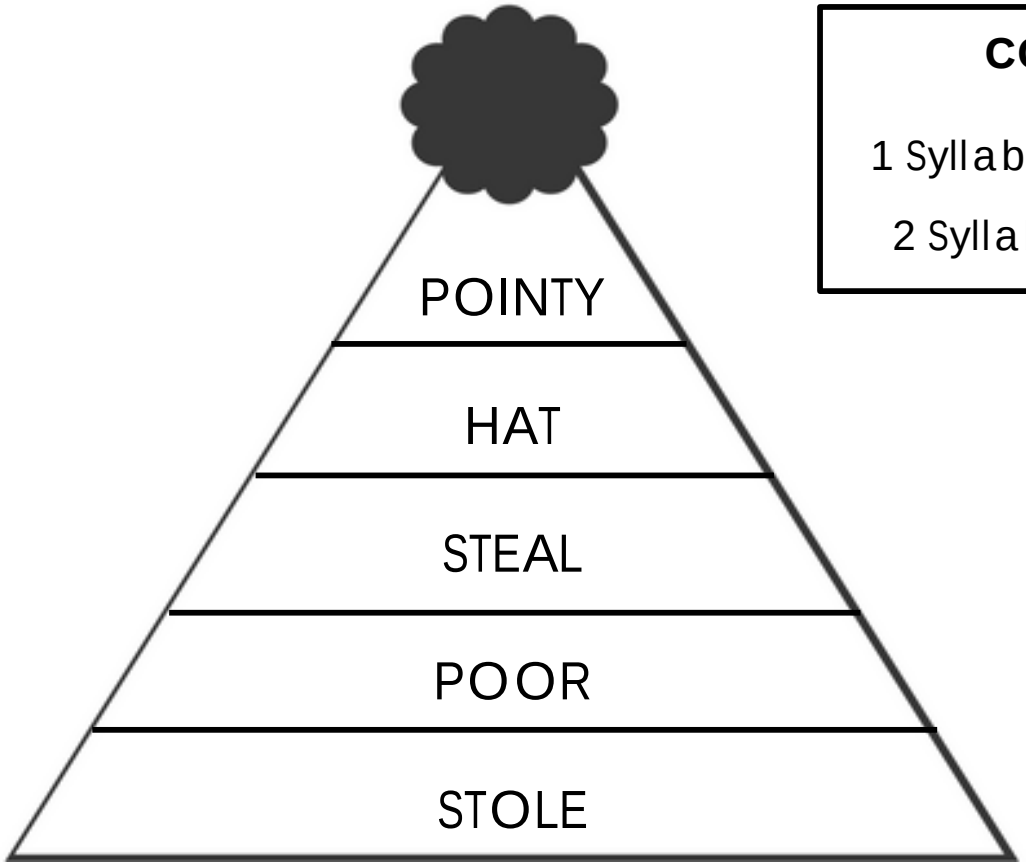
I Want My Hat Back
By: Jon Klassen
Grade Level: 1 / Guided Reading Level: I

Step by Step Directions:
1. Cut on the Dotted Line **2.** Fold on the Solid Line **3.** Complete the Vocabulary Card **4.** Glue the Back of the Bottom Flap into Your Notebook **5.** Write the Vocabulary Word on the Front of the Top Flap

Steal is a/an noun verb adverb adjective Definition of **Steal:**	**Stole is a/an** noun verb adverb adjective Definition of **Stole:**
Steal looks like this:	**Stole** looks like this:
Steal reminds me of:	**Stole** reminds me of:
I saw this word in	**I saw this word in**

Word Games
with Words from I Want My Hat Back

Directions: Bear has finally found his hat! Help bear decorate his hat. Use the code below to color Bear's hat.



COLOR CODE

1 Syllable Words = Brown

2 Syllable Words = Red



Directions: Choose your favorite word from the Word Bank. Practice writing the word on the lines below.

