I Got This Hat by Jol and Kate Temple
Theme: Our Favourites
November 2014
In this book we see hats from China and hats from a miner, hats from a deep-sea diver and a racing-car driver! We all like wearing hats, this story explores the world around us through the playful medium of hats.

Key Message for Parents: Children Learn through being Engaged and Doing
We can help children learn through being engaged and doing by:

- Encouraging active play which involves children imagining, creating, talking and pretending
- Providing opportunities for unstructured imaginative play with a range of materials
- Having a sense of fun in your play: join in and be silly together!

Learning Outcome 4: Children are Confident and Involved Learners
We can help children to be confident and involved learners by:

- Providing an environment where children can explore, experiment and be challenged
- Ensuring children have opportunities to think, imagine, construct and problem solve
- Providing sensory and exploratory experiences with a range of materials

Welcome
Welcome everyone, introduce yourself, remind adults to turn their mobile phones off and remind them that there will be time for adults to chat after the story and songs.

Sing
Welcome Song (or your preferred song)

Have the words available as a handout or written on a board or butcher’s paper for the adults to read and join in.
You might like to clap a simple beat as you sing this song and encourage everyone to clap along

Good Morning/afternoon

Good morning to you
Good morning to you
Good morning everybody
And welcome to you!
Song

Do you put your hat on...
(You can use a real hat or your imagination when singing this song)

Do you put your hat on your foot, on your foot?
Your hat on your foot? Uh-uh, uh-uh! (shake head)

Do you put your hat on your elbow, on your elbow?
Your hat on your elbow? Uh-uh, uh-uh! (shake head)

Do you put your hat on your knee, on your knee?
Your hat on your knee? Uh-uh, uh-uh! (shake head)

You put your hat on, you put your hat on, you put your hat on your head, head, head!
You put your hat on, you put your hat on, you put your hat on your head, head, head!
(Put hat on your head, or tap your head)

Before Reading

Use real hats or pictures of different hats as props. One by one, wear or hold up the hats and ask the children ‘Who wears this hat?’ Your hats could be for the police or fire patrols, clown, witch, party, animal ears, pirate, prince or princess or any others you can think of. Invite both children and adults to take part in the guessing game of Guess Who.

You can also look at a hat and describe it with the children. This will build upon the children’s understanding and vocabulary about hats, their appearance, description and purpose.

Introduce the story by saying, now we will read a book that is called ‘I Got this Hat’. Explore both the front and back cover of this book. Who can guess the type of hat on the front cover? Read the blurb on the back, try wearing the book as a hat perhaps? It’s important to make reading fun.

During Reading

This story is very simple and brief. The text is in bold red text and the pictures are humorous.

Use your voice to animate this story, try accents and/or vary the tone of your voice – it will read brilliantly in a large expressive voice.

Take your time reading and showing each of the pictures. If you have some of the hats featured in the story in your basket of props, you could put them on when you get to that part. Alternatively, you can involve children by putting a hat on their head at appropriate parts of the story.
During Reading continued
When you get to the end of the story, the author asks the question, “But to bed I’ll wear which one?” This requires a dramatic pause, where children can think, question and imagine what will happen next. There are six different hats pictured and you can talk about these. Which hat would you wear to bed? Why would you wear a certain hat to bed? Take time for children to think about their answer to the question and encourage discussion. Then when you turn the page you can say in a loud voice “None!” This is a funny part of the story, and the children may laugh at the picture of the boy with his teddy.

After Reading
This story is suitable for reading more than once. You can go back through the text and ask the children to identify the hats that the boy wore during the story.

You can ask the children which hat they liked best from the story. Do they have a favourite hat that perhaps isn’t in the story?

You can ask the children if the ending surprised them. Did they think the boy was going to wear a hat to bed? Would that be a funny thing to do?

Song

Five little sunhats
Five little sunhats sitting in a row
Blue ones, red ones and one with a bow
Along came __________ one sunny day
Took a sun hat and went out to play. (you can have a variety of hats in the song if you wish)

(Source: NSW Cancer Council, SunSmart: A resource for preschool and childcare teachers)
Activity Time
Make some hats for yourself/your toys

What you will need:
- Coloured card strips to go around a child’s or toy’s head
  Optional: Paper plates to use as a face/head
- Sticky tape
- Materials for collage
- Glue
- Recyclable materials, paper, foam, lids

What to do:
- Talk together and think about a hat that you could make for yourself or one of your toys
- Imagine and plan how to make the hat
- You can demonstrate how to place a cardboard strip around your head and secure it with tape
- You can also demonstrate how to make a triangular shaped hat using paper rolled up slightly
- Allow the children time to think and play with materials, look at examples, talk and experiment.
- Encourage adults present to assist but not to lead the creating process as this is child-led play.
- Share your hat creations. You could even have a fashion parade!

Set up a hat shop
*This activity could be done outdoors*

Did you know a person who makes hats is called a Milliner?
Create a play space that will become a hat shop. It could have a whole range of hats that are made by the children or by adults, familiar and unfamiliar, hats from different forms of employment or different cultures. The hats should all be displayed in the shop.

The shop could also have a cash register, a mirror, a notepad, price tags, play money.
You can play with the children in the shop, but allow time for children to experiment and explore in the space without adult direction.
Extension Activities
Additional songs

- Justine Clarke “Put on your Hat”
- Playschool “Hip Hip Hooray”
- The Wiggles “Hat on your Head”
- German traditional song “My hat it has three corners”

Additional sun smart resources and songs can be found here:

Goodbye
Conclude the session with some suggestions of books that parents might want to share with their children.

The Little Big Book Club suggests the following books to further explore this theme:

- The Magic Hat by Mem Fox
- I want my hat back by John Klassen
- My cat likes to hide in boxes by Eve Sutton

Goodbye Song
This is the way we say goodbye (use a waving action)
Say goodbye, say goodbye
This is the way we say goodbye
To all our library friends (or :) to our friend......)

Depending on the size of your group, you may wish to insert each child’s name in the last line rather than ‘library friends’ as it develops a more personal relationship between yourself, the child and the family.

Sung to the tune of (Here We Go Round the Mulberry Bush) or your preferred choice.