

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
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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 question to find a "lost" item.
 - Create and describe a unique hat from their imagination.
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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!"
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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, zig-zagged).
 - 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.