



Tip that hat

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Focus phonics

igh as in high, higher, might, right, light, tight

a as in back, tapping, lad, waxed, cap, hat, fans, man, had, that, can, hats, fan, caps, batters, hanging, cannot, bad

Tricky words

all, are, as, be, by, do, go, has, have, he, her, his, is, of, old, one, onto, out, said, she, so, the, there, they, to, was, we, you, your

Book summary

This book discusses hats through the ages up to modern times, including top hats, bonnets, bucket hats, baseball hats, posh hats, cool hats, along with hats that are needed for particular jobs. Students will learn how to 'tip a hat', too.

Learning intention

Phonics: Focus on words in the book displaying the /igh/ phoneme and the short /a/ phoneme. Extend this to other words with the same graphemes for those vowel sounds.

Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context

Fluency:

- Read with appropriate emphasis and intonation to support the meaning of the text

Before reading

Story discussion: Look at the cover and read the title together. Ask: What does the title mean? Why do you think the word *Tip* is written on a slant? Ask: Do you think this is a fiction or non-fiction text and why? Who is the author? Do you know other texts written by Samantha? Ask: What different types of headwear or hats can you think of? Make a list to refer back to after reading the text. When do you think hats started to be worn? Read and discuss the blurb on the outside back cover. Flip through the book to get a sense of the contents.

Quick phonics warm-up: Read the /igh/ words on the inside front cover. Look on p 14 for the word with the /igh/ trigraph. (tight) Ask: What does *tight* mean? (firmly fixed) Ask: Think of another word that rhymes with *tight*. Flip through the book to find other words that rhyme with *tight*, e.g. might, right, light. Read the words again.

Vocabulary check:

rim p 4 the outer part of a hat, often the widest part

bonnet p 5 a pretty hat that women wore, often with lots of trimmings

Morphology: 's' is a suffix on the end of the word *hat* making *hats*. *Hats* is the plural of the noun *hat* – *hats* means more than one hat.

Etymology: *worn* is the past tense of *wear* – the root word is *wear* – meaning to have something like clothing on the body; *wear* comes from Old English *werian* 'to clothe, put on, cover up'.

Tricky word practice: Display the tricky words *said* and *so*. Point to the tricky parts (ai which says /e/ in *said* and o which says /oa/ in *so*). Practise writing and reading the words.

During reading

Read the story: If two reading sessions are needed to read the text, then the end of p 13 is a good place to break. Students could read the remainder at home or on day 2. Reading could follow one or more of the following approaches:

- Start by reading the text to students, then invite them to take over, reading aloud at their own pace. On p 4 ask: What is the difference between tipping a hat to a person richer than yourself as compared to someone who is not richer? (men took their hat right off and up high for the richer person) What does the word *posh* mean on p 6? (fancy, smart or nice) On p 7, what is a pompom? (a ball made out of wool, sometimes found on top of a hat) Students read silently at their own pace, listen to each in turn as they read a brief passage aloud.
- Divide the book up between students; they read a section each and then report back on it. (The sections could be one or two pages or allocated by topic, eg Hats on the job pp 16-19.)

Phonics support: Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy especially in words containing the /igh/ trigraph and the /a/ phoneme.

Locate more words with the suffix *s*, meaning more than one, in the text, e.g. kings, cooks, years, fingers, bonnets, ribbons, bugs, pompoms.

Look for words in the text that rhyme with *worn* or have the same /or/ sound, e.g. horn, cork, ordered. Encourage students to think of other words that rhyme with *worn* or contain the /or/ sound (e.g. torn, born, morning, for, forget).

Comprehension support: Pause occasionally to talk about the book and encourage students to work out the most important information on a given page. For example, on pp 8-9 check students understand the differences between bucket hats for different seasons, and why they are that way (e.g. cotton is cooler in summer, wool is warmer in winter). Who wore woollen bucket hats back in 1900? (fishers) What has been added today to make them waterproof? (wax or oil) On pp 10-11, ask: What is meant by a fan on these pages? (someone who loves a sport or a player)

On p 12, ask: Why is the word *had* in bold print? (It's for emphasis because in 1571 the queen ruled that all boys over six years old had to wear a woollen cap. There were no exceptions (NB this was to support the wool trade, so that more caps would be made and sold.)) Ask: How should we read that sentence? Have a few students demonstrate by reading the sentence aloud and emphasising the word *had*.

