

# JON KLASSEN'S HAT TRILOGY

- I WANT MY HAT BACK
- THIS IS NOT MY HAT
- WE FOUND A HAT

## *Teachers' Guide*





**Jon Klassen’s hat trilogy—*I Want My Hat Back*, *This Is Not My Hat*, and *We Found a Hat*—has won over readers of all ages. Starring a unique cast of animals in humorous situations, these award-winning books are certain to grab children’s attention, allowing opportunities for deep discussions and enriching any curriculum.**

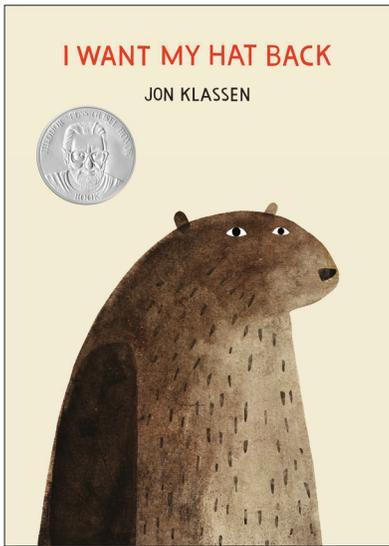
## **ABOUT THIS GUIDE**

This guide consists of discussion questions and classroom extension activities that can be used when reading, teaching, or discussing *I Want My Hat Back*, *This Is Not My Hat*, and *We Found a Hat* (together or individually). Jon Klassen’s hat trilogy allows readers to think about literary components such as author’s craft, character traits, and text features and to use reading comprehension strategies such as comparing, contrasting, and drawing inferences. The questions and activities contained in this guide are designed to be used in any grade, whether the texts are read as a whole group, in a small group, or independently.

### **Common Core Connections**

The Common Core Anchor Standards that can be addressed using the discussion questions and activities in this guide are Anchor Standards for Reading: CCSS.ELA-LITERACY.CCRA.R.1; CCSS.ELA-LITERACY.CCRA.R.2; CCSS.ELA-LITERACY.CCRA.R.3; CCSS.ELA-LITERACY.CCRA.R.5; CCSS.ELA-LITERACY.CCRA.R.6; CCSS.ELA-LITERACY.CCRA.R.9; and CCSS.ELA-LITERACY.CCRA.R.10 and Anchor Standards for Speaking and Listening: CCSS.ELA-LITERACY.CCRA.SL.1. For more information on specific standards for your grade level, visit the Common Core website at [www.corestandards.org](http://www.corestandards.org).

## ABOUT THE BOOKS



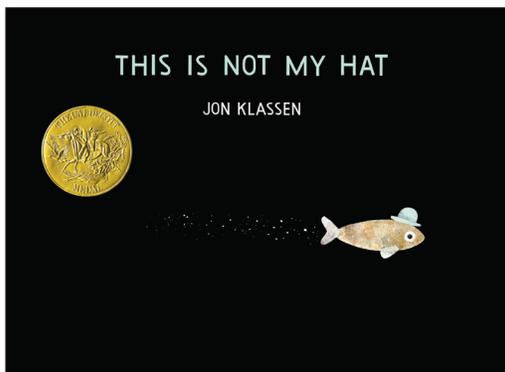
### I WANT MY HAT BACK



The bear's hat is gone, and he wants it back. Patiently and politely, he asks the animals he comes across, one by one, whether they have seen it. Each animal says no—some more elaborately than others. But just as the bear begins to lose heart, a deer comes by and asks a simple question that sparks the bear's memory and renews his search with a vengeance. Told completely in dialogue, this delicious take on the classic repetitive tale plays out in sly illustrations laced with visual humor and winks at the reader with a wry irreverence that will have kids of all ages thrilled to be in on the joke.

