Hats On, Hats Off

Activity: Children will role play (act out) a story.

Objective
Children will enter a center or play scenario to engage in a peer group activity.

Targeted Standards

III. Social and Emotional Development
III.C.2.a. Plays with peers in a coordinated manner including assigning roles, materials and actions. http://flbt5.floridaearlylearning.com/standards.html#d=I&a=four_year_olds

Materials Needed
Plastic trash barrel (to decorate as Hedgie’s den)
Gloves
Socks
Hat
Sweater
Long johns
Scarf and vest
Two (2) coat racks
String
Clothespins
Character masks (seven or more animals)
Book: The Hat by Jan Brett

Checking for Understanding
Children will orally describe their play experience in the “farm” area.

Scaffolding

- Children not ready for cooperative play: set up the “farm” area and allow children to parallel play; provide support as needed
- Children ready for cooperative play: brainstorm with children how to create a “farm” area; give children time and materials to set up the “farm,” and act out the story.

Extensions

- Sequencing and Movement: Wearing an animal mask, children can sequence themselves in the order the animals appeared in the book, then match the corresponding article of clothing worn to each animal.
- Art: Read books about real hedgehogs. Set up the art area with play dough, dry spaghetti noodles, google eyes, etc., and children can make their own hedgehog (observe as they share materials, tools, etc.)
- Music and Movement: Read the book, The Magic Hat by Mem Fox. Children sing the chant and play “musical hat” (similar to hot potato) Wherever the hat lands, that child becomes the animal. The child chooses another child as his partner and they move and make noises like the animal they become.
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**Targeted Standards**

**III. Social and Emotional Development**

- **III.C.2.a.** Plays with peers in a coordinated manner including assigning roles, materials and actions.

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**Procedures**

**Pre Planning:** read the book, identify new vocabulary and note illustrations; set up a dramatic play area (or another area) as a “farm;” include animal masks, props, a clothesline, a farmhouse, a hedgehog house (container, barrel, or tunnel), and other areas as identified in the story - refer to the Materials Needed list.

**During the Activity:**

1. Gather the children and introduce the book, *The Hat* by Jan Brett. Present Hedgie’s dilemma (stocking stuck on his prickles, the animals’ reaction, and Hedgie’s response.)
2. Read the book taking time to talk about the illustrations and encourage children to predict what may happen next.
3. Be mindful to connect new vocabulary to familiar words and to ask questions requiring extended responses.
4. Engage children in a discussion regarding Hedgie’s problem and how he resolved it (how he addressed animals’ comments).
5. Tell the children that the dramatic area has been transformed into a farm and that they will have the opportunity to play there. Present the props available. Place the book (*The Hat* by Jan Brett) in the farm area (so the children may refer to it).
6. Review expectations for behavior and use of materials in the farm area. Dismiss children from the group to transition to centers.
7. Take an active role:
   - Observed children playing in the “farm” area - How are children interacting with each other? What roles have they assumed? How are they relating from the perspective of their chosen role? On paper, note each child’s name and the role assumed (this information will be used during “recall”).
   - Interact with children - Comment and ask questions about what is being observed; make suggestions to stimulate play, and help children extend the role-play (as needed).
   - Support children’s play - Model initiation strategies (skill of initiating activities or conversations), cooperative styles of interaction (turn taking, sharing, etc.).
8. Allow children opportunity to enter and exit play in the “farm” center. Continue observing children’s interactions.
9. Transition from the centers: Provide instructions for transitioning from activity.

**Recall Time:**

1. Gather the masks from the “farm” area and sits with the children in a small group.
2. Ask the children to share about their role play in the “farm” area (they may use the masks to recall the role, etc.).
3. Review the observed social skills (entry/initiating, maintaining, problem solving) with the children.