



# Springboard



## Bound into reading Hats!

In this book... are all sorts of hats. Who is wearing them?

The Springboard is a collection of resources that provide support to instructors working with students learning to read.

Use the ideas as starting points to improve skills in oral language, vocabulary, phonological awareness, decoding, comprehension, fluency, phonics and writing, connected with the book, *Hats*.

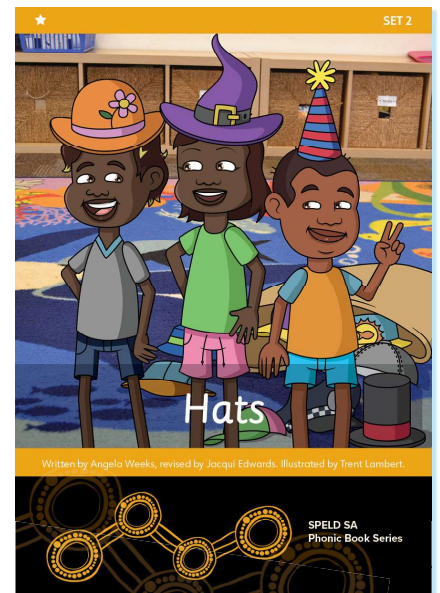
Refer to the SPELD SA Instructional Handbook Overview for strategies and explanations of how to deliver the activities.

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### Worksheets and games

For more worksheets and games for Set 2, go to *Resources and games*



### Hats

Written by Angela Weeks, revised by Jacqui Edwards.

Illustrated by Trent Lambert.



# Springboard



## 1. Before reading

### 1.1 Pre-teach vocabulary

#### Bring words to life!

Use games, movement activities, photos or objects to introduce or revise vocabulary, as suggested below. Check for understanding and teach the words and meanings the student needs.

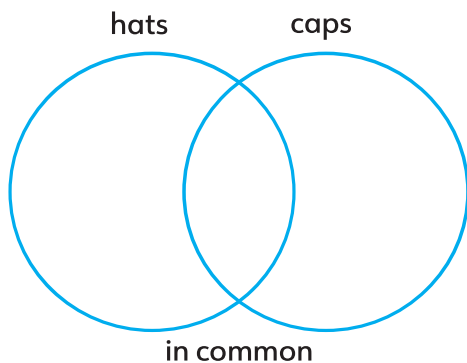
Refer to the Vocabulary page in the book *Hats* for additional words and definitions. Vocabulary cards are provided in *Resources and games*.

#### hats/caps

Noun: something you put on your head to protect you from the weather. A cap is a hat with a visor.

#### Activities

- How are caps and hats different? How are they similar? Record on a Venn diagram.



- Sound out the words hats and caps. Map the sounds using Elkonin boxes.

#### Discuss (Think-Pair-Share)

- Compound words with hat. Display or have pictures of a hatbox, hatmaker, hatstand, top-hat, sunhat.
- Talk about words that rhyme with hat and cap.
- List the sports for which hats, or caps are worn. Examples: baseball cap, cricket cap or hat, swimming cap, helmets. Why are these worn? Do you wear a cap or hat for sports? Share and explain.

#### sack

Noun: a bag to carry items in, e.g. Santa's sack.

Synonyms: bag, pack, backpack.

Compound words:

knapsack, hacky-sack, rucksack.

Find out the meanings. Find pictures.

What are their uses?

Rhyming words: sack, pack, back, tack, stack, hack, lack, knack, crack, track.

#### Discuss (Think-Pair-Share)

- Who uses a sack?  
What is the purpose of a sack?
- Do you own a sack? Describe it.

#### Other meanings

Verb: lose a job, e.g. get the sack.

### 1.2 Build experience

#### Make it real!

Before reading, use the following ideas as a springboard to familiarise students with concepts that are in this book. Like activating prior knowledge, experience forms basic knowledge that students can link to when reading.

#### Hats

Resources: hats (as many different kinds as you can get), photos of hats.

#### Discuss (Think-Pair-Share)

- Do you wear a hat? What types of hats? Describe it. Outline its purpose.
- Do you find hats and caps comfortable? Do you ever have trouble keeping a hat or cap on? Describe a time this occurred. Were you able to solve the problem? Explain how.

What can you do to reduce the chances of losing your hat?

- Where do hats get kept at your house?