HC: 978-0-7636-5598-3

Also available as an e-book

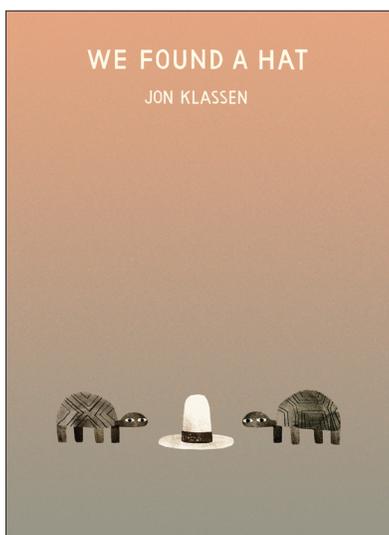


### THIS IS NOT MY HAT



When a tiny fish shoots into view wearing a round blue topper (which happens to fit him perfectly), trouble *could* be following close behind. So it's a good thing that enormous fish over there won't wake up. And even if he does, it's not like he'll ever know what happened. . . . Visual humor swims to the fore in this deadpan-funny tale.

HC: 978-0-7636-5599-0



### WE FOUND A HAT



Two turtles have found a hat. The hat looks good on both of them. But there are two turtles. And there is only one hat. Evoking hilarity and sympathy, the shifting eyes tell the tale in this brilliantly paced story in three parts, highlighting Jon Klassen's visual comedy and deceptive simplicity. The delicious buildup takes an unexpected turn that is sure to please loyal fans and newcomers alike.

HC: 978-0-7636-5600-3

### I WANT MY HAT BACK



1. On the spread where the bear realizes that he has seen his hat, the background is red. Discuss with your students why they believe the author-illustrator decided to set up the page this way. What does the red symbolize?
2. The setting of the story is never directly stated, but there are clues throughout the book, including the type of animals encountered and the grass. Discuss with your students the different possibilities for the setting.
3. At the end of the book, what happens to the rabbit is not directly stated. Brainstorm with your students the different possibilities for what could have happened to the rabbit. Ask them to make inferences based solely on the illustration that shows the bear sitting on flattened grass (did he sit on the rabbit?). Then reread the page on which the squirrel is questioning the bear and ask your students to make inferences based on what the bear says (did he eat the rabbit?).

### THIS IS NOT MY HAT



1. The narrator of a book is usually the protagonist of the text. In *This Is Not My Hat*, the narrator is the character that has done something wrong. Discuss with your students whether they would categorize the little fish as a protagonist or an antagonist.
2. Although the crab says he won't tell anyone where the little fish went, as soon as the big fish arrives, the crab points in the little fish's direction. Have your students examine this page and ask what they see in the illustration that suggests why the crab would tell. Discuss with them other reasons the crab might help the big fish.
3. The little fish knows it's wrong to take the hat, but he does it anyway. Talk with your students about what the little fish's reasons are and whether they warrant taking the hat. Is stealing ever right?
4. At the end of the book, what happens to the little fish is not directly stated. Brainstorm with your students the different possibilities for what could have happened to the little fish. Ask them to make inferences based on the illustrations. Did the big fish simply take the hat back? Or did he eat the little fish? Are there any other possibilities?



## WE FOUND A HAT



1. *We Found a Hat* has two narrators, compared to a single narrator in the previous two books. Have your students discuss why the author would choose to have both turtles narrate. Also, discuss with them how they are able to tell which turtle is talking, even though the text doesn't indicate this.
2. At the end of the book, the turtle chooses not to take the hat. Discuss with your students why the turtle makes that choice and what it tells the reader about his character.
3. The text of this book is split into three different parts. Discuss with your students why the author may have made this choice. Ask them whether having the book split into parts helped them in any way while reading.
4. The author shows the relationship between the turtles without telling the reader in words. Ask your students to look back through the text and answer these questions: Are the turtles friends? How do you know? What specific illustrations show that the turtles are friends?

## QUESTIONS FOR ALL THREE BOOKS

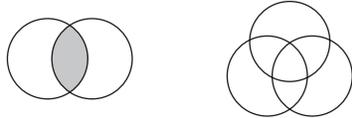


1. While reading each book, have students make predictions about how the story is going to end. After they finish the book, ask if their predictions were correct. Discuss with your students any clues they found that foreshadowed the ending. Have them share conflict resolution options that could have resolved the story in a different way.
2. All three books teach a variety of lessons to the reader. Have students work with a partner to write down some lessons they learned from the books, including support from the text and illustrations. Create a class list of all the lessons. As a class, narrow down the list to identify the main theme of each book by discussing which lesson students feel is supported by the entire text.
3. In an interview with *Publishers Weekly*, Jon Klassen said, "I always set out to make the shortest book I can, since I don't want anything superfluous in it." Each of these texts is very specific in the words that are chosen, but the words wouldn't tell the whole story without the illustrations. Discuss with the class how the illustrations add to the stories. Find examples of illustrations that tell you something the words don't.
4. Have your students examine the first two books with the goal of deciding where they would divide them into three parts like the final book. Then discuss why they chose those specific sections and what titles they would give to each one.