After reading

Apply learning: Discuss the text. Ask: What is the main thing you have learned from this text? What did the author need to know before writing this text?

Comprehension: Refer back to the list of types of hats and headgear that the class made earlier. Ask: Were they all in the text? Did you think of any that the author didn't cover? Read and discuss the questions on the inside back cover.

Turn to p 7. Ask: What do you need to make a pompom? Describe how to make one to a partner, then swap over. Could you make one? Where would you put it?

Ask students to draw a hat with a rim. Which part is the rim? Can they point to it and label it?

Look at pp 22-23. Talk about the history of when hats began to be worn. Ask: What changes have there been in the way hats look from way back until today? Which hat would you like to wear the most from this timeline?

Display and read together the following words: summer, better, upper, cooler, older. Notice the e sounds like /u/. This is called the schwa sound. Display and read together - *bonnet* and *bucket*. What do you notice about these two words? (they have the same ending and the e sounds like a schwa /i/) Display and read together - *ribbon* and *cotton*. What do you notice about the way they sound? (They also have a similar ending.)

Fluency: Choose a passage from the book and model how to read it fluently with appropriate emphasis and intonation to support the meaning of the text. Have students read the same passage, copying your reading. (echo reading) Have students choose another brief passage and read it fluently to their partner, then swap. They practise speed-reading the list of focus words from the inside front cover to encourage automaticity (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

Choral-read p 20 together to build fluency and self-confidence.

Spelling and writing through dictation: Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(page 20)

Hat luck

Hats can be bad luck or good luck.

Keep your hat on the boat

Out sailing, if a hat fell off the boat, it was said to be bad luck.

Keep your hat off the bed

A hat on the bed was said to be bad luck, far back. Hair might have had bugs in it. So, if a hat was on the bed, the bugs might have hopped off the hat and onto the bed.

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

Make and read words with /igh/. Write rhyming sentences with /a/.

Worksheet 2: Comprehension

Complete a table about when hats are worn.

Worksheet 3: Maths

Carry out a favourite hat survey.

Worksheet 4: Design and technology

Design a hat. Label the parts of hats.

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Worksheet 1: Phonics

Name: _____ Date: _____

1. Words with /igh/.
 - Read the words with /igh/.

light, might, high, right, higher, lighting

- Count the sounds on spelling fingers.
- Write the different sounds in the boxes.

For example:

light

l	igh	t
---	-----	---

right

--	--	--

might

--	--	--

higher

--	--	--

high

--	--

lighting

--	--	--	--	--

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Worksheet 1: Phonics - continued

Name: _____ Date: _____

2. Write two rhyming sentences using the pairs of /a/ words below.

- hat, cat

- lad, bad

- tapping, rapping

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Worksheet 2: Comprehension

Name: _____ Date: _____

1. Complete the table to show when each type of hat is worn.

Hat	When is it worn?
Posh hat	
Bucket hat	
Hat for fans	
Woollen cap	
Hard hat	
Hat with a light	
Hat for cooks	

