

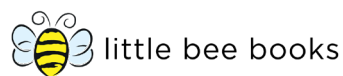
# Curriculum/Parent Guide

[relevant Common Core Standards are noted]



## Kindergarten Hat

By Janet Lawler  
Illustrated by Geraldine Rodriguez



Reproducible Guide  
Cover illustration © 2020 by Geraldine Rodriguez

## ABOUT THE BOOK

Carlos is new to town and nervous about starting kindergarten. He receives a letter from his teacher, Mrs. Bashay. She asks him to bring a flower for her hat on the first day and to send a photo of him doing something he loves. He poses in front of his daisies since he loves to garden. On the school bus, his flower is accidentally destroyed. But he makes a new friend, and when he finally meets Mrs. Bashay, she greets him warmly and approves of his clever solution to his destroyed-daisy dilemma. Carlos gains the courage to start his first day with a great big kindergarten smile.

Geraldine Rodriguez's bright, colorful illustrations complement Janet Lawler's upbeat, heartwarming text. Carlos's story will alleviate first-day jitters and encourage inclusiveness.

KINDERGARTEN HAT can serve as an enjoyable read-aloud and/or as a tool for developing literacy and math skills. These skills can also be developed in the context of multiple curriculum content strands. Below are some suggested approaches for sharing/teaching this book in K-2 grades.

## FOUNDATIONAL SKILLS

Text provides many opportunities for understanding: print; spoken words, syllables, phonics awareness; and vocabulary in context.

[ELA.RF.K.1-4; ELA.RF.1.1-4; ELA.RF.2.3-4 ]

Text and activities suggested below provide many opportunities to teach and reinforce Language standards (conventions).

[ELA.LS.K.1-5; ELA.LS.1.1-5; ELA.LS.2.1-5 ]

## PRE-READING DISCUSSION

Show front cover and read title.

Show back cover.

What do you think this book is about?

Have students name author and illustrator and discuss their roles.

[ELA.RL.K]



## SUGGESTED APPROACH TO TEXT

### Comprehension (Key Ideas and Details)

Read the story. Have students ask and answer questions, such as:

- Who is the main character?
- What is Carlos worried about?
- What does Carlos fear will happen on the first day of school?
- Do you remember being scared or nervous on your first day?
- What did you worry about?
- What two things does Mrs. Bashay ask Carlos to bring on the first day?
- Why does Mrs. Bashay wear a big flowered hat?
- What are some of Carlos's favorite activities?
- Which activity does Carlos show in the photo he sends his teacher?
- What happens to his flower on the bus ride?
- What nice actions do other kids take to make him feel better?
- What does Carlos give to Mrs. Bashay at the end?
- Do you think Carlos is going to have a fun year?

[ELA.RL.K.1-3; ELA.RL.1.1-3 ELA.RL.2.1-3]  
[ELA.SL.K.2; ELA.RL.1.2; ELA.SL.2.2]

### Craft and Structure

Discuss any unfamiliar words, such as vrooming, sprouting, plucking, stupendous, nestled. Use illustrations to assist with comprehension.

[ELA.RL.K.4]

Discuss common types of text. This text is a storybook.

[ELA.RL.K.5]

Explain story structure and ask students to discuss events of beginning, middle, and end.

- What is Carlos's problem at the beginning?
- What events take place in the middle?
- What events take place at the end?
- Does Carlos still have a problem at the end?

[ELA.RL.2.5]

### Relationship of Text and Illustrations

Pick a page and ask students what the illustrations show. Read the text and discuss relationship between illustrations and the story. Discuss how story/plot can be conveyed by illustrations alone, text alone, or both. For example:

Read text on the second page ("What if the bus gets lost? ...") Point out how illustrations can give you more information. There are three different pictures: in kitchen, reading in a chair, looking out window. The words let the reader know about Carlos's fears, and the illustrations show that he is worried at different times of the day, while doing different things.

[ELA.RL.K.7; ELA.RL.1.7 ELA.RL.2.7]



## KINDERGARTEN HAT WRITING ACTIVITIES

### About the Book

Have each student write a review about KINDERGARTEN HAT:

- \* the title and a summary of the story.

- \* an opinion about whether or not student liked or disliked the story and why.

[ELA.W.K.1; ELA.W.1.1; ELA.W.2.1]

### Writing with Support from Text

Create one or more questions for students to answer by reference to text, such as:

What are the five activities that Carlos likes to do? Which one does he like best?

What did the girl do to Carlos's flower on the bus? What did she do when she realized it was his? Was she being mean or not? How do you know?

Discuss sequencing and have students tell or write about key story events. Have students list, in order, the story events starting with him getting the letter from Mrs. Bashay.

