Lesson Plan: Have You Seen My Hat?

Subject: Language Arts, Creative Expression

Age Group: 5-7 years old

Ideal For: Homeschool (1-on-1), Small Groups, Classrooms

Time Allotment: 30 minutes

Materials Needed

- A few different hats (e.g., a baseball cap, a winter hat, a sun hat). Pictures of hats also work well.
- Paper for drawing
- Crayons, markers, or colored pencils
- Optional: The book "I Want My Hat Back" by Jon Klassen to read beforehand

Learning Objectives

By the end of this lesson, the learner will be able to:

- Use at least two "describing words" (adjectives) to describe a hat.
- Ask a clear guestion to find a "lost" item.
- Create and describe a unique hat from their imagination.

Lesson Procedure

Part 1: Introduction (5 Minutes)

1. Hook: The Missing Hat!

- Start the lesson by looking around in a slightly panicked, playful way.
- Say: "Oh, dear! I can't find my favorite hat! I need it for our big adventure today. Have you seen my hat? The problem is... I can't remember what it looks like! How will you help me find it if I can't describe it?"

2. State the Goal

• **Say:** "Today, we are going to become Super Finders! To be a Super Finder, you need two special powers: the power to use **describing words** and the power to ask **good questions**. We are going to practice these powers so we can help anyone find their lost hat!"

Part 2: Body of the Lesson (20 Minutes)

1. I Do: Modeling with Describing Words (5 minutes)

- Hold up one of the real hats.
- Say: "Okay, let's practice with this hat. If this hat was lost, I wouldn't just say 'I lost my hat.' I would use special describing words! Watch me."
- Model: "Have you seen my hat? It is blue. It is soft and fuzzy. It has a big, white pom-pom on top."
- Emphasize the describing words (blue, soft, fuzzy, big, white). Explain that these words help create a picture in someone's mind.

2. We Do: The Hat Detective Game (10 minutes)

- Place 3-4 different hats (or pictures) in front of the learner.
- Say: "Now it's our turn to be detectives together! I am thinking of one of these hats. I will give you clues using describing words, and you guess which one it is."
- Example Clues: "I'm thinking of a hat that is yellow and wide." ... "I'm thinking of a hat that has stripes and is long."
- After a few rounds, switch roles. Let the learner choose a secret hat and give you clues. Gently guide them to use describing words.
 - Scaffolding Question: "That's a good start! What color is it? Is it big or little? Is it smooth or bumpy?"

3. You Do: Design-a-Hat! (5 minutes)

- **Say:** "You are an amazing Hat Detective! Now, you get to be a Hat Designer. On your paper, I want you to draw the coolest, silliest, or most beautiful hat you can imagine. This will be YOUR special hat."
- Provide paper and drawing materials. Give the learner time to create their hat. This is a chance for quiet, creative focus.

Part 3: Conclusion (5 Minutes)

1. Share and Describe (Summative Assessment)

- Ask the learner to show you their drawing.
- **Say:** "What a wonderful hat! Oh no, pretend it just got lost! You need my help to find it. Tell me all about your hat so I can look for it. What does it look like?"
- Success Criteria: Listen for the learner to use at least two describing words (e.g., "My hat is green with pointy spikes," or "It's a rainbow hat with a long ribbon.").

2. Recap the Learning

- Say: "You did it! You are officially a Super Finder! Let's remember our two special powers."
- Ask: "What kind of words help people picture things in their head?" (Answer: Describing words!)
- Ask: "What question can you ask when something is lost?" (Answer: "Have you seen my...?")
- **Reinforce:** "Great job! Now you know exactly how to help someone find something, or how to ask for help when you lose something. Your describing words are a super power!"

Differentiation & Adaptability

• For Learners Needing More Support:

- Provide a pre-drawn hat outline for them to color and decorate.
- Create a small chart with picture icons for describing words (e.g., colors, circle for 'spotted', lines for 'striped').
- Use a sentence frame for the final description: "My hat is _____ and ____."

• For Learners Needing a Challenge:

- Ask them to write or dictate a sentence describing their hat.
- Challenge them to use more complex describing words (e.g., enormous, sparkling, zigzagged).
- Extend the activity by having them write a short story about an adventure they had while wearing their special hat.

• For a Classroom Setting:

- The "We Do" game can be played as a whole class.
- After the "You Do" drawing, have students pair up for a "Think-Pair-Share" to describe their hats to a partner.