2. What is bad luck with hats?

Tip that hat

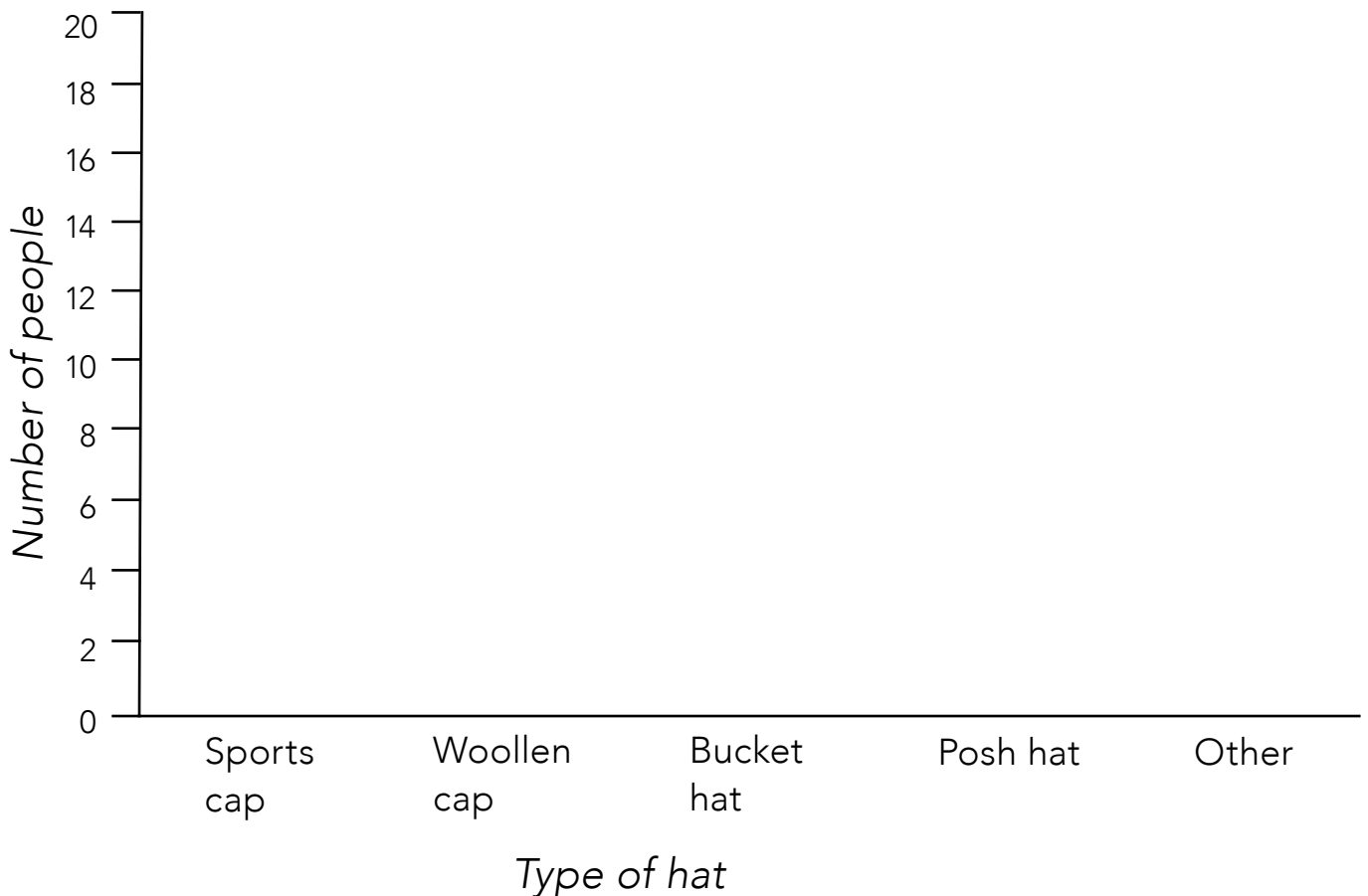
Worksheet 3: Maths

Name: _____ Date: _____

1. Carry out a 'favourite hat' survey. Ask each of your classmates to look at the list and say which is their favourite kind of hat. Complete the tally chart.

