

THIS IS NOT MY HAT

THIS IS NOT MY HAT

by Jon Klassen

Ages: 4-8; Grades: PreK-3

Themes: Conflict resolution and problem-solving.

Runtime: 5 minutes

NEW! COMMON CORE CONNECTIONS:

CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

SUMMARY

A small fish has stolen a hat. It is just his size. He is sure that the big fish who it belongs to will never even notice... or will he? In this darkly humorous movie, students will find themselves rooting for the small fry, and learning an important lesson about the consequences for questionable choices. This movie provides excellent opportunities for making inferences and using visuals to tell the whole story.

OBJECTIVES

- Students will make inferences and predictions using the text and illustrations.
- Students will analyze point of view.
- Students will use shared writing to discover how the story might change from a different point of view.

BEFORE VIEWING ACTIVITIES

Common Core Connection Activities:

Discuss point of view with students. Start with using pictures and asking students how different people (or animals) might view the same thing differently. For example:

- How might a child see a lollipop? How would the child's dentist see it differently?
- How might a dog see a fire hydrant? How would a fireman see it differently?
- How might an ant see a crumb on the kitchen floor? How would a mom see it differently?

Explain to students that point of view is how someone sees things and that different people have different points of view, based on who they are. Ask students to generate other ideas about how different people may see the same thing in different ways. Then, tell students that they are going to see a movie about a small fish that steals a hat from a big fish. Encourage students to think about the small fish's **and** the big fish's point of view as the movie plays out.

Discuss stealing with students. Guiding questions:

- What is stealing?
- Why is stealing wrong?
- How does someone feel if something is stolen from him/her? Why do you think they feel that way?
- What are some reasons that people might steal?
- What are some consequences for stealing?

Tell students that they are going to see a movie about a small fish that steals from a big fish. Encourage students to think about why the small fish does it, and how it makes the big fish feel.

AFTER VIEWING ACTIVITIES

Common Core Connection Activities:

Revisit the point of view discussion from the **Before Viewing Activities**. Ask students:

- Why did the little fish steal the hat? How did the big fish feel about it?
- Throughout the movie, did the little fish know what was going on? What makes you think that?
- What events happened in the movie that the little fish didn't know about? Why didn't he know?

Engage students in a shared writing activity with the students in which you re-imagine the story from the big fish's point of view.

Possible story starters:

- "I woke from my nap and noticed right away that something was missing..."
- "During my sleep, I felt a tiny tickling on my head, right where I always sat my favorite hat..."

Have students contribute ideas to the story as you write. When the story is complete, display it side-by-side with the text and illustrations from the original story.

Give a mini-lesson on using pictures and textual clues to make inferences. Explain to students that when you make an inference, you use your own background knowledge together with clues in the

text to make smart guesses about the characters, setting, or plot. Tell students that you're going to play part of the movie (or show a page from the book) *This Is Not My Hat* and that they should look for picture clues that tell them something that the text does not say. Show the part of the movie when the crab points the big fish in the direction of the little fish. Ask:

- What do you see in the picture that the words do not talk about? (*The crab told the big fish where the little fish went.*)
- What can we guess, or predict, has will happen next? Did we use textual clues or pictures clues to help us with our prediction?

Then, read or play the part when the big fish comes out of the tall plants. Ask:

- What do you think happened to the little fish?
- What in the pictures make you think that?

Summarize the discussion by completing the following sentences with the students: **At the end of the story, we infer that** _____ **. Our clues from the text are:** _____, _____, **and** _____.

Play the game "Detective" with the class. Have them all sit in a circle. Choose one child be the "Detective" and send him/her into the hall while you pose the mystery to the rest of the class. Describe the "crime" that took place (a pencil was stolen, lunch money went missing, etc.) and choose one child to be the "Criminal". Then, all of the students think of an alibi. When the Detective reenters the room, he/she asks each student where they were at the time of the crime. All students say the same alibi each time they are asked, except for the Criminal, who changes his/her story each time he/she is asked. The Detective has 3 minutes to figure out who the criminal is, based on the alibis.

OTHER THEME-RELATED TITLES FROM WESTON WOODS

- **Arnie and the Doughnut** by Laurie Keller
- **Bear Wants More** by Karma Wilson, ill. by Jane Chapman
- **I Want My Hat Back** by Jon Klassen
- **Knuffle Bunny: A Cautionary Tale** by Mo Willems
- **Splat the Cat** by Rob Scotton
- **Scaredy Squirrel** by Melanie Watts

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