_____

_____

_____

_____

Word Bank

HAT

POINTY

POOR

STEAL

STOLE

Name:_____

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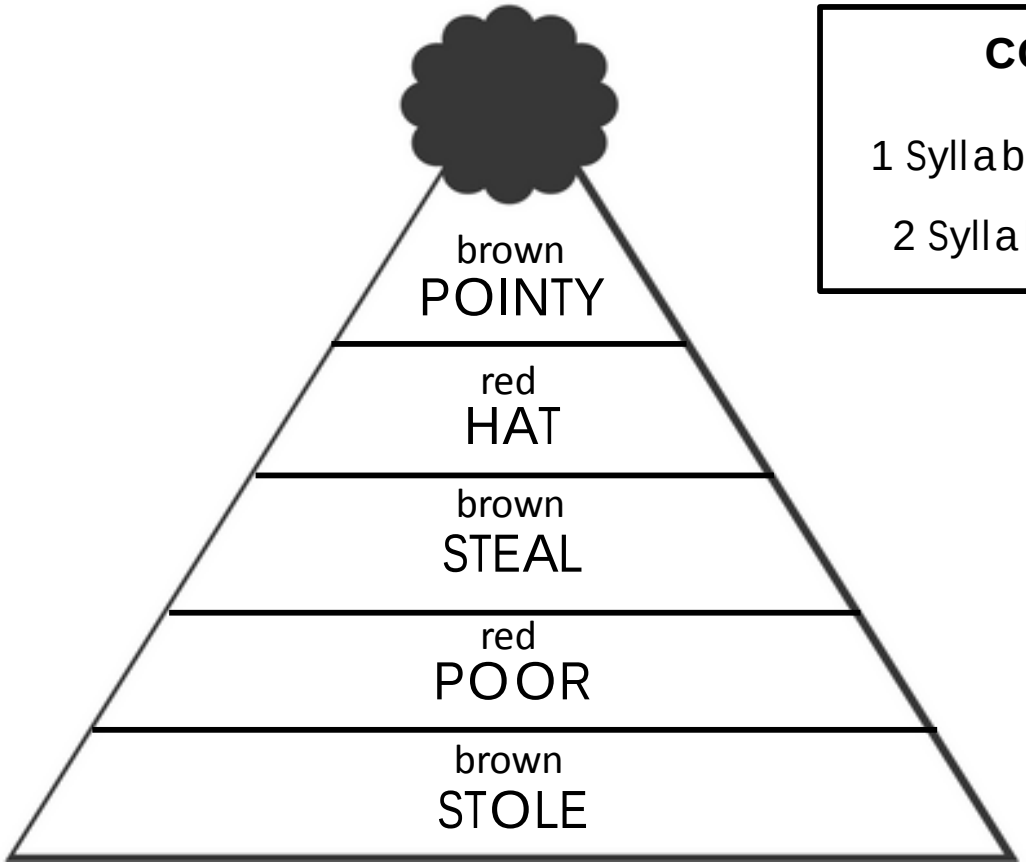
Word Games Answer Key
with Words from I Want My Hat Back

Directions: Bear has finally found his hat! Help bear decorate his hat. Use the code below to color Bear's hat.



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_____

_____

_____

_____

Word Bank

HAT

POINTY

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STOLE

Vocabulary Connections

Step by Step Directions
1. Cut on the Dotted Line. **2.** Fold on the Solid Line. **3.** Complete the Vocabulary Card.
4. Add Your Vocabulary Card to Your Notebook or Use It As A Bookmark.

I Want My Hat Back

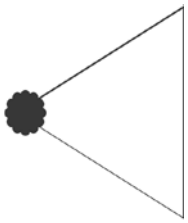
By Jon Klassen



A new word that I learned in this book is:

It's like...

It means...



Name:

Name:_____

Vocabulary Connections

Directions:

Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Cripple

A person or animal that is impaired in some way.

Dictionary Definition
Look up the word in the dictionary. Copy the dictionary definition.

She saw to it that I tried to walk every day. "So's that mean-lookin' leg don't go stiff on you and cripple up," she'd say.

Original Sentence
Copy the sentence in the book where the word appears.

Book Title:
Pink and Say



Visualize
Draw a picture to illustrate the meaning of the word.

Lame
Dismember
Injure

Synonyms
What words have nearly the same meaning?

Help
Support
Strong

Antonyms
What words have the opposite meaning?

The bird was a cripple because its wing was broken.

Make It Your Own
Use the word in a new sentence that shows what it means.

I saw a person in a wheelchair with a crippled leg.

Connect to Your Life
When or where have you seen it, heard, it, felt it, smelled it, or tasted it?

Name:_____

Vocabulary Connections

Directions:

Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Dictionary Definition

Look up the word in the dictionary. Copy the dictionary definition.

Original Sentence

Copy the sentence in the book where the word appears.

Book Title:

_____

_____

Visualize

Draw a picture to illustrate the meaning of the word.

Synonyms

What words have nearly the same meaning?

Antonyms

What words have the opposite meaning?

Make It Your Own

Use the word in a new sentence that shows what it means.