Type of hat	
Sports cap	
Woollen cap	
Bucket hat	
Posh hat	
Other	

2. Create a bar graph to display your data.

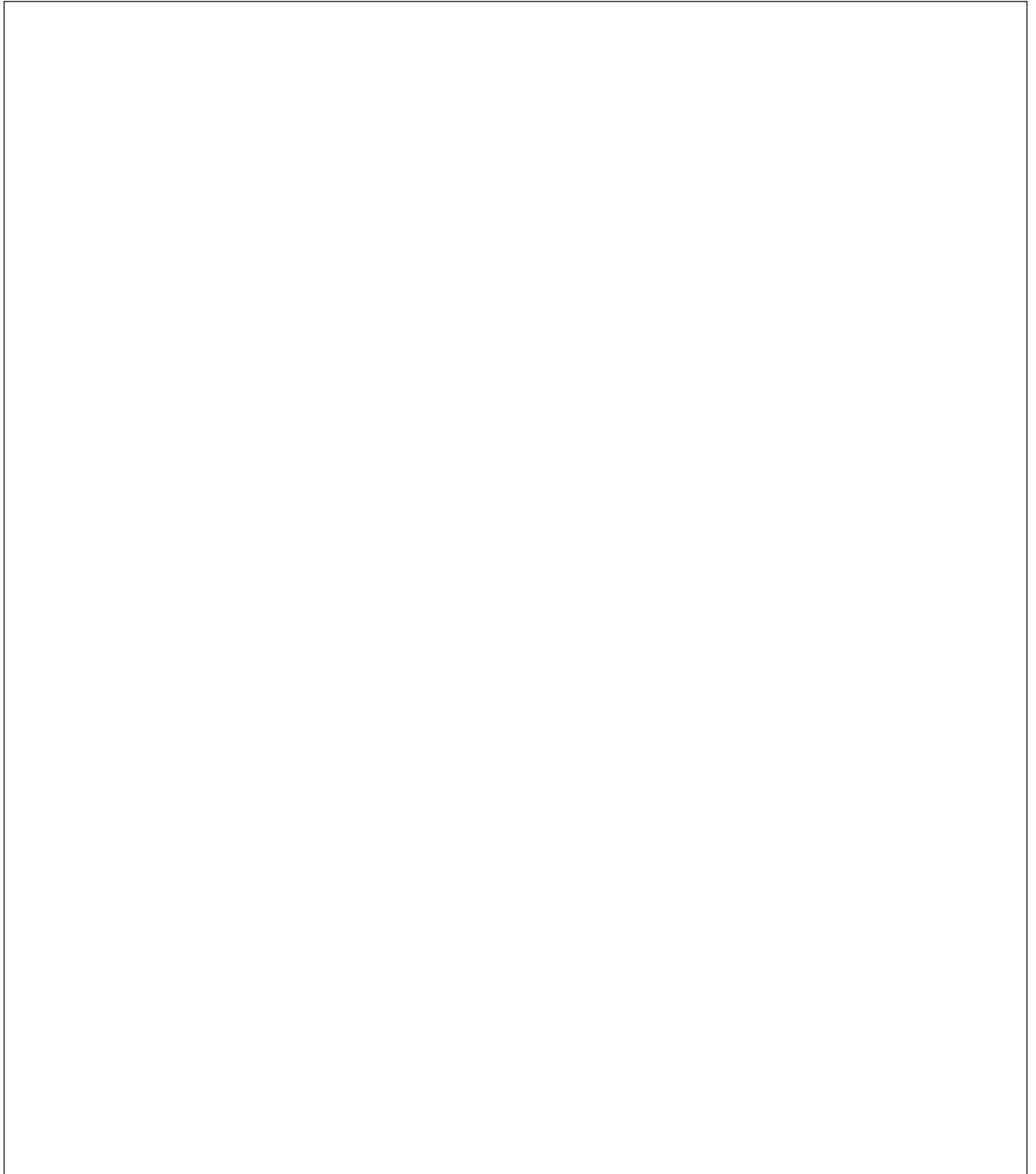


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Worksheet 4: Design and technology

Name: _____ Date: _____

1. Design your perfect hat. Draw the hat and label its features.



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Worksheet 4: Design and technology - continued

Name: _____ Date: _____

2. Label the parts of the hat and cap. Use the word banks to help you.

a) cap

front panel

top button

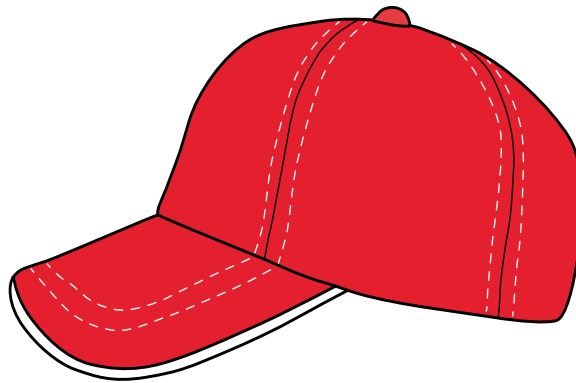
eyelet

stitching

back panel

side panel

bill (or brim)



b) hat

crown

brim

band

trim

