

Do YOU Have a Hat?

by Eileen Spinelli
illustrated by Geraldo Valerio

Teacher Guide



From the Jacket:

What do Goya, Stravinsky, Carmen Miranda, Nat Love, and Abraham Lincoln all have in common? HATS! Unique distinctive wonderful hats! And this bright and cheerful picture book from best-selling author Eileen Spinelli and colorful newcomer Geraldo Valerio will have you thinking twice before going outside without yours!

Pre-reading

Can you think of anyone famous who wore a hat? Who? Describe their hat. Why do people wear hats? What do hats do? Can you think of anything else they might be used for? Do you have a favorite hat?

Questions to consider

1. Which hat was your favorite? Why?
2. How do you think each of these famous people decided on the hat they became known for?
3. What type of hat would you like to wear? Why?
4. Why do you think Stravinsky never took his hat off?
5. How can a hat clue you into a person's career?
6. What function did each person's hat provide?
7. Which illustration is your favorite? Why?
8. Why did Goya need candles around the brim of his hat?
9. Describe Carmen Miranda's hat. Use as many senses as you can!
10. Compare Abe Lincoln's hat to Amelia Earhart's.

Projects:

Language Arts:

In the shape of the famous person's hat, write a brief biography about them. Share with your class.

Verbal:

In pairs, have students sit back to back. Then, pass out a hat to each student but be sure their partner can't see it. Then, children take turns describing their hat well enough that their partner can guess which type it is (or make a drawing of it). Challenge round: take out some descriptive words like winter, brim, ears, hard and soft.

Math:

Graph the number and type of hats you have in your house.

Art:

Design your own hat. You can start from a tradition hat and add on, or build your own from scratch. Have a hat day to display your unique creations. A hat parade is in order!
[These can be made out of classroom materials and common household materials too: construction paper, newspaper (cone shaped easily for those princesses), bulletin board edging for crowns, paper plates, paper bags. Don't forget the feathers, sequins, scraps of fabric, tissue paper and other materials to adorn these mini wearable sculptures!]

Movement:

Play hat relay race. Have kids bring a hat of their choice to play this game. Create two teams with equal number of participants. Divide those groups in two. Then, as students run from one line to the next they have to add a hat to the runner. The last runner will be wearing all the hats. No hats can drop to the ground, and need to be kept above the shoulder level!

Play Bean Bag Toss with hats. Use a large hat (like a sombrero) and let students try to pitch the beanbag in the crown.

Music: Sing this song to the tune "Three Blind Mice"

Wear a hat!
Wear a hat!
To keep you warm
In a storm

Tall or short or big or small
Winter, spring, summer or fall
Old or young it doesn't matter at all
Just wear a hat!
Wear a hat!

Related Titles:

Caps for Sale by Esphyr Slobodkina
The Hat by Tomi Ungerer
The 500 Hats of Bartholomew Cubbins by Dr. Seuss
Jennie's Hat by Ezra Jack Keats
Paddy's New Hat by John S. Goodall
The Hat by Faith and Joh Hubley
The Cat in the Hat by Dr. Seuss
Old Hat New Hat by Jan and Stan Berenstain
I Want A Hat Like That by Tom Cooke
A Three Hat Day by Laura Geringer
Santa's Hat by Claire Schumacher
Hats, Hats, Hats by Ann Morris

Curriculum Connections:

Do YOU Have a Hat? This teacher's guide supports these Standards for the English Language Arts from IRA & NCTE:

1. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
2. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
3. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
4. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.
5. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
6. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.



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