## COMPARE AND CONTRAST

1. The first two titles are very different from the last one. With your class, complete a comparison/contrast graphic organizer, such as a double bubble map or a Venn diagram, looking at how the first two books are similar to and different from the final book.
2. Do a three-circle Venn diagram or double bubble map with your class, comparing and contrasting all three books.
3. Have each student choose two of the books to compare and contrast independently.



## POINT OF VIEW

1. Share with your students the difference between first- and third-person point of view. Have them determine what point of view each of the books uses.
2. Have your students rewrite any of the stories by telling it in third person. Then ask students to reflect on how this rewrite changed the story.
3. Have your students rewrite any of the stories from a different character's point of view.

## CHARACTER TRAITS

1. In *I Want My Hat Back*, the bear meets many different animals on his journey. Some have very distinct personalities, even though they appear only briefly. Look at each animal (including the bear) one by one and discuss with your students what can be inferred about the animals based on the little bit of information given. As a class, complete a character trait chart for each character. Each may have more than one trait if the book has evidence to support it.
2. For each character in *This Is Not My Hat* and *We Found a Hat*, have your students complete an individual character trait chart. What traits do the characters have? How do you know? Evidence can include actions, dialogue, internal thoughts, and so on. Students may work in pairs to help with gradual release of a new activity. See page 9 for sample charts you can reproduce.



## CHOICES

Have your students imagine that they are one of the main characters in one of the books. Ask them to think about the choices their character makes and why that character makes those choices. Students should then list all the choices their character makes and state whether they agree or disagree with each choice and why. See page 10 for a sample chart you can reproduce.

Have students look at the choices they disagreed with and rewrite them with the choice they would have made.

Pair up students and have them role-play the book as if they were their characters, but ask them to make the choices that *they* would make in real life. Then conduct a class discussion in which students share how they changed the stories and why.

## CHARACTER EDUCATION

There are six pillars of character: trustworthiness, respect, responsibility, fairness, caring, and citizenship.

1. As a class, define each pillar and give examples of actions that people with each character trait might do.
2. Using a brainstorming graphic organizer for each pillar, list as a class which of Jon Klassen's characters embody each pillar. Then include any characters that break a pillar of character.
3. Assign each student or group a main character from one of the three books. Have them complete a character analysis by examining how that character meets or breaks the pillars of character. First have students complete a graphic organizer (such as a tree map) with each of the pillars. Then ask them to list examples from the story of how their character meets or breaks each pillar. Finally, have students write a character analysis paragraph that examines whether their character has "good" character or "bad" character, based on how many pillars that character meets or breaks.

## LAW

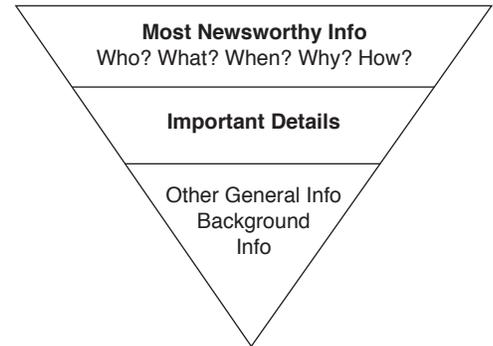
Use *I Want My Hat Back* and *This Is Not My Hat* to examine law/rules and punishment in our country, your state, your city, or your school.

