

# Here's What You'll Get in the I Want My Hat Back Super Pack

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### Making Inferences Lesson Plan

**Making Inferences**  
I Want My Hat Back  
By: Jon Klassen  
Grade Level: 1 / Guided Reading Level: 1

**1**  
Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

**Summary**  
I Want My Hat Back is about a bear who has lost his hat. He asks various woodland creatures if they have seen his hat. When the deer asks him what it looks like, Bear realizes that he has seen his hat. So Bear goes back to find his hat. He loves his hat so much that he does something unexpected to get it back!

**Link to What You Know**

- How do you feel when you lose things? What does your face look like when you feel this way? Show a friend how you might look like.
- Can you tell when other people are sad, mad, or glad? How can you tell?

**Important Words to Know and Understand**  
Faintly - Having a somewhat sharp end

**2**  
Learn About Comprehension Strategies

- Think about the text you read
- Know what to do

**Why Readers Make Inferences While Reading**  
When readers make inferences they behave like reading detectives.

Sometimes the author does not give you all of the information you need to understand everything that is happening in a text. Instead the author gives you clues. You can use the author's clues along with what you already know to make an inference. This is sometimes called "reading between the lines."

For example, if an author writes: "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. This inference makes sense because you know that if a person's face turns red after making a mistake, it usually means that they feel embarrassed.

Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

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Guided Reading Level

Activate Prior Knowledge

### Making Inferences Lesson Plan

**Making Inferences**  
I Want My Hat Back  
By: Jon Klassen  
Grade Level: 1 / Guided Reading Level: 1

**3**  
Make Inferences While Reading

- Look for clues that tell you how a character might be feeling or what they might be thinking
- Study the pictures. What do you notice about the characters, setting, and events?

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 2 - How do you think Bear feels on this page? How do you know?

Page 8 - The rabbit said he has not seen Bear's hat and that he did not steal it. Is he telling the truth? How do you know?

Page 18 - Look at the picture. How does the deer know that something is the matter with Bear?

Page 20 - How is Bear feeling now? Make an inference about Bear's feelings? How do you know?

Page 30 - What inference can you make about this part of the story? What happened to the rabbit? How do you know?

**4**  
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

**Time to Reflect**  
**Think** - What types of inferences did you make while reading I Want My Hat Back? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?

**Talk** - Tell your reading partner about the best inference you made while reading this book? Explain why your inference was as good as a reader. Remember to ask your partner to share their thoughts about the book too.

**Reflect** - Think about the extra information you learned while making inferences in I Want My Hat Back. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?

**Write** - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading I Want My Hat Back. (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

**Retelling and Summarizing**  
I Want My Hat Back  
By: Jon Klassen  
Grade Level: 1 / Guided Reading Level: 1

**1**  
Get Ready to Read

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- Understand the meaning of important words found in the book

**3**  
Retell and Summarize While Reading

- Look for clues that tell you how a character might be feeling or what they might be thinking
- Study the pictures. What do you notice about the characters, setting, and events?

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**Making Predictions**  
I Want My Hat Back  
By: Jon Klassen  
Grade Level: 1 / Guided Reading Level: 1

**1**  
Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

**3**  
Make Predictions While Reading

- Look for clues that tell you how a character might be feeling or what they might be thinking
- Study the pictures. What do you notice about the characters, setting, and events?

**Time to Read**  
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Making Predictions

**Identifying the Author's Purpose**  
I Want My Hat Back  
By: Jon Klassen  
Grade Level: 1 / Guided Reading Level: 1

**1**  
Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

**3**  
Identify the Author's Purpose While Reading

- Look for clues that tell you how a character might be feeling or what they might be thinking
- Study the pictures. What do you notice about the characters, setting, and events?

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- Know what to do

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**Talk** - Tell your reading partner about the best inference you made while reading this book? Explain why your inference was as good as a reader. Remember to ask your partner to share their thoughts about the book too.

**Reflect** - Think about the extra information you learned while making inferences in I Want My Hat Back. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?

**Write** - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading I Want My Hat Back. (Remember to include examples from the book!)

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Author's Purpose

**Understanding Text Structure**  
I Want My Hat Back  
By: Jon Klassen  
Grade Level: 1 / Guided Reading Level: 1

**1**  
Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

**3**  
Understand Text Structure While Reading

- Look for clues that tell you how a character might be feeling or what they might be thinking
- Study the pictures. What do you notice about the characters, setting, and events?

