

The Best Hats

PM Level 11

Blue

Text Type Narrative

Running Words 202



Preparing for Guided Reading

Orientation to the Text

- Re-read *Making a bird* (PM level 1). Discuss how the bird can be made into a hat by attaching it to a cardboard band.

Prior Knowledge

- This is the first of three stories about Meg and her gran. Meg's class has made hats. The parents have been invited to view them and wear a hat, too. Meg is very surprised when she sees her gran's hat!

Key Language Structures

- Adjectives add meaning to the nouns in the text, e.g. *big box, best hats*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

children, Friday, Meg, work

Content Words

fishing, forget, nest, opened, sunhat

Decoding

- Recall most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self-correct by re-reading a word/sentence.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation mark, e.g. the different pause for a full stop compared to a comma.

Focusing on the Book – Guided Reading

- Read the title. Discuss the cover and title page illustrations. Invite students to predict the story's content.
- Discuss the materials the children have used to make their hats.
- Have students search the text to find the answer to the question in the text.
- Talk about how the teacher reassures Meg.

- Introduce vocabulary to describe the hats: brim, crown, etc. Look for the possessive apostrophes.
- Discuss why Meg is feeling anxious. Predict what is in the box.
- Talking about Meg's worry that she won't have a parent to come and share Hat Day with her. Focus on Gran's creativity when she joins in on the special day.
- Talk about the caring, thoughtful relationship between Meg and her gran.
- Discuss compound words: *sunhat, forget, inside*.
- Revise possessive apostrophes: *Hannah's dad, bird's nest, Ben's mum*.
- Reinforce recognition of the days of the week.
- Compare words that begin the same: *has, had, hat*.

Comprehension

- What did Meg's teacher say about the hats? (*Literal*)
- What did Meg's teacher suggest when Meg's parents couldn't be at Hat Day? (*Inferential*)
- Why did Meg think her and Gran's hats were the best? (*Inferential*)

Follow-up Activities

- Make a collection of different hats for different occasions. Ask students to help by bringing hats from home. Have them write explanations to match the hats.
- Give students copies of *Making a bird*. Have them follow the instructions independently. To make a hat like Meg's, instruct students to attach their completed bird to a cardboard headband.
- Using a variety of scrap materials, invite students to create their own hats. When completed, show them how to write simple instructions about how they were made using a similar format to *Making a bird*. Students could display their hats by wearing them to assembly.

The Best Hats

Date _____

PM Level 11

Blue

Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to self-correct our reading when we make a mistake.
- _____

Success Criteria

- I can retell what I have read in sequence.
- I can stop reading and re-read a word/sentence again to problem solve or confirm the text.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up