Connect to Your Life

When or where have you seen it, heard, it, felt it, smelled it, or tasted it?

Name:_____

Vocabulary Connections

Directions:

1. Write a word from your reading that is new to you in the first column.
2. Read the sentence before *and* after the sentence where the word appears. Write what you think the word means in the second column.
3. Explain why you think your definition makes sense based on the context clues in the text.
4. Write the dictionary definition.
5. Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✔

Common Core State Standards Correlation

I Want My Hat Back Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "I Want My Hat Back" correlate with the following English Language Arts Common Core State Standards for first grade.

Vocabulary Lesson Plan and Resources

Language
L.1.4a – Use sentence-level context as a clue to the meaning of a word or phrase.
L.1.5c – Identify real-life connections between words and their use (eg, note places at home that are *cozy*).
L.1.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (eg, *because*).

Word Work

I Want My Hat Back
By: Jon Klassen
Grade Level: 1 / Guided Reading Level: I

Instructional Focus:

Contractions

Background:

Contractions are words that are formed when two words are combined to form a new word. In order to form a contraction, some letters from the base words are dropped and replaced with an apostrophe. For example, when the words "I" and "am" combine, they form the contraction "I'm." In this word the letter "a" in "am" is replaced with an apostrophe.

Examples:

not	are	have	had/would	will/shall	is/has
aren't	they're	we've	we'd	we'll	what's
can't	we're	you've	she'd	she'll	she's
couldn't	you're	I've	I'd	I'll	who's
doesn't	what're	they've	they'd	they'll	where's

Materials and Preparation:

- A Copy of *I Want My Hat Back* by Jon Klassen
- Chart Paper
- Contraction Word Strips / Making Contractions Pages (1 per student and 1 teacher copy)
- Scissors (1 per student)
- Index Cards
- Tape or Glue
- Contractions Word Work Practice Page (1 per student)
- Optional - Word Detective (1 per student)
- Optional - (see Extend Engagement in Step 2)

Word Work

I Want My Hat Back
By: Jon Klassen
Grade Level: 1 / Guided Reading Level: I

Step 1:

Introduce the Focus of Word Work

Sample Anchor Cart	
WORDS	CONTRACTIONS
Cannot	Can't
I am	I'm
Does not	Doesn't

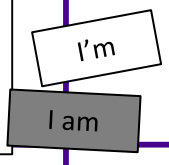
Introduce Contractions

- Draw the students' attention to the chart paper.
- Explain that contractions are words that are formed when two words are joined together to make a new word.
- Write the word "I'm" on the chart paper. Explain that this word is a contraction for the words "I am".
- Write the words "I am" on an index card. Cut out "I" and explain that most of the time you keep the whole first word. Tape or glue "I" to the chart paper.
- Then, cut the letter "a" from am.
- Explain that an apostrophe replaces the letter that is cut out. Tape or glue the apostrophe next to the letter "I".
- Last, affix the letter "m" after the apostrophe and explain that the remaining letters are added back onto the first word.
- Ask the students to think of other contractions. Allow students to turn and talk with a partner about the words they came up with or share with the class.

Step 2:

Connect Word Work to Reading

Extend Engagement
• Select a contraction (one for each student). • Write the base words on one colored index cards and the contraction on another card. • Place the base words somewhere in the room. • Distribute the contraction cards to the students. • Challenge the students to find their matching card. • After all of the students have found their cards, allow each student to say, spell and use their word in a sentence.



Contractions in the Text

- Tell the students that the book they will be reading today has a lot of contractions.
- Read ***page 8*** of ***I Want My Hat Back*** to the students and ask them if they hear any words that are contractions.
- Write the words on the list and decode them.
  have not = haven't
  do not = don't
- Explain that you will read the book from beginning to end and ask them to pay attention to words that are contractions. Remind them to not interrupt, but save the words in their heads to share at the end.
- Read ***I Want My Hat Back***.

Examples of Contractions Found in the Text:

- haven't
- don't
- doesn't
- what's

Word Work

I Want My Hat Back
By: Jon Klassen
Grade Level: 1 / Guided Reading Level: I

Step 3:

Guided Word Work Practice


Contractions Word Strips

Contractions
I'm haven't don't doesn't what's

Root word	Root Word
I	a m
h a v e	n o t
d o	n o t
d o e s	n o t
w h a t	i s

Name:_____ Independent Word Work Practice | ©BookPagez.com

Interactive Exploration

- Provide each student with a copy of **Contraction Word Strips / Making Contractions Pages** and glue.
- Model how to cut apart the words to from contractions. Do the first word together:
  - Select "I'm" from the Contraction Word Strips Page. Cut the letters apart.
  - Glue "I" and "m" to the Making Contractions Page.
  - Write an apostrophe between "I" and "m" to form "I'm".
  - Glue the remaining letter in the "Left Over Letters" column.
- Allow students to manipulate the remaining word strips to from contractions.
- Monitor and assess students' understanding.