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 2 - How do you think Bear feels on this page? How do you know?

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- Think about the text you read
- Know what to do

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Notice the Work You Did While Reading

- Think
- Talk
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**Time to Reflect**  
**Think** - What types of inferences did you make while reading I Want My Hat Back? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?

**Talk** - Tell your reading partner about the best inference you made while reading this book? Explain why your inference was as good as a reader. Remember to ask your partner to share their thoughts about the book too.

**Reflect** - Think about the extra information you learned while making inferences in I Want My Hat Back. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?

**Write** - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading I Want My Hat Back. (Remember to include examples from the book!)

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Understanding Text Structure

**Answer Key for Retelling and Summarizing with I Want My Hat Back**

**Your Turn to Practice Retelling and Summarizing with I Want My Hat Back**

Page 2: Who is the main character? How do you know?

Page 8: How do you think Bear feels on this page? How do you know?

Page 18: Look at the picture. How does the deer know that something is the matter with Bear?

Page 20: How is Bear feeling now? Make an inference about Bear's feelings? How do you know?

Page 30: What inference can you make about this part of the story? What happened to the rabbit? How do you know?

**Answer Key for Making Inferences with I Want My Hat Back**

**Your Turn to Practice Making Inferences with I Want My Hat Back**

Page 2: How do you think Bear feels on this page? How do you know?

Page 8: The rabbit said he has not seen Bear's hat and that he did not steal it. Is he telling the truth? How do you know?

Page 18: Look at the picture. How does the deer know that something is the matter with Bear?

Page 20: How is Bear feeling now? Make an inference about Bear's feelings? How do you know?

Page 30: What inference can you make about this part of the story? What happened to the rabbit? How do you know?

**Answer Key for Making Predictions with I Want My Hat Back**

**Your Turn to Practice Making Predictions with I Want My Hat Back**

Page 2: How do you think Bear feels on this page? How do you know?

Page 8: The rabbit said he has not seen Bear's hat and that he did not steal it. Is he telling the truth? How do you know?

Page 18: Look at the picture. How does the deer know that something is the matter with Bear?

Page 20: How is Bear feeling now? Make an inference about Bear's feelings? How do you know?

Page 30: What inference can you make about this part of the story? What happened to the rabbit? How do you know?

**Answer Key for Identifying the Author's Purpose with I Want My Hat Back**

**Your Turn to Practice Identifying the Author's Purpose with I Want My Hat Back**

Page 2: How do you think Bear feels on this page? How do you know?

Page 8: The rabbit said he has not seen Bear's hat and that he did not steal it. Is he telling the truth? How do you know?

Page 18: Look at the picture. How does the deer know that something is the matter with Bear?

Page 20: How is Bear feeling now? Make an inference about Bear's feelings? How do you know?

Page 30: What inference can you make about this part of the story? What happened to the rabbit? How do you know?

**Answer Key for Understanding Text Structure with I Want My Hat Back**

**Your Turn to Practice Understanding Text Structure with I Want My Hat Back**

Page 2: How do you think Bear feels on this page? How do you know?

Page 8: The rabbit said he has not seen Bear's hat and that he did not steal it. Is he telling the truth? How do you know?

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Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

**"I Can" Statement**

**Strategy and Text Based Reader's Response Prompt**

**Common Core State Standard**

**Common Core Free Option**

**Reading Response Prompts for Each Comprehension Strategy Lesson Plan**

## 5 Comprehension Strategy Graphic Organizers

**Retelling and Summarizing**

Title: \_\_\_\_\_

What is this book about?

Is it fiction or nonfiction?

Draw a picture or write a sentence for each box below:

First	Next
After that	Then

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and Summarizing

**Making Inferences**

Title: \_\_\_\_\_

What the Text Says	What I Know	What I Can Infer
Here is a clue in the text or picture.	What do you know about the story?	Clues, setting

Draw a picture to illustrate your inference:

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

**Making Predictions**

Title: \_\_\_\_\_

I predict ...