**Activities**

- Brainstorm a list of hats and a list of caps.
- Sort hats into different groups. How are the groups different? Why are they in the different categories? Could they be moved into other groups?
- Have a crazy hat day, and a hat parade. Make your own hats for the day.



**1.3 Phonological awareness**

**Can you hear it? Can you say it?**

Practise identifying sounds in words, using words from the book. Activity ideas for each skill are in the *Overview*.

Examples of words from *Hats* for phonological awareness practice

Syllabification			Onset/rime	2-3 phoneme words	4+ phoneme words
1 syllable	2 syllables	3 syllables			
hen	flower	ladybird	r-at	at	stack
kids	baseball	ladybug	s-ack	hat	black
sacks	whiskers	baseball-cap	m-ap	sack	kids
shelves	classroom	containers	h-em	cap	kicks
sign	furry	magician	t-ick		snack
black	barefoot	audience	T-im		sand

Rhyme			
Rhyming pairs			Rhyme production
sack / tack	hat / ham	hen / her	men / hen / ten / Ben / wren / Glen
sick / sack	kid / kiss	ten / hen	sack / back / black / track / tack / snack / slack / pack / flack / Jack / lack / Mack / knack / rack / backpack / roof-rack
stick / sick	skid / kid	men / hen	

Substitution and Deletion				
Substitution			Deletion	
Initial	Final	Medial	Initial	Final
hen / pen	hat / had	Dad / dead	hat / at	kids / kid
sack / back	rat / ran	sack / sick	Dad / add	
Tim / Kim	cap / can	hat / hit		

Word chains
sack / stack / snack / snap / nap / tap / tip / tips / ticks / tacks / tack / sack
kid / skid / skin / kin / tin / tan / tank / rank / sank / sand / and / an / in / kin / kid

## 2. Reading the book

During reading, the student will sound out and blend the sounds to read words. Allow enough time for this and encourage the student to re-read words and sentences to develop fluency and comprehension. Use the following explicit instruction script as needed.

### 2.1 First guided decoding session

#### Before reading

##### Warm up!

##### Phonological awareness

Revise orally blending some words from the book using the Phonological awareness table. When practising substitution and deletion, draw students' attention to the difference between the words: mat/map/mop; sand/hand/and; track/trap; sand/send; on/in; is/it.

##### Vocabulary

Revisit vocabulary introduced in previous sessions.

##### Decoding

Use the Practice page in *Hats* to practise sounds, blending and any high frequency words.

#### Reading the book

##### Book introduction

*What sort of hats do you wear? Do you prefer to wear a cap or a hat? Why do we wear hats? Allow time to share experiences. We will see lots of different hats in this book. Who is wearing a hat, I wonder? Let's read the book and find out.*

##### Front cover

*Here is the title. Let's read it.* Wait for the student to read. *H-a-t-s. Hats*

*Read it aloud again.* Wait for the student to read. *Hats. Yes, the book is called Hats.*

##### Discuss (Think-Pair-Share)

*Look at the picture on the front cover. What can you see? The three children are each wearing a hat, but what do you notice about their hats? Which hat do you prefer? Why?*

##### Page 1

*Let's read.* The student reads the words, with a finger moving under the words left to right as they sound out and blend. Wait. *A hat*

Student re-reads the words. *A hat*

##### Discuss (Think-Pair-Share)

*Describe the hat. When would you wear a hat like this one? What do you think its purpose is? Why do you think this?*

##### Page 2

*Let's read the words.* Wait for the student to read. *A hen in a hat*

*Read it again.* Wait for the student to read. *A hen in a hat*

##### Discuss

*The hen is not inside the hat. The hat is on its head.*

*Have you seen this hat before? Where?*

##### Page 3

*Let's read the words.* Wait for the student to read. *A cat in a hat*

Student re-reads the words. *A cat in a hat*

##### Discuss

*Describe the hat. Why do you think the cat has a hat with a picture of a fish on it? What are your thoughts about this hat?*

##### Page 4

*Let's read the words.* Wait for the student to read. *A rat in a cap*

Student re-reads the words. *A rat in a cap*

##### Discuss

*Describe the cap. How is it different from the hat that the cat was wearing?*

##### Page 5

*Let's read the words.* Wait for the student to read. *Tam and Pip in caps*

Student re-reads the words. *Tam and Pip in caps*

##### Discuss

*What do you notice about Tam's and Pip's caps and clothes?*

##### Page 6

*Let's read the words.* Wait for the student to read. *Tim and Dad in hats*

Student re-reads the words. *Tim and Dad in hats*

##### Discuss

*Dad's hat has a special name: an Akubra. Describe Dad's hat. Tim's hat is different. Describe his hat.*

