

Bobo's Hat

Features of the text:

- Connections to family situations
- Punctuation: speech marks, exclamation marks
- Repeated sentence patterns
- Making choices

<p>Before Reading</p> <ul style="list-style-type: none">• Ask the children to tell you what they know about clowns and the clothes they wear.• Ask, <i>What kind of hat would be good for a clown to wear?</i>• Introduce the text: Bobo's Hat.• Look at the cover and title page. What clues do they give about the story? Ask, <i>What kinds of hats do you think Bobo will find in the shop?</i>	<ul style="list-style-type: none">• Making meaning: making personal connections• Analyzing the text: visual literacy, prediction
<p>Reading the Text</p> <ul style="list-style-type: none">• Ask the children to read the text quietly.• Give the children something specific to focus on. For example, <i>Read the book to find out which hat Bobo chooses.</i>• If necessary, guide the children's reading of one or two pages, then encourage them to read on quietly.	<ul style="list-style-type: none">• Children may draw upon all text features during the reading of the text. Help individual children as necessary.
<p>After Reading</p> <ul style="list-style-type: none">• Notice the phrase, <i>"This will do!"</i> (p. 11). Clarify the meaning.• Notice the word <i>trick</i> (p. 14). Clarify the meaning.• Ask the children, <i>Why do you think Bobo needs a new hat?</i>• Re-read p. 14 and ask the children, <i>Why do you think Bobo chose the chick hat?</i>• Encourage the children to draw and label the hats in the story.• Make hats for Reader's Theatre: read the text, taking parts.• Notice the variety of rhyming patterns throughout the story, e.g. <i>that/hat</i> (pp. 4, 6, 9, 14), <i>squeak/beak</i> (p. 12); <i>blue/you</i> (p. 10), <i>you/new/do</i> (p. 16).• Notice the use of exclamation marks throughout the book to show excitement.• Compare the illustrations on pp. 4, 7, 8 with those on pp. 13, 14, 15, and ask, <i>How does the illustrator show how Bobo is feeling?</i>	<ul style="list-style-type: none">• Using the text: considering how words are used (vocab)• Making meaning: recall, inference, summarizing• Cracking the code: punctuation, rhyming patterns• Analyzing the text: recognizing illustrator's role