My prediction was

☐ Correct  
☐ Incorrect

I know because

Here is a picture about my prediction:

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Predictions

**Identifying the Author's Purpose**

Title: \_\_\_\_\_

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

☐ To Persuade ☐ To Inform ☐ To Entertain

I know the author wanted to me because:

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's Purpose

**Understanding Text Structure**

Title: \_\_\_\_\_

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
Page: _____	Page: _____	
Page: _____	Page: _____	
Page: _____	Page: _____	
Page: _____	Page: _____	

Test Structures You Might See While Reading:

Description	Sequence	Purpose and Style
Compare and Contrast		

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure

# Vocabulary Connections Resources

## Important Words to Know and Understand in I Want My Hat Back Word List

**Vocabulary Connections**

**I Want My Hat Back**  
By: Jon Klassen  
Grade Level: 1 / Guided Reading Level: 1

**Important Words to Know and Understand in "I Want My Hat Back"**

**Hat**  
A covering for the head that often has a brim and a rounded or flat top

**Pointy**  
Having a somewhat sharp end

**Poor**  
When someone or something is unlucky






**Steal**  
To take something that does not belong to you

**Stole**  
The past tense of steal

Vocabulary Word List | ©BookPages.com

**Vocabulary Connections**

**I Want My Hat Back**  
By: Jon Klassen  
Grade Level: 1 / Guided Reading Level: 1

Hat	Pointy	Poor
		
Steal	Stole	
		

Picture Vocabulary Sorting Cards | ©BookPages.com

## Word and Picture Sorting Cards

**Vocabulary Connections**

**I Want My Hat Back**  
By: Jon Klassen  
Grade Level: 1 / Guided Reading Level: 1

Hat	Pointy	Poor
A covering for the head that often has a brim and a rounded or flat top	Having a somewhat sharp end	When someone or something is unlucky
Steal	Stole	
To take something that does not belong to you	The past tense of steal	

Picture Vocabulary Sorting Cards | ©BookPages.com

## Word and Definition Sorting Cards

**Vocabulary Connections**

**I Want My Hat Back**  
By: Jon Klassen  
Grade Level: 1 / Guided Reading Level: 1

<b>Hat</b> is a/an noun verb adverb adjective Definition of Hat:	<b>Pointy</b> is a/an noun verb adverb adjective Definition of Pointy:	<b>Poor</b> is a/an noun verb adverb adjective Definition of Poor:
Hat looks like this:	Pointy looks like this:	Poor looks like this:
Hat reminds me of:	Pointy reminds me of:	Poor reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

## Interactive Vocabulary Notebook Cards

**Word Games with Words from I Want My Hat Back**

**Directions:** Bear has finally found his hat! Help Bear decorate his hat. Use the code below to color Bear's hat.

**COLOR CODE**  
1 Syllable Words = Brown  
2 Syllable Words = Red

**Word Bank**  
HAT  
POINTY  
POOR  
STEAL  
STOLE

**Directions:** Choose your favorite word from the Word Bank. Practice writing the word on the lines below.

Name: \_\_\_\_\_

Answer Key | ©BookPages.com

## Word Games and Answer Key

**Vocabulary Connections**

**I Want My Hat Back**  
By: Jon Klassen  
Grade Level: 1 / Guided Reading Level: 1

**I Want My Hat Back**  
By Jon Klassen

A new word I learned in this book is: \_\_\_\_\_

Name: \_\_\_\_\_

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPages.com

## Personalized Vocabulary Bookmark

**Vocabulary Connections**

**Directions:**  
1. Write a word from your reading that is new to you in the first column.  
2. Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.  
3. Explain why you think your definition makes sense based on the context clues in the text.  
4. Write the dictionary definition.  
5. Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | ©BookPages.com

# Word Work Lesson Plan and Activities

Instructional  
Focus Based on  
the Words in  
the Book

### Word Work

**Instructional Focus:**  
Contractions

**Background:**  
Contractions are words that are formed when two words are combined to form a new word. In order to form a contraction, the first word is dropped and replaced with an "and" and "am" combine, they form "I am". "am" is replaced with an apostrophe.

**Examples:**

not	are
aren't	they're
can't	we're
couldn't	you're
doesn't	what're

**Materials and Preparation:**

- A Copy of I Want My Hat Back
- Chart Paper
- Contraction Word Strips
- 1 teacher copy
- Scissors (1 per student)
- Index Cards
- Tape or Glue
- Contractions Word Work
- Optional - Word Detective

### I Want My Hat Back

By: Jon Klassen  
Grade Level: 1 / Guided Reading Level: 1

### Word Work

**Step 1: Introduce the Focus of Word Work**

**Sample Anchor Chart**

WORDS	CONTRACTIONS
Cannot	Can't
I am	I'm
Does not	Doesn't

**Step 2: Connect Word Work to Reading**

**Extend Engagement**

- Select a contraction (one for each student).
- Write the base words on one colored index card and the contraction on another card.
- Place the base words somewhere in the room.
- Distribute the contraction cards to the students.
- Challenge the students to find their matching card.
- After all of the students have found their cards, allow each student to say, spell and use their word in a sentence.