**Page 7**

*Let's read the words.* Wait for the student to read.  
*Hats in a sack*

Students re-read the words. *Hats in a sack*

**Discuss**

*How many hats can you see? How many caps can you see? How many hats and caps are there altogether?*

**Page 8**

*Let's read the words.* Wait for the student to read.  
*Kids in hats*

Student re-reads the words. *Kids in hats*

**Discuss (Think-Pair-Share)**

*Have you seen this picture before? Yes, it was on the front cover. The three kids have changed their caps. Look at what they are wearing now. Describe each hat. Why do you think each child picked their hat?*

*Well done! Good looking and good reading!*

**What's next?**

The student:

- re-reads the book, with a partner or individually;
- practises reading the same book many times to develop fluency;
- reads every day.

Make reading active and meaningful by jumping into the after reading activities!

**2.2 Further sessions**

Each additional read builds confidence, fluency, deeper understanding and independence. The more you practise the more you improve.

**Before reading**

In every session, review:

- phonological awareness skills;
- specific vocabulary words from previous sessions;
- the Practice page in *Hats* to practise sounds and blending.

Review the storyline or content of the last reading session.

*In our last reading session, we read Hats. What do you remember about the book?*

**Discuss (Think-Pair-Share)**

- *Where are the hats?*
- *What is the hen wearing?*
- *Describe what the cat is wearing.*
- *Name some caps and hats that the kids looked at.*

**Reading the book**

Guide the student through the book, gradually withdrawing help as the student becomes more independent.

**Think wider! Dive deeper!**

Use these ideas as a springboard for asking questions and modelling observations for two or three reading sessions.

**Some ideas**

**Page 1:** *Do you know the name of this hat. It is a bucket hat. Do you know another name for this hat? Fishing hat.*

**Page 2:** *Where do you think the hen is going with the hat? Do you think the hat fits the hen? Explain.*

**Page 3:** *Describe the cat. The lines across its body are called stripes. Can you think of another animal that has stripes?*

**Page 4:** *What do you think of the rat's cap? Do you think the cap suits the rat? Explain your thinking.*

**Page 5:** *Compare Tam and Pip's caps. Which one do you prefer? Explain.*

**Page 6:** *Look at Tim's hat and clothes. What do you notice? Yes, his hat and clothes match. Have you ever worn an Akubra?*

*Look at Tim and Dad's hats. Which hat do you think is more comfortable? Why do you think this?*

**Page 7:** *There are many hats in the sack. What is each hat for?*

**Page 8:** *Tim, Tan and Pip each chose a hat. Do you think they each made a good choice? Explain. Why do you think they changed their headwear to their colourful hats?*

### 3. After reading

#### Make reading active and meaningful!

Jump into activities and discussion after reading the book, to build essential skills in reading and writing.

#### 3.1 Worksheets and games

##### Worksheets and games for *Hats*

Write, read, draw!

What's missing?

Thumbs up/thumbs down

Match the words and pictures

Stepping track game

##### Resources and games for the set

Elkonin boxes

Roll and reflect game

Roll and read game

Story map

Comic strip

Vocabulary cards

Building sentences worksheet

Building questions worksheet

Handwriting sheets

#### 3.2 The book and beyond!

Launch into deeper questioning, connection and comprehension with these suggestions!

##### Sack

##### Discuss (Think-Pair-Share)

- Describe the sack in the book.
- Do you own a sack?  
What do you use your sack for?
- List different types of sacks.  
What are they each made from?  
What are their purposes?



##### Hats

##### Discuss (Think-Pair-Share)

- Where do you think the kids might go if they are wearing the hats on page 8?
- Look back at page 7. If you could choose one of these hats, which would you select? Explain why you prefer this hat? Where would you wear it?
- List all the times people wear hats. Say why they wear them.

Some examples are cap, party hat, sun hat, beanie, Akubra, bush hat, police hat, and helmet.

Extension: select one type of hat. Research its origins.

##### Animals and clothes

##### Discuss (Think-Pair-Share)

- Have you ever seen an animal wearing a hat? If so, describe this event. What did the animal look like? How did you think the animal felt?
- Why might an animal wear a hat?
- Should animals ever wear things made by people? Why or why not?

