

My hat by Bridget Magee

Age:	Young Learners
Level:	Beginner / Elementary
Time:	Up to 30 minutes
Objective:	To practise making words with the /æ/ sound, recognise and practise syllables, and read and write poems
Key skills:	Speaking, listening, writing
Materials:	One copy of Worksheet 1 per child, cut outs from Worksheet 2 if in the classroom

Procedure

Warmer

1. Show children the picture of the pirate on Worksheet 1. Ask them to describe what the pirate is wearing on his head. Try to elicit the answer from the children.

Key: a hat with three corners

2. Direct the children to the six pictures (a. hat, b. cat, c. mat, d. bat, e. rat, f. dog). Read the words out loud in a random order and have the children point to the relevant picture. If teaching online, ask children to say the letter of the picture. Then, ask the children to tell you which word sounds different from the rest.

Key: dog

3. Draw the children's attention to the word *hat*. Point out that the /æ/ and /t/ together in *hat* make the sound /æt/. Have children repeat with you: "The /æ/ and /t/ in hat make the /æt/ sound: /æt/, /æt/, /æt!".

Reading a poem

1. Read the poem together with children and make the actions described:

My hat, it has three corners, (make triangle above head with fingers)

Three corners has my hat; (point to head)

And had it not three corners, (hold up three fingers)

It would not be my hat. (shake finger "no")

2. Direct children to the pictures from the warmer again and ask them: "Which other words make the same /æt/ sound?"

Key: cat, mat, bat, rat

3. Read the adapted *My Hat, It Has Three Corners* poem with the new /æt/ words with the children, whilst adding new actions. Have them shout the new words: cat, mat, bat, rat.

for **cat** – *My cat, it has four white paws,* (mime licking hand curled in ball to make 'paw')

Four white paws has my cat; (pump your 'paw' in the air four times)

And had it not four white paws, (hold up four fingers)

It would not be my cat. (shake finger 'no')

for **mat** – *My mat, it has four corners,* (mime drawing a square on the ground)

Four corners has my mat; (point one at time to imaginary corners on the ground)

And had it not four corners, (hold up four fingers)

It would not be my mat. (shake finger 'no')

for **bat** – *My bat, it has two black wings,* (make a flying motion with your hands by your shoulders)

Two black wings has my bat; (point to each side to indicate each 'wing')

And had it not two black wings, (hold up two fingers)

It would not be my bat. (shake finger 'no')

for **rat** – *My rat, it has a long tail,* (extend hand from your back to the front to make a 'tail')

A long tail has my rat; (use two hands to show how long)

And had it not a long tail, (look behind you)

It would not be my rat. (shake finger 'no')

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Sounds and syllables

- Put the children in pairs and direct them to the coloured consonants and the pictures on the worksheet. Ask them to make words with the consonants: h, c, r, b and m on the left, the /æ/ sound in the middle and the pictures on the right. They need to say the colour, the consonant, the /æ/ sound, and what is in the picture e.g. yellow, h, /æ/, hat

If you are teaching in the classroom, use Worksheet 2 and cut out the consonants, /æ/ sounds and pictures for the children to match up. When they have finished, the children should shout out the colour, the consonant, the /æ/ sound, and what is in the picture.

Key:

yellow, h, /æ/, hat / blue, c, /æ/, cat / red, r, /æ/, rat / purple, b, /æ/, bat / green, m, /æ/, mat.

- Tell the children you are going to read the poem *My hat, it has three corners* again, but that this time you will replace some words with claps. Read the whole poem once while clapping and ask the children to tell you which words you've replaced (hat, corners). Ask them why *hat* is replaced with just one clap but *corners* is replaced with two claps (*hat* has one syllable but *corners* has two syllables). Then, read the whole poem again and have the children clap with you.

My CLAP, it has three CLAP CLAP,

Three CLAP CLAP has my CLAP;

And had it not three CLAP CLAP,

It would not be my CLAP.

Writing a poem

- Read the example poem of *My house, it has three windows* on the worksheet with the children and ask them to write their own poems using the same structure. The structure needs to be:

*My [object, one syllable], it has [number, one syllable] [object, two syllables],
[object, two syllables] has my [object, one syllable];*

*And had it not [object, two syllables],
It would not be my [object, one syllable].*

Monitor the class and help any children who are struggling.

- Once the children have finished writing their poems, ask them to read them out loud to the whole class. Ask the children to read their poem fast, slowly, quietly and really loud for extra practice. See who can read it the fastest / slowest / quietest / loudest.