### I Want My Hat Back

By: Jon Klassen  
Grade Level: 1 / Guided Reading Level: 1

**Introduce Contractions**

- Draw the students' attention to the chart paper.
- Explain that contractions are words that are formed when two words are joined together to make a new word.
- Write the word "I'm" on the chart paper. Explain that this word is a contraction for the words "I am".
- Write the words "I am" on an index card. Cut out "I" and explain that most of the time you keep the whole first word. Tape or glue "I" to the chart paper.
- Then, cut the letter "a" from am.
- Explain that an apostrophe replaces the letter that is cut out. Tape or glue the apostrophe next to the letter "I".
- Last, affix the letter "m" after the apostrophe and explain that the remaining letters are added back onto the first word.
- Ask the students to think of other contractions. Allow students to turn and talk with a partner about the words they came up with or share with the class.

**Contractions in the Text**

- Tell the students that the book they will be reading today has a lot of contractions.
- Read **page 8** of I Want My Hat Back to the students and ask them if they hear any words that are contractions.
- Write the words on the list and decode them.  
have not = haven't  
do not = don't
- Explain that you will read the book from beginning to end and ask them to pay attention to words that are contractions. Remind them to not interrupt, but save the words in their heads to share at the end.
- Read I Want My Hat Back.

**Examples of Contractions Found in the Text:**

haven't   don't   doesn't   what's

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

Optional Activity  
to Extend Engagement

List of words in the book that  
match the instructional focus

### Word Work

**I Want My Hat Back**  
By: Jon Klassen  
Grade Level: 1 / Guided Reading Level: 1

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Provide each student with a copy of **Contraction Word Strips / Making Contractions Pages** and glue.
- Model how to cut apart the words to form contractions. Do the first word together:
  - Select "I'm" from the Contraction Word Strips Page. Cut the letters apart.
  - Glue "I" and "m" to the Making Contractions Page.
  - Write an apostrophe between "I" and "m" to form "I'm".
  - Give the remaining letter in the "Left Over Letters" column.
- Allow students to manipulate the remaining word strips to form contractions.
- Monitor and assess students' understanding.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of the **Contractions Word Work Practice Page**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

**Step 5: Reconnect and Reflect on Word Work**

**Group Discussion**

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

**Step 6: Extend Word Work (optional)**

**Extension Activity**

- Ask students to be on the lookout for contractions in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

Word Work Lesson Plan | @BookPagez.com

Interactive Activities

Independent  
Practice Page

Contractions Word Strips	
Contractions	
I'm   haven't   don't   doesn't   what's	
Root word	Root Word
I	a m
h a v e	n o t
d o	n o t
d o e s	n o t
w h a t	i s

Name: \_\_\_\_\_ Independent Word Work Practice | @BookPagez.com

Extension Activity

Word Detective: Contractions Extension Activity			
Directions: Be a word detective! Be on the lookout for contractions while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.			
Word	Book Title	Page	Sentence

Name: \_\_\_\_\_ Word Work Extension Activity | @BookPagez.com

Contractions Word Work Practice Page	
Directions: Read the contractions in the Word Box below. Contract the words in the parenthesis to complete the sentence.	
Word Box	
he's   can't   haven't   doesn't   he'll	
1. The bear _____ (cannot) find his hat.	
2. The animals _____ (have not) seen his hat.	
3. _____ (He is) sad that he lost his hat.	
4. _____ (He will) remember where he saw his hat when he describes it.	
5. He _____ (does not) tell you what he did with the rabbit.	