##### Game

**You will need:** a hat; vocabulary word and picture cards from Set 1 and Set 2 1-star books; a whiteboard and pen for each player.

- Put the cards in a hat.
- Players take a card out of the hat.
- If it is a picture, all players write the word down on their small white board.
- If it is a word, the student reads the word out.
- The game ends when there are no more words in the hat.

### 3.3 Phonics

#### Link the book with your phonics program!

Use multi-sensory, hands-on activities and games to practise building and reading the phonic words below. Some suggestions are listed in the *Overview*. Choose a sentence from the book as dictation.

**Words:** hat, hen, Dad, kid / kids, sack.

### 3.4 Grammar

#### Written practice

##### Focus for Set 2: writing simple sentences

Sentences from the Set 2 books are used as a model for students to write their own.

Use the Building sentences and Building questions worksheets.

#### Oral practice

These activities are to be done orally, but if students are ready for written practice – go for it!

##### Focus: singular / plural

Introduce concepts of singular and plural

- Singular, one; plural, 2 or more
- Often add 's' to the name of the object if there are more than one, e.g. 1 hat, 2 hats, 5 hats, 10 hats

#### Activity

- Model with objects in classroom, e.g. 1 pencil, 5 pencils. Students repeat the words.
- Lead into a response by pausing, e.g. 1 book, 3 \_\_\_\_\_s.
- Show objects. Students determine if it is one \_\_\_\_\_ or many \_\_\_\_\_s, e.g. desk or desks.
- In pairs, students photograph objects around school, singular and plural. Present photos as a display. Students determine whether the items are singular or plural and whether they name the object/s in singular or plural form.

### 3.5 Word and vocabulary extension

#### Focus: speaking and listening

##### Barrier game: Hats

Students sit in pairs with backs to each other or with a divider between them.

One person draws a hat then instructs the other to draw that exact hat.

Give step by step details: size, colour, shape, type of hat, decorations. When finished, students compare their drawings and swap roles.

### 3.6 Connections to literature

#### Spring into wider reading!

Make connections to *Hats* by reading other books to the student with similar themes.

*Cat in the hat* by Dr Seuss, 1957

*The magic hat* by Mem Fox, 2002



## Remember

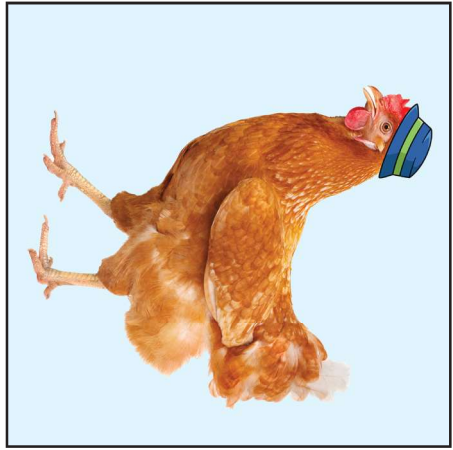
#### Revise, revise, revise!

Reading mastery takes time and practice.

#### Talk about it! Connect!

Make the book more than words on the page.

Now that you've brought this book to life, which book is next....



