



Read Aloud: *A Hat for Minerva Louise*

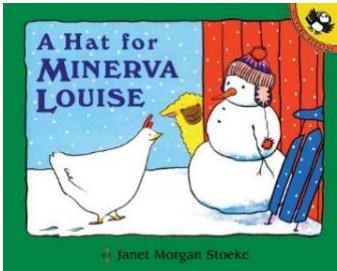
Standard Connection:
ELA.RL.PK4.1-7,9-10
ELA.SL.PK4.1-4, 6
ELA.L.PK4.1. 1c.4, 6

Enduring Understanding(s):

- Living things respond in different ways to different kinds of weather.

Essential Question(s):

- How do you develop the skills, strategies, and capacity to respond appropriately to varied situations?

Materials	Vocabulary	
<ul style="list-style-type: none"> <i>A Hat for Minerva Louise</i> vocabulary word picture cards 	<p>boot: a heavy shoe</p> <p>exploring: walking around to look at things</p> <p>flowerpot: a container for flowers</p> <p>fluffy: light and feathery</p> <p>garden hose: a long tube used to water plants</p> <p>gloves: clothing that covers each finger and the hand</p> <p>hen: a female chicken that may lay eggs</p>	<p>hood: a head covering attached to a coat or snowsuit</p> <p>nest: a place where chickens and other birds lay eggs</p> <p>scarecrow: clothes filled with straw, made to look like a person, to scare birds away from crops</p> <p>scarf: a long piece of warm clothing worn around the neck</p> <p>shivering: shaking with cold</p> <p>shed: a small outdoor storage building</p>
Books		
		

First Read	
Preparation: Set up materials.	
Children will: <ul style="list-style-type: none"> listen to a story read aloud demonstrate increasing levels of sustained and focused engagement show a steady increase in the number of words in listening vocabulary develop an understanding of main events 	
"The title of this book is <i>A Hat for Minerva Louise</i> . The author and illustrator is Janet Morgan Stoeke - she wrote the words and created the pictures."	Show front cover.
"The hens tucked their heads - put them under - their wings."	p. 3
"Minerva Louise wanted to explore - she wanted to walk around and look at things."	p. 4
"Minerva Louise is shivering - these wiggly black lines show that she is shaking from the cold."	p. 6
"Minerva Louise is talking to a scarecrow - it looks like a person, but the clothes are filled with straw. It's meant to scare crows away, so they won't eat the farmer's crops."	p. 7

"Minerva Louise thought this was a scarf , but it was really a garden hose - a long tube for watering plants."	p. 9
"She thought these were shoes, but they are really gloves - for covering hands."	p. 10
"This fits over Minerva Louise's head like a hat, but it is really a flowerpot - a container for planting flowers."	p. 12
"Minerva Louise thought this boot - this heavy shoe - was a hat."	p. 13
"Minerva Louise thought that the trash can, the car, the post, the silo, and the light were all wearing hats, because they were all covered by snow."	p. 14
"She thought these were two hats, but they are two mittens attached by a string."	p. 18
Discussion Question(s): <ul style="list-style-type: none"> • "Is Minerva Louise a real chicken? How do you know?" • "How is Minerva Louise similar to or different from the baby rabbits in <i>Rabbits & Raindrops</i>?" (Guide children to notice how Minerva Louise and the baby rabbits were exploring.) 	

Second Read	
Children will: <ul style="list-style-type: none"> • recall some main events when asked • link characters' basic emotions to their actions • use their own experiences to understand characters' feelings and motivations • express the main idea of a story or other text in a way that shows increasing understanding 	
"We read this story before. We know the title is... <i>A Hat for Minerva Louise</i> . Janet Morgan Stoeke is the author and illustrator."	Show cover of book, pausing for children to read title. Underline author and illustrator.
"Why do you think the other hens didn't like snowy days? Why would they keep their heads tucked under their wings?"	pp. 2-3 Children respond.
"How did Minerva Louise begin to feel after she went outside?"	p. 6 Children respond.
"Seeing the scarecrow gave Minerva Louise an idea. What did she think of?"	p. 7 Children respond.
"What did she try to find first?"	pp. 8-9 Children respond.
"Then she thought she found a pair of....?"	p. 10 Children respond.

"What did she think she saw on the shelf?"	p. 11 Children respond.
"What did she think this boot could be?"	p. 13 Children respond.
"Why did Minerva Louise think the car and the trash can were wearing hats?"	p. 15 Children respond.
Discussion Question(s): <ul style="list-style-type: none"> • "Why did the sheep follow Minerva Louise as she walked around the farm?" • "How did the other hens feel about Minerva Louise's 'hat' when she returned to the hen house? How do you know?" 	

Third Read

Children will:

- chime in and read the story with the teacher
- practice saying and using story-related vocabulary words
- recall main events and characters in the story

As you read, slow down in some places to invite children to chime in. If children have difficulty recalling, scaffold by saying the first sound of a word or the first word in a phrase.

Discussion Question(s):

- "How is Minerva Louise similar to or different from Peter in *The Snowy Day*?"
- "How was the way Minerva Louise prepared for winter weather similar to or different from how other animals prepare for winter?"

Fourth Read

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

Discussion Question(s):

- "Does the sheep feel the same way about Minerva Louise as the other hens do? How do you know?"
- "On p. 14, Minerva Louise walks by several hats, but she doesn't seem to notice them. Why?"