Step 4:

Independent Word Work Practice

Practice Page

- Give each student a copy of the **Contractions Word Work Practice Page.**
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.


Contractions
Word Work Practice Page

Directions:
Read the contractions in the Word Box below. Contract the words in the parentheses to complete the sentence.

Word Box
he's can't haven't doesn't he'll

1. The bear _____ (cannot) find his hat.
2. The animals _____ (have not) seen his hat.
3. _____ (He is) sad that he lost his hat.
4. _____ (He will) remember where he saw his hat when he describes it.
5. He _____ (does not) tell you what he did with the rabbit.

Name:_____ Independent Word Work Practice | ©BookPagez.com

Step 5:

Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6:

Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout **for contractions** in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

Contractions Word Strips

Contractions				
I'm	haven't	don't	doesn't	what's

Root word	Root Word
I	a m
h a v e	n o t
d o	n o t
d o e s	n o t
w h a t	i s

Making Contractions

Contractions				
I'm	haven't	don't	doesn't	what's

Contraction	Left Over Letters

Making Contractions Answer Key

Contractions				
I'm	haven't	don't	doesn't	what's

Contraction	Left Over Letters
I'm	a
haven't	o
don't	o
doesn't	o
what's	i

Contractions
Word Work Practice Page

Directions:

Read the contractions in the Word Box below. Contract the words in the parenthesis to complete the sentence.

Word Box				
he's	**can't**	**haven't**	**doesn't**	**he'll**

1. The bear _____ (cannot) find his hat.

2. The animals _____ (have not) seen his hat.

3. _____ (He is) sad that he lost his hat.

4. _____ (He will) remember where he saw his hat when he describes it.

5. He _____ (does not) tell you what he did with the rabbit.

Answer Key for Contractions

Word Work Practice Page

Directions:

Read the contractions in the Word Box below. Contract the words in the parenthesis to complete the sentence.

Word Box				
he's	**can't**	**haven't**	**doesn't**	**he'll**

1. The bear **can't** (cannot) find his hat.
2. The animals **haven't** (have not) seen his hat.
3. **He's** (He is) sad that he lost his hat.
4. **He'll** (He will) remember where he saw his hat when he describes it.
5. He **doesn't** (does not) tell you what he did with the rabbit.

Word Detective: Contractions

Extension Activity

Directions:

Be a word detective!



Be on the lookout for **contractions** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Common Core State Standards Correlation