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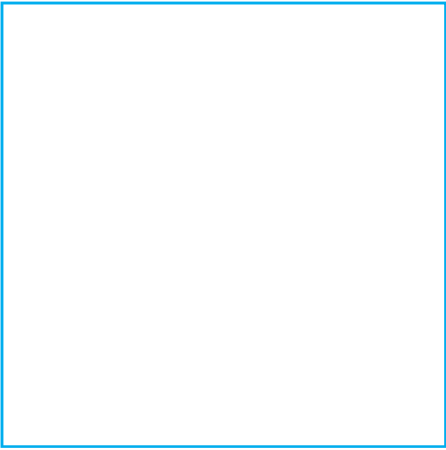
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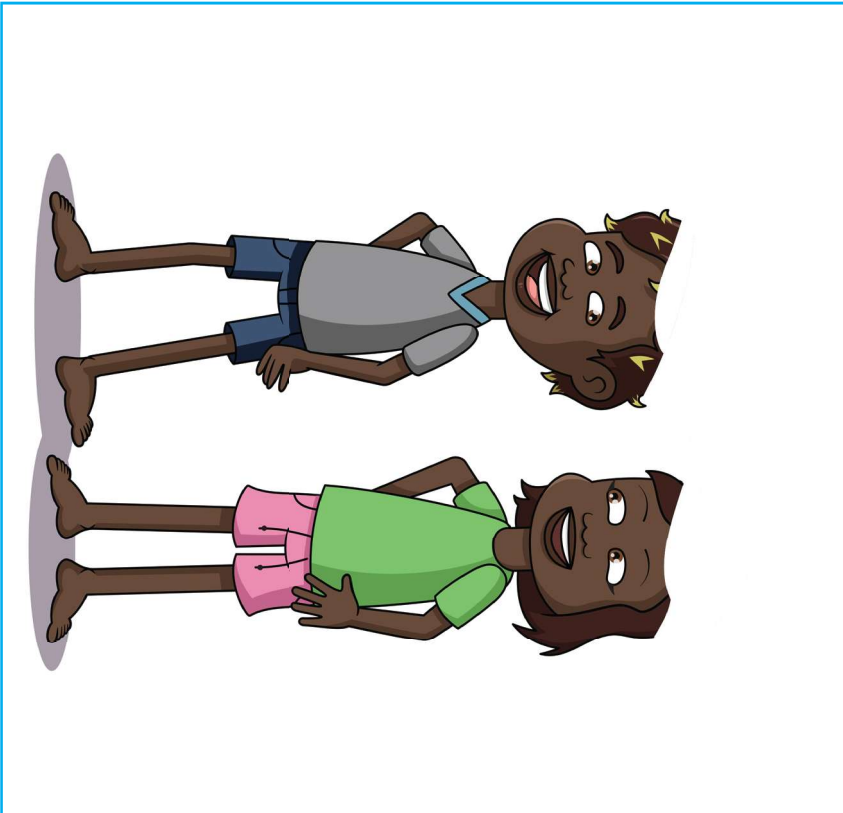
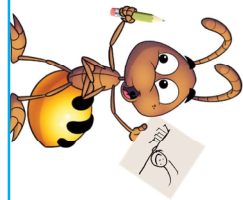
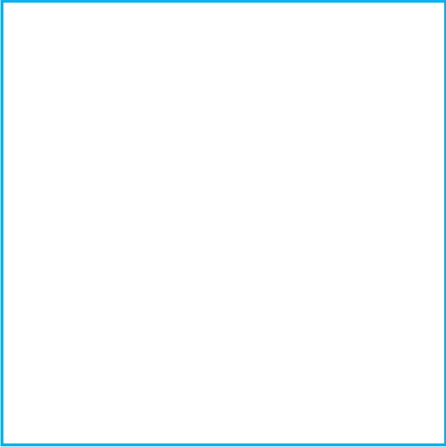
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cap



hat



Tam and Pip in caps

### Write, read, draw

**Instructions:** Read the book *Hats* to complete these activities.

**Words for writing:** Look at the picture and fill in the missing sounds.

**Words for drawing:** Read the words or sentence and draw a picture for each word or sentence.





Name: \_\_\_\_\_

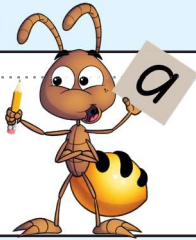
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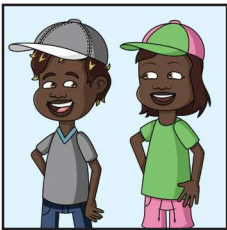
Pip hat rat sack Tam



A \_ \_ \_ in a cap



A cat in a \_ \_ \_



\_ \_ \_ and \_ \_ \_ in caps



Hats in a \_ \_ \_

### What's missing?



**Instructions:** Read the book *Hats* to complete these activities.

What sound is missing? Fill in the missing sounds. Use the picture to help.

What word is missing? Read the sentence. Choose a word to complete the sentence. Use the picture to help.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

A cat in a hat



Tam and Pip in a sack



A rat in a cap



Tim and Dad in a sack



Tim and Dad in hats



Kids in hats



## Thumbs up / thumbs down

**Instructions:** Read the book *Hats* to complete this activity.

Read the phrase and decide if it is true or false in the story. Use the book to help.  
Circle thumbs up for true and thumbs down for false.