Name: \_\_\_\_\_ Independent Word Work Practice | @BookPagez.com

# Assessments

Running Record					
Title: I Want My Hat Back		Guided Reading Text Level: I		Word Count: 100	
Name: _____ Date: _____					
Accuracy Rate: (# of words correct/100 words) _____					
Error Rate: (# of incorrect words/100 words) _____					
Self-Correction Rate: (# of words self-corrected/100 words) _____					
Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____					
Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual					
		COUNT		INFORMATION USED	
Page		E	SC	E MSV	SC MSV
2	My hat is gone.				
	I want it back.				
4	Have you seen my hat?				
	No, I haven't seen your hat.				
	OK, thank you anyway.				
6	Have you seen my hat?				
	No, I have not seen any hats				
	around here.				
	OK, thank you anyway.				
8	Have you seen my hat?				
	No. Why are you asking me.				
Tested By: _____ ©BookPages.com					

## Running Record Assessment

I Want My Hat Back CCSS Assessment		Name: _____
		Score: / 9
<b>Directions:</b> Use what you know about <i>I Want My Hat Back</i> to answer each of the following questions.		
1. Who took the bear's hat? <input type="radio"/> A The frog <input type="radio"/> B The turtle <input type="radio"/> C The snake <input type="radio"/> D The rabbit		
2. How did the bear solve his problem? <input type="radio"/> A He asked nicely and the rabbit gave it back. <input type="radio"/> B He ate the rabbit and took his hat back. <input type="radio"/> C He found a new hat. <input type="radio"/> D He gave up and decided he did not need a hat.		
3. How would you describe the bear while he was looking for his hat? <input type="radio"/> A worried <input type="radio"/> B angry <input type="radio"/> C polite <input type="radio"/> D happy		
4. How can you tell the rabbit is nervous when he talks to the bear? <input type="radio"/> A He talks a lot and doesn't want to be interrupted. <input type="radio"/> B He hops away. <input type="radio"/> C He begs the bear not to eat him. <input type="radio"/> D He hides from the bear.		
5. The animals in this story are able to talk to each other. That tells us this story is _____. (RL.1.5) <input checked="" type="radio"/> A fiction (animal fantasy) <input type="radio"/> B nonfiction <input type="radio"/> C a play/drama <input type="radio"/> D poetry		
6. How do we know who is talking? (RL.1.6) <input type="radio"/> A It is written as a script, like a play. <input type="radio"/> B The bear explains who is talking. <input type="radio"/> C A narrator is telling the story. <input checked="" type="radio"/> D Each character's words are in a different color.		
7. What can we learn about bear and his search by looking at the illustrations? (RL.1.7) <input type="radio"/> A All the animals are afraid of bear. <input checked="" type="radio"/> B He asks many animals, and most are not afraid of him. <input type="radio"/> C The other animals don't want to help bear. <input type="radio"/> D Bear's hat is blue and round.		
8. How are bear and rabbit the same? (RL.1.9) <input type="radio"/> A They are furry. <input type="radio"/> B They both live in the woods or a forest. <input type="radio"/> C They both told a lie after they did something they should not have done. <input checked="" type="radio"/> D All of the above.		
9. What will bear do now that he has his hat back? (RL.1.10) <input type="radio"/> A He will go look for more rabbits to eat. <input type="radio"/> B He will scare all the animals. <input checked="" type="radio"/> C He will watch his hat more carefully and remember what it looks like. <input type="radio"/> D He will lose his hat again.		
CCSS Assessment 1st Grade Reading Standards for Literature   BookPages.com		

Common Core Assessment:  
One question for each Reading  
Informational OR Reading Literature  
standard (1-9)

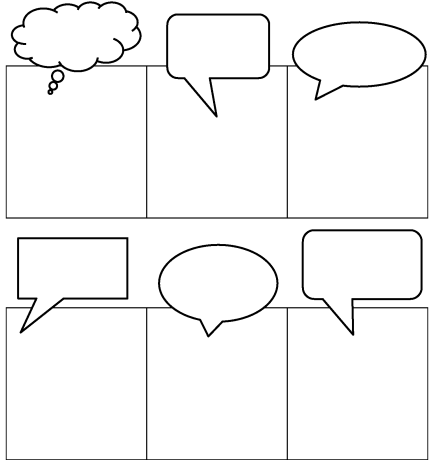
Answer Key



# Extension Activity

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:**  
Use the comic strip below to retell the story of **I Want My Hat Back**. Draw pictures to show what happened in the story. Then write what the characters said in the speech bubbles.