I Want My Hat Back Lesson Plans, Resources, and Activities

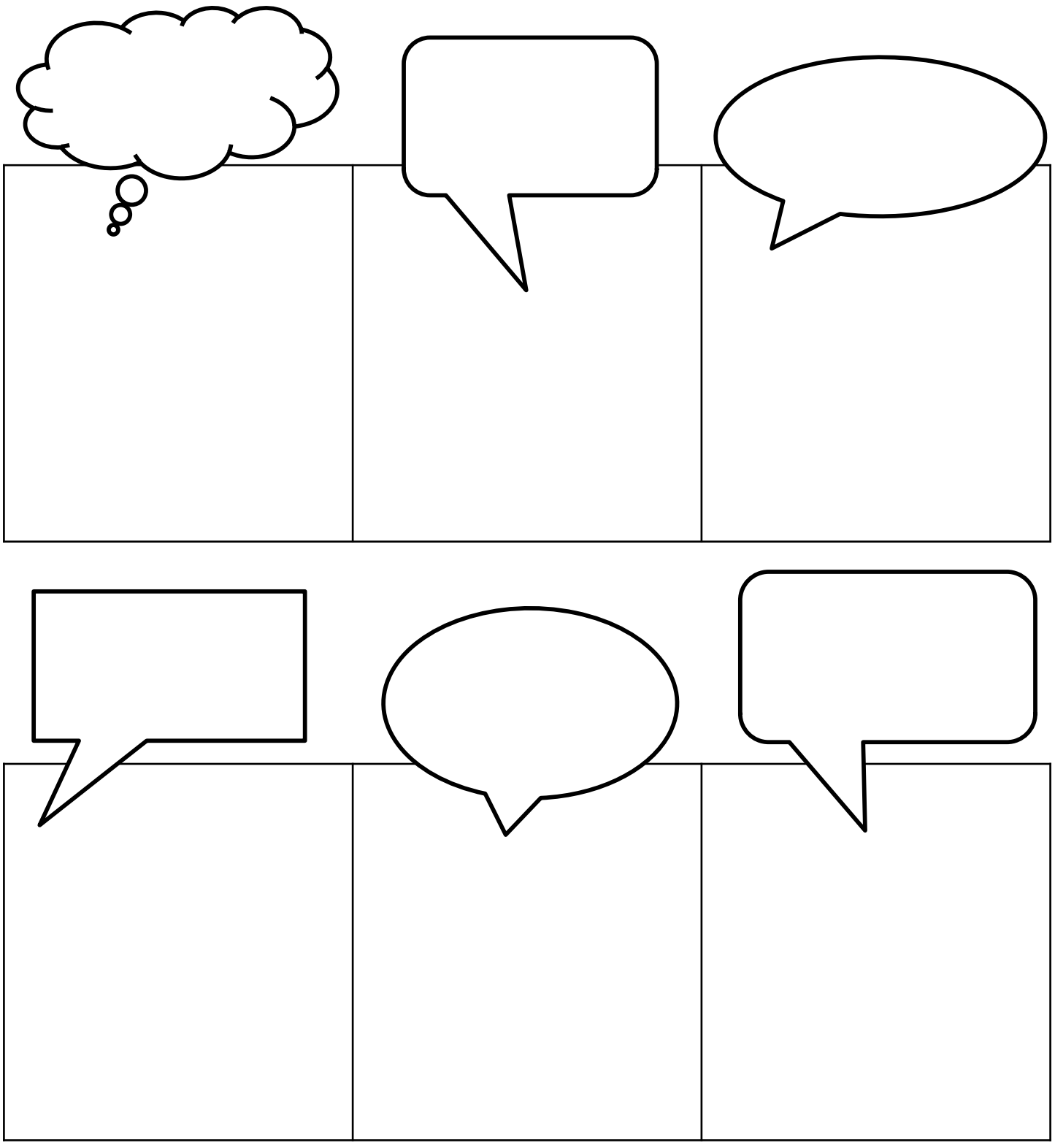
The lesson plans, resources, and activities for use with "I Want My Hat Back" correlate with the following English Language Arts Common Core State Standards for first grade.

Word Work Lesson Plan and Resources

Reading: Foundational Skills
RF.1.3 – Know and apply the grade-level phonics and word analysis skills in decoding words.
RF.1.4 – Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Name: _____ Date: _____

Directions:
Use the comic strip below to retell the story of **I Want My Hat Back**. Draw pictures to show what happened in the story. Then write what the charters said in the speech bubbles.



Running Record

Title: I Want My Hat Back **Guided Reading Text Level: I** **Word Count: 100**

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words)

_____

Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words _____

Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____

Easy 95 %- 100% Accuracy	Instructional 90 %- 94% Accuracy	Hard 50 %- 89% Accuracy

E = Errors **SC =** Self-Correction **M =** Meaning **S =** Structure/syntax **V =** Visual		**COUNT**		**INFORMATION USED**	
Page		**E**	**SC**	**E MSV**	**SC MSV**
2	My hat is gone. I want it back.				
4	Have you seen my hat? No. I haven't seen your hat. OK. Thank you anyway.				
6	Have you seen my hat? No. I have not seen any hats around here. OK. Thank you anyway.				
8	Have you seen my hat? No. Why are you asking me.				

Tested By: _____

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Running Record

Title: I Want My Hat Back **Guided Reading Text Level: I** **Word Count: 100**

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words)

_____

Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words _____

Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____

Easy 95 %- 100% Accuracy	Instructional 90 %- 94% Accuracy	Hard 50 %- 89% Accuracy

E = Errors **SC =** Self-Correction **M =** Meaning **S =** Structure/syntax **V =** Visual		**COUNT**		**INFORMATION USED**	
Page		**E**	**SC**	**E MSV**	**SC MSV**
8	I haven't seen it. I haven't seen any hats anywhere. I would not steal a hat. Don't ask me any more questions. OK. Thank you anyway. Have you seen my hat? I haven't seen anything all				
10	day. I have been trying to climb this rock. Would you like				

Analysis and Comments:

Tested By: _____

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