1. What does the law in your country/state/city/school say about stealing from another person?
2. If the rabbit or little fish went to trial, what type of punishment would each get for taking the hat? How would the punishments be different based on the different laws/rules?
3. Use this new knowledge to have students debate whether the punishment the rabbit gets in *I Want My Hat Back* and the little fish gets in *This Is Not My Hat* is worthy of the crime they committed.
4. Put on a trial using the laws students learned about earlier. Have them pick the role of a trial participant (prosecutor, defense attorney, defendant, judge, jury, and so on) and put on a trial for the thief in each book.
5. Have students role-play the part of an administrator, using the school's Code of Conduct, and determine what punishment the thieves would get within your school.

## NEWSPAPER ARTICLES

Go over the inverted pyramid style of writing a newspaper article. Look at examples of articles and discuss how they are different from essays because newspaper articles focus on facts and observations and the most important information is told right away.

Then ask students, individually or in pairs, to write a newspaper article reporting on the incidents in *I Want My Hat Back*, *This Is Not My Hat*, or *We Found a Hat* that follows the inverted pyramid format.



## ANIMAL SPECIES

Jon Klassen's animals are not named by species. However, using the details of his illustrations, the reader may be able to guess exactly what type of animal each one is. For example, in *This Is Not My Hat*, the big fish could be an Atlantic bluefin tuna, which has a similar shape, is quite large (between 300 and 1500 pounds), eats smaller fish, and lives in a variety of oceans.

Assign the rest of the animals in the books to groups of students (some animals may be assigned to more than one group depending on your class size). Have students use the Internet to try to determine what species their animal could be. Invite them to look at physical description, behavior, and habitat, then decide which species is most likely to be their animal. Students should provide evidence for their decision.



**CHARACTER TRAITS (see page 6)**

**THIS IS NOT MY HAT** 

Character	Character Trait	Evidence

**WE FOUND A HAT** 

Character	Character Trait	Evidence

**CHOICES (see page 7)**

Choice	Agree/Disagree?	Why?

**REWRITE CHOICES**

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## ABOUT THE AUTHOR-ILLUSTRATOR

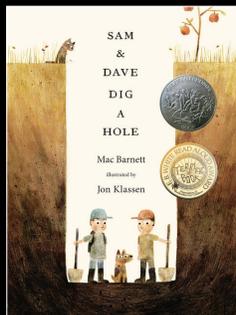


Photo by Moranne Keeler

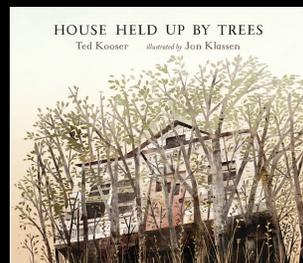
**Jon Klassen** is the author-illustrator of *I Want My Hat Back*, a Theodor Seuss Geisel Honor Book; *This Is Not My Hat*, winner of the Caldecott Medal; and *We Found a Hat*. He is the illustrator of two Caldecott Honor Books, *Sam and Dave Dig a Hole* and *Extra Yarn*, both written by Mac Barnett, as well as *House Held Up by Trees*, written by Ted Kooser.

Jon Klassen has worked as an illustrator for animated feature films, music videos, and editorial pieces. His animation projects include design work for DreamWorks Animation as well as LAIKA Studios on their feature film *Coraline*. His other work includes designs for a BBC spot used in the coverage of the 2010 Olympics in Vancouver, which won a BAFTA Award. Originally from Niagara Falls, Ontario, Jon Klassen now lives in Los Angeles.

### ALSO ILLUSTRATED BY JON KLASSEN



***Sam and Dave Dig a Hole***  
by Mac Barnett  
illustrated by Jon Klassen  
HC: 978-0-7636-6229-5



***House Held Up by Trees***  
by Ted Kooser  
illustrated by Jon Klassen  
HC: 978-7636-5107-7

COMING SPRING 2017



***Triangle***  
by Mac Barnett  
illustrated by Jon Klassen  
HC: 978-7636-9603-0

# HOLD ON TO YOUR HATS!



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This guide was created by Kellee Moye, a middle-school reading coach and teacher from Orlando, Florida. Kellee is the co-author of the blog *Unleashing Readers*, the author of various teaching guides, the chair of the 2014 Amelia Elizabeth Walden Book Award committee, and a member of NCTE, ALAN, ALA, and YALSA.

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