



TITLE: THE MAGIC HAT  
LEVEL: K



## INTRODUCE THE BOOK

Before students begin to read, make them familiar with the important ideas, plot, new language structures, and new words in the book. Prepare them for a successful first reading of the story. You might say:

- "This book is about Little Monkey finding a hat that he thinks is magic. He thinks it makes him invisible."
- "Turn to pages 2 and 3. The wind blew a hat to Little Monkey. When he puts it on Lion says he can't see Little Monkey anymore."
- "Turn the page. Little Monkey takes off the hat and Lion can see him! Do you think it is really a magic hat?"
- "Turn to page 16. Look how Little Monkey gets away from Lion!"
- "Turn back to the beginning and read about the hat that Little Monkey finds."

## READ THE STORY

Encourage each student to read the entire book in a soft reading voice. Listen to students' reading and prompt for and/or praise strategic processing. Refer to the Level K Prompting Guide for a list of desired reading behaviors and suggested actions to take.

## DISCUSS THE STORY

Invite students to talk about the story. Encourage students to make connections to their own experiences and/or other stories they have read. Below are some discussion ideas.

- How did Lion trick Little Monkey?
- Talk about other stories students have read about Little Monkey and Lion, and talk about their relationship.

## FOLLOW-UP TEACHING

Based on your observations of the students' reading, select one or two teaching points that will be most helpful to all of the students. You might:

- Have the students locate the word *invisible* on page 10. Make the word with magnetic letters. Have a student break the word into parts (*in-visible*).
- Practice reading together and making it sound interesting.



## You Will Need:

- Chart paper
- Marker

## EXTEND KNOWLEDGE OF WORDS AND LETTERS

*In this lesson students will learn to hear syllables in words.*

### Steps:

1. Explain to the students that they are going learn to think about the syllables they can hear in words.
2. Say "Listen to the word *cat* (clap once). Now listen to the word *catcher* (clap twice). Now listen to the word *beautiful* (clap three times). When you say these words, you can hear the parts, or syllables."
3. Ask the students to clap these words: *dog, brother, fruit, peaches, turkey, bat, butter, treasure, example, stay, banana, temperature, and lemon.*
4. Select a few words to write on the chart, making a slash between the syllables, and group them according to the number of parts you can hear (*bro / ther*).
5. Show the students that there is a vowel in each syllable.

## SUPPORTING ENGLISH LANGUAGE LEARNERS

*Consider what additional challenges the lesson might present for second language learners.*

- Check to see that the students understand how Lion tricks Little Monkey and why.
- Review some of the vocabulary that may be new to the students, such as *stubbornly, invisible, and notice.*

*For the Lesson Extension Activity for this book, go to [pioneervalleybooks.com/pawprints](http://pioneervalleybooks.com/pawprints).*