Extension Activity | ©BookPagez.com

## Bonus Extension Activity

# Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>I Want My Hat Back Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "I Want My Hat Back" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Reading and Summarizing Lesson Plan and Resources</b></p> <p>Reading: Literature</p> <p><b>RI.1.1</b> - Ask and answer questions about key details in a text.</p> <p><b>RI.1.2</b> - Recall stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>RI.1.3</b> - Describe characters, settings, and major events in a story using key details.</p> <p><b>RI.1.7</b> - Use illustrations and details in a story to describe its characters, setting or events.</p> <p><b>RI.1.10</b> - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p><b>RF.1.1</b> - Demonstrate understanding of the organization of basic features of print.</p> <p><b>RF.1.2</b> - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p><b>W.1.1</b> - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.1.8</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking &amp; Listening</p> <p><b>SL.1.9</b> - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p><b>SL.1.2</b> - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.3</b> - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>SL.1.5</b> - Hold a drawing or other visual display to describe when appropriate to clarify thoughts, feelings, and ideas.</p> <p>Language</p> <p><b>L.1.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).</p> <p>I Want My Hat Back CCSS Alignment   ©BookPagez.com</p>	<p>I Want My Hat Back Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "I Want My Hat Back" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Identifying the Author's Purpose Lesson Plan and Resources</b></p> <p>Reading: Literature</p> <p><b>RI.1.1</b> - Ask and answer questions about key details in a text.</p> <p><b>RI.1.2</b> - Recall stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>RI.1.3</b> - Describe characters, settings, and major events in a story using key details.</p> <p><b>RI.1.7</b> - Use illustrations and details in a story to describe its characters, setting or events.</p> <p><b>RI.1.10</b> - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p><b>RF.1.1</b> - Demonstrate understanding of the organization of basic features of print.</p> <p><b>RF.1.2</b> - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>Writing</p> <p><b>W.1.1</b> - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.1.8</b> - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking &amp; 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## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation
<p>I Want My Hat Back Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "I Want My Hat Back" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Vocabulary Lesson Plan and Resources</b></p> <p>Language</p> <p><b>L.1.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).</p> <p><b>L.1.6</b> - Identify real-life connections between words and their use (e.g. note pieces of home that are cozy).</p> <p><b>L.1.8</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because).</p> <p>I Want My Hat Back CCSS Alignment   ©BookPagez.com</p>	<p>I Want My Hat Back Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "I Want My Hat Back" correlate with the following English Language Arts Common Core State Standards for first grade.</p> <p><b>Word Work Lesson Plan and Resources</b></p> <p>Reading: Foundational Skills</p> <p><b>RF.1.3</b> - Know and apply the grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.1.4</b> - Recall stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>I Want My Hat Back CCSS Alignment   ©BookPagez.com</p>

Vocabulary Connections  
Common Core Alignment

Word Work  
Common Core Alignment

# Student Facing Resources in Spanish for I Want My Hat Back Super Pack

## 5 Comprehension Strategy Practice Pages

### Retelling and Summarizing Practice Page

**Tu turno para practicar: Volver a contar y resumir**  
con I Want My Hat Back (Quiero mi sombrero de vuelta)

**Página 2:**  
¿Quién es el personaje principal? ¿Cómo lo sabes?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Página 14:**  
¿A qué animales ha pedido Oso su sombrero hasta ahora? ¿Han sido útiles los animales? ¿Por qué o por qué no?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Página 18:**  
Oso le pregunta al ciervo si ha visto su sombrero. ¿Por qué es esto una parte importante de la historia?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_

©BookPages.com

### Page by Page Guided Questions

### Answer Key

**Volver a contar y resumir**  
con I Want My Hat Back (Quiero mi sombrero de vuelta)

**Página 2:**  
¿Quién es el personaje principal? ¿Cómo lo sabes?  
Las respuestas varían. Podrían incluir: El oso es el personaje principal.  
Sé que el oso es el personaje principal porque se presenta en la primera página con una imagen.

**Página 14:**  
¿A qué animales ha pedido Oso su sombrero hasta ahora? ¿Han sido útiles los animales? ¿Por qué o por qué no?  
Las respuestas varían. Podrían incluir: El oso preguntó a un zorro, una rana, un conejo, una tortuga, una serpiente y una zarigüeya. No han podido decirle dónde está, pero le han hecho preguntas.

**Página 18:**  
Oso le pregunta al ciervo si ha visto su sombrero. ¿Por qué es esto una parte importante de la historia?  
Las respuestas varían. Podrían incluir: El ciervo hace una pregunta muy importante que ayuda al oso a darse cuenta de que vio su sombrero bajo y puntiagudo en la cabeza del conejo.