Set 2 Hats

A hen in  
a hat

Set 2 Hats



Set 2 Hats

A cat in  
a hat

Set 2 Hats



Set 2 Hats

A rat in  
a cap

Set 2 Hats



Set 2 Hats

Tim and  
Dad in  
hats

Set 2 Hats



Set 2 Hats

Tam and  
Pip in  
caps

Set 2 Hats



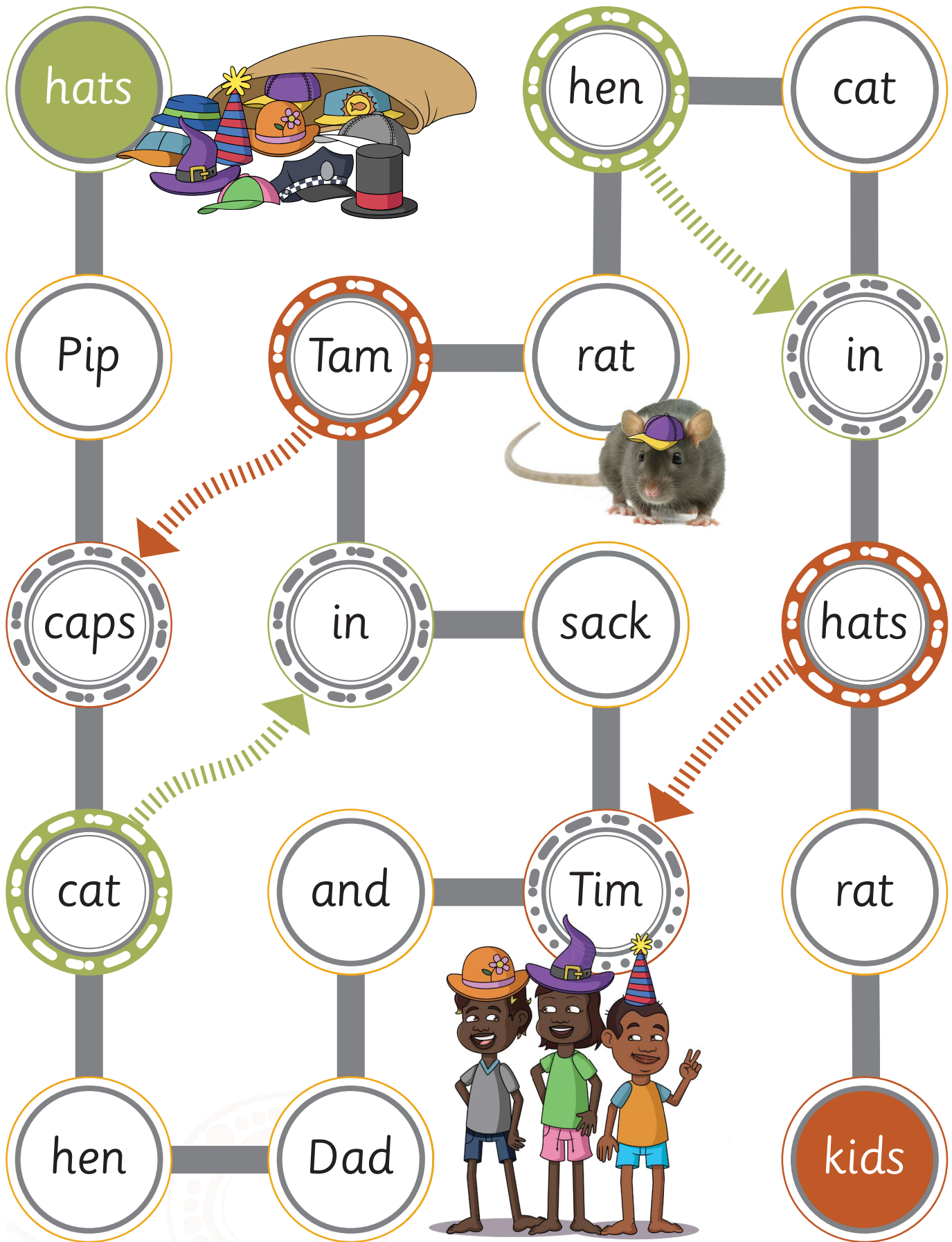
Set 2 Hats

Hats in  
a sack

Set 2 Hats

## Match the words and pictures

**Instructions:** Read the book *Hats* to complete this activity.  
Cut out all cards. Match the words to the pictures.



## Hats – stepping track game

**Materials:** 1 die, player tokens, game board

**Instructions:** Each player puts their token on the green circle to start. Players take turns to roll the die and move forward spaces, saying each word as they pass. Arrows send the player forward or back when they land on them at the end of their turn.