[ELA.W.K.3; ELA.W.1.3; ELA.W.2.3]

### KINDERGARTEN HAT Writing Workshop

Ask students to think about other possible stories related to the characters, events, and themes of KINDERGARTEN HAT. Ask students to write a new story with a beginning, middle, and end.

Model/brainstorm an example, or, for younger students, brainstorm a class-created story and write the story as students develop details. Prompts might include:

*Carlos walks to school on his first day:* What is the weather like? Does he meet other kids on the way? Is it a long walk? Does his mom go with him? Is there a crossing guard? Does he make a new friend on his street to walk with? Does his dog walk to school with him?

*Carlos's dog disappears as he is about to get on the bus:* Does his mother make Carlos get on the bus? Does she let him help her find the dog and go to school late? Does he get on the bus and half way to school find his dog on the bus? What happens next? Does Mrs. Bashay let him bring the dog into school so he has company on the first day? What is the dog's name?

Have students revise and re-write with supervision. Have students create a title for their story and illustrate a cover.

[ELA.W.K.3; ELA.W.1.3; ELA.W.2.3]



## KINDERGARTEN HAT MATH ACTIVITIES

### Basic Counting

Look at the cover. Count how many kids are around the teacher. (6)

Look at the spread when he picks the daisy. How many white petals are there on the daisy? (10)

Look at the pictures when he takes the daisy back from the girl. How many petals are left? (4)

Look at the spread when he is standing alone under a tree. How many kids are lined up to give Mrs. Bashay flowers? (4)

[Math.K.CC.B.4a-4c]

### KINDERGARTEN HAT Counting Cards

Create a sheet of paper with six sections. Have students draw a flower in each section.

Have students cut sheet into six cards (or use two sheets to have 12 cards for greater challenge).

#### Addition and Subtraction

Have students use their set of six (or 12) cards to undertake simple addition and subtraction problems. Have students write problems out with numbers, such as:

3 flowers + 1 flower = 4 flowers; 5 flowers - 2 flowers = 3 flowers; etc.

[Math.K.OA.A.1-5]

#### More Practice in Pairs

Pair up two students. Have students use both sets of cards to count together up to 12 or 24. Give students a list of other numbers to count to. Have students write down how many cards are left over each time they count out a number.

Using their cards, have each student create counting, addition, and subtraction problems for their partner to solve.

[Math.1.OA.C.6]

### KINDERGARTEN HAT Math Word Problems

Create flower math word addition and subtraction problems. Have students illustrate and show numeric solution. For example: Carlos had ten petals on his daisy. The girl pulled four petals off.

How many petals were left on the daisy?  $10 - 4 = 6$ .

[Math.K.OA.A.2]

For students doing multiplication, create problems such as:

Carlos made three new friends on the bus. He gives each one two potato chips at lunch.

How many potato chips does he give away?

$3$  (friends)  $\times$   $2$  (potato chips) =  $6$  potato chips

[Math.2.OA.C.3]



## FURTHER KINDERGARTEN HAT EXPLORATION

### Writing Informational Text

Have students draw/dictate/write text explaining the steps they take to get ready for school in the morning.

[ELA.W.K.2; ELA.W.1.2; ELA.W.2.2]

### Citizenship/Community/Inclusiveness

What does Carlos's mom mean when she tells him, "New friendships blossom in new places?"

How did the boy with the rose help Carlos feel not so alone?

How does Mrs. Bashay make Carlos feel welcome at the end?

Have you started at a new school or moved to a new place?

How did you make new friends there?

### Fiction/Non-fiction

Discuss differences between fiction and non-fiction texts. Is KINDERGARTEN HAT fiction or nonfiction?

[ELA.RL.1.5]

### Art/Writing Activity

Create a KINDERGARTEN HAT wall or bulletin board. Give each student a sheet of paper and have them draw a favorite flower. Have them write a sentence or paragraph describing the flower. Post all flowers on the Hat. Text can be placed by each flower (or mixed up on bulletin board so students can try to match descriptions with the flowers as an added activity/game).

### **COMMON CORE STATE STANDARDS KEY:**

Standards for Kindergarten (K), First Grade (1), and Second Grade (2):

English Language Arts (ELA)

Reading: Foundational Skills (RF)

Reading: Literature (RL)

Writing (W)

Language Standards (L)

Speaking and Listening (SL)

Math (Math)

Counting and Cardinality (CC)

Operations and Algebraic Thinking (OA)

Measurement and Data (MD)

(Example: ELA.RL.1.1-3 is: English Language Arts: Reading: Literature. First Grade: standards 1-3)



**KINDERGARTEN HAT**

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