Nombre: \_\_\_\_\_

Clave de respuestas | ©BookPages.com

Sample answers written in Spanish

### Hacer inferencias

con I Want My Hat Back (Quiero mi sombrero de vuelta)

**Página 2:**  
¿Cómo crees que se siente Oso?  
Las respuestas varían. Podrían incluir: triste, frustrado, confundido.

**Tu turno para practicar: Hacer inferencias**  
con I Want My Hat Back (Quiero mi sombrero de vuelta)

**Página 2:**  
¿Cómo crees que se siente Oso?

**Página 8:**  
El conejo dijo que no había visto el sombrero. ¿Está diciendo la verdad? ¿Cómo lo sabes?

**Página 18:**  
Mira la imagen. ¿Cómo sabes que Oso está triste?

Nombre: \_\_\_\_\_

### Hacer predicciones

con I Want My Hat Back (Quiero mi sombrero de vuelta)

**Página 2:**  
¿Qué crees que Oso va a hacer? ¿Por qué?

**Tu turno para practicar: Hacer predicciones**  
con I Want My Hat Back (Quiero mi sombrero de vuelta)

**Página 2:**  
¿Qué crees que Oso va a hacer? ¿Por qué?

**Página 8:**  
Oso le pregunta al conejo si ha visto su sombrero. ¿Qué crees que va a pasar después? ¿Por qué piensas eso?

**Página 18:**  
¿Crees que Oso va a encontrar su sombrero? ¿Por qué o por qué no?

Nombre: \_\_\_\_\_

### Identifica el propósito del autor

con I Want My Hat Back (Quiero mi sombrero de vuelta)

**Página 4:**  
Oso le pregunta al zorro por su sombrero. ¿Qué quiere saber Oso?

**Tu turno para practicar: Identifica el propósito del autor**  
con I Want My Hat Back (Quiero mi sombrero de vuelta)

**Página 4:**  
Oso le preguntó al zorro por su sombrero. ¿Qué quiere saber Oso?

**Página 14:**  
¿Cuál es el propósito de Oso preguntando a todos los animales?

**Página 18:**  
¿Qué quiere el autor que te des cuenta cuando Oso encuentra su sombrero?

Nombre: \_\_\_\_\_

### Entender la estructura del texto

con I Want My Hat Back (Quiero mi sombrero de vuelta)

**Página 8:**  
Conejo no quiere hablar con Oso. ¿Qué está causando que Conejo se comporte de esta manera? ¿Cómo lo sabes?

**Tu turno para practicar: Entender la estructura del texto**  
con I Want My Hat Back (Quiero mi sombrero de vuelta)

**Página 8:**  
Conejo no quiere hablar con Oso. ¿Qué está causando que Conejo se comporte de esta manera? ¿Cómo lo sabes?

**Páginas 15 y 16:**  
Oso está preocupado. ¿Tiene un problema? ¿Cuál es el problema de Oso?

**Página 18:**  
¿Qué se describe en esta página? ¿Por qué es esto una parte importante del cuento?

Nombre: \_\_\_\_\_

Making Inferences

Making Predictions

Identifying the Author's Purpose

Understanding Text Structure

# Writing About Reading with Optional CCSS Alignment

Strategy and Text Based  
Reader's Response Prompt

Common Core State Standard

"I Can"  
Statement  
written in  
Spanish

**I Want My Hat Back (Quiero mi sombrero de vuelta):  
Hacer predicciones**

---

¿Qué fue lo más sorprendente de este libro? ¿Pudiste predecir la parte sorprendente? ¿Por qué o por qué no?

---

☐ Puedo leer y entender cuentos y poemas de primer grado. CCSS: RL.1.10

**I Want My Hat Back (Quiero mi sombrero de vuelta):  
Hacer predicciones**

---

¿Qué fue lo más sorprendente de este libro? ¿Pudiste predecir la parte sorprendente? ¿Por qué o por qué no?

---

☐ Puedo leer y entender cuentos y poemas de primer grado. CCSS: RL.1.10

**I Want My Hat Back (Quiero mi sombrero de vuelta):  
Hacer predicciones**

---

¿Qué fue lo más sorprendente de este libro? ¿Pudiste predecir la parte sorprendente? ¿Por qué o por qué no?

---

☐ Puedo leer y entender cuentos y poemas de primer grado. CCSS: RL.1.10

Cuaderno del lector: Estrategias de comprensión (CCSS) | ©BookPagez.com

Common Core Free  
Option

**I Want My Hat Back (Quiero mi sombrero de vuelta):  
Hacer predicciones**

---

¿Qué fue lo más sorprendente de este libro? ¿Pudiste predecir la parte sorprendente? ¿Por qué o por qué no?

---

**I Want My Hat Back (Quiero mi sombrero de vuelta):  
Hacer predicciones**

---

¿Qué fue lo más sorprendente de este libro? ¿Pudiste predecir la parte sorprendente? ¿Por qué o por qué no?

---

**I Want My Hat Back (Quiero mi sombrero de vuelta):  
Hacer predicciones**

---

¿Qué fue lo más sorprendente de este libro? ¿Pudiste predecir la parte sorprendente? ¿Por qué o por qué no?

---

**I Want My Hat Back (Quiero mi sombrero de vuelta):  
Hacer predicciones**

---

¿Qué fue lo más sorprendente de este libro? ¿Pudiste predecir la parte sorprendente? ¿Por qué o por qué no?

---

Cuaderno del lector: Estrategias de comprensión | ©BookPagez.com

Reading Response Prompts for Each  
Comprehension Strategy Lesson Plan

## 5 Comprehension Strategy Graphic Organizers

**Valer a contar y resumir**  
Título: \_\_\_\_\_

¿De qué es este libro?  
¿Es ficción o no ficción?

Has un dibujo o escribe una oración para cada cuadro abajo:

Primero	Luego
Después	Entonces

**Instrucciones:**  
1. Contesta todas las preguntas.  
2. Copia cuidadosamente en las líneas de puntos.  
3. Pega o engloba todo en tu cuaderno del lector.

Estrategia de comprensión | ©BookPagez.com

Retelling and  
Summarizing

**Hacer inferencias**  
Título: \_\_\_\_\_

Lo que dice el texto poner palabras en el texto propias.	Lo que yo sé poner palabras propias. personas, cosas, eventos.	Lo que puedo inferir poner palabras, personas, cosas, eventos.
--	--	---

Has un dibujo para mostrar tus inferencias.

**Instrucciones:**  
1. Contesta todas las preguntas.  
2. Copia cuidadosamente en las líneas de puntos.  
3. Pega o engloba todo en tu cuaderno del lector.

Estrategia de comprensión | ©BookPagez.com

Making  
Inferences

**Hacer predicciones**  
Título: \_\_\_\_\_

Yo predigo...

Mi predicción fue...

☐ Correcto  
☐ Incorrecto

Yo sé porque...

Aquí hay una foto sobre mi predicción:

**Instrucciones:**  
1. Contesta todas las preguntas.  
2. Copia cuidadosamente en las líneas de puntos.  
3. Pega o engloba todo en tu cuaderno del lector.

Estrategia de comprensión | ©BookPagez.com

Making  
Predictions

**Identifica el propósito del autor**  
Título: \_\_\_\_\_

¿Quién es el autor de tu libro?  
¿Cuál fue el propósito del autor para escribir este libro? ¿Cómo lo sabes?

☐ Para persuadir  
☐ Para informar  
☐ Para entretener

¿De qué el autor quería decirte...

**Instrucciones:**  
1. Contesta todas las preguntas.  
2. Copia cuidadosamente en las líneas de puntos.  
3. Pega o engloba todo en tu cuaderno del lector.

Estrategia de comprensión | ©BookPagez.com

Author's  
Purpose

**Entender la estructura del texto**  
Título: \_\_\_\_\_

Estructura del texto	Dónde fue usado la estructura del texto	Cómo la estructura del texto me ayudó
Párrafo		
Párrafo		
Párrafo		
Párrafo		
Párrafo		

**Instrucciones:**  
1. Contesta todas las preguntas.  
2. Copia cuidadosamente en las líneas de puntos.  
3. Pega o engloba todo en tu cuaderno del lector.

Estrategia de comprensión | ©BookPagez.com

Understanding  
Text Structure



# Extension Activity

Nombre: \_\_\_\_\_ La fecha: \_\_\_\_\_

**Instrucciones:**

Usa la tira cómica abajo para volver a contar el cuento de **I Want My Hat Back**.  
Dibuja imágenes para mostrar lo que sucedió en el cuento. Luego, escribe lo que  
dijeron los estatutos en las burbujas del discurso.

