

**ACTIVITY DESCRIPTION:** Children will design and create hats that fit ‘just right’.

**KEY OUTCOME(S):** Use various fine motor skills along with critical-thinking and problem-solving skills.

**QUICK OVERVIEW:**

1. Discuss hats and the various types.
2. Explain that they will each create a hat that fits ‘just right’.
3. Model planning and choosing materials to make a hat that will fit your head.
4. Ask children to plan and create their own hat.
5. Discuss how to modify their hats if needed.
6. Recap and discuss what was learned in the creation of their hats, and any challenges that were faced.

**TARGETED VOCABULARY WORDS:** hat, head, fit, ‘just right’, big, small, materials, create, design, plan, brainstorming, feedback



**GROUP SIZE:** Whole class



**PREP-TIME:** 10 min.



**DURATION OF ACTIVITY:** 30-45 min.



**MATERIALS:**

- **You find:** Scissors; Glue; Tape or masking tape; Various craft materials to create hats (e.g., construction, white, shiny, and/or scrapbook paper; cardstock or cardboard; aluminum foil; pipe cleaners); **OPTIONAL:** Colouring tools (e.g., crayons, pencils or markers); **OPTIONAL:** Various materials to decorate hats (e.g., stickers, sequins, pom-poms, buttons, yarn)



**PREPARATION:**

1. Gather scissors, glue, tape, and various craft materials to create hats.
2. Gather optional colouring tools and materials if you would like the children to decorate their hats.

<b>WHAT DO WE WONDER?</b>	<p>“I wonder if we could make hats that fit our heads. I wonder how we could make them not too big or too small so they fit ‘just right’. I wonder what materials would be best to use. I wonder how we could find out?”</p>
<b>WHAT DO WE KNOW?</b>	<ol style="list-style-type: none"> <li>1. “What can you tell us about hats?”</li> <li>2. “What type of hat would we wear in the winter when it’s cold? In the rain? In the sun? What are some other types of hats?”</li> <li>3. “Have you ever worn a hat that was too big for you? Too small? How can you tell if a hat is too big or too small?” (e.g., It feels too tight. It covers your eyes. It falls off in the wind. It sticks up on your head.)</li> </ol>
<b>IDEATE AND PLAN</b>	<ol style="list-style-type: none"> <li>1. “Today we’re going to make thinking caps! Can you create a hat that fits ‘just right’? Let’s brainstorm how we could do this to make sure it would fit!” ‘Brainstorming’ is when we think of ideas to solve the problem or challenge on which we are working. It helps to think with friends because ideas from friends can help us think of more and new ideas.”</li> <li>2. “Now that we have some ideas, we need to create a plan in our heads or drawn out on paper.”</li> <li>3. Show children the various materials. “Help me make a plan. I want my hat to fit my head so it’s not too big or too small. Can you help me think of what materials I should use and what I should do with them?” With the children’s help, model choosing materials and creating a plan.</li> <li>4. “Now it’s your turn to think of a plan to create your hat that fits ‘just right’.”</li> <li>5. Optional: Once the children have thought of a plan, they can share it with a partner.</li> </ol>

<b>CREATE!</b>	Ask the children to use the provided supplies and materials to create a hat. Remind them that their hats should fit 'just right', and should not be too big or too small.
<b>HOW CAN WE TEST AND MODIFY?</b>	<ol style="list-style-type: none"> <li>1. "How can you test your hat?" (I can try it on to see if it fits.)</li> <li>2. "What can you do if your hat doesn't fit?" (I can change my hat so it fits better.)</li> <li>3. Model effective feedback: "Sometimes when we are stuck, we ask friends for feedback or ideas to help us. Does anyone need some feedback?" Select a child and ask what specific feedback he or she wants. For example, "How can I make my hat smaller?" Select other children to give feedback.</li> <li>4. Ask some or all of the following questions as the children test and modify their hats: "Are you stuck?"; "Do you need a friend to give you some feedback on your design?"; "Is your hat too big, too small or 'just right'?"; "Can you modify your hat to make it better?"</li> </ol>
<b>WHAT DID WE LEARN?</b>	<ul style="list-style-type: none"> <li>• "What did you discover, or learn, about designing and making a hat?"</li> <li>• "Did anyone modify or change their hat to make it fit better? How did you do that?"</li> <li>• "Did you get feedback from a friend to help with your design? Did you use the feedback? If so, how did the feedback help you?"</li> <li>• "What can you tell us about your thinking cap?"</li> </ul>
<b>LET'S DO MORE!</b>	<p><b>Incorporating Domain A skills (Awareness of Self and Environment):</b> See how many different things children can think of to wear on their heads, hands, neck, and other body parts. It might help if they can find pictures of the items in catalogues or flyers.</p> <p><b>Incorporating Domain B skills (Social Skills and Approaches to Learning):</b></p> <ul style="list-style-type: none"> <li>• Ask the children to talk about how the hats are the same and different. Discuss how we all like different things.</li> <li>• Ask the children to present their hats to the class and to talk about what they liked best about each other's hats.</li> </ul> <p><b>Incorporating Domain C skills (Cognitive Skills):</b> <u>Literacy:</u> Ask children to create and act out stories using their hats. (e.g., stories about various community workers) <u>Numeracy:</u> Compare hats and discuss ways they could be sorted. Count different types of hats and graph them.</p> <p><b>Incorporating Domain E skills (Physical Development):</b> <u>Gross Motor:</u> Use the hats in an activity to practice active listening and following directions. For example, you could say, "Everyone in a tall hat, jump five times. If you are wearing a hat with green on it, take one step back."</p>

## SUGGESTIONS FOR DIFFERENTIATED LEARNING

	<p>To modify this activity:</p> <ul style="list-style-type: none"> <li>• Once children have tested their hats to see if they are too big, too small, or 'just right', they can test them for different weather conditions. <ul style="list-style-type: none"> <li>○ "Can it keep you dry in the rain?" (Test with a spray bottle of water.)</li> <li>○ "Can it keep you warm and cozy?" (Test with an electric or paper fan.)</li> <li>○ "Can it keep the sun off your head?" (Test using a light or wear it out in the sun.)</li> <li>○ "Will it stay on in the wind?" (Test with a hair dryer or fan, or wave a clipboard or binder back and forth.)</li> </ul> </li> <li>• Ask the children to work with a partner to create a hat that could be adjusted to fit either one of them.</li> </ul>
	The current activity is designed for children at this skill level. No modifications are required.



To modify this activity:

- Provide children with pre-made headbands (e.g., from cardstock or construction paper) as a starting point for their hats.
- Children who need extra support could start with pre-cut materials.
- Hats could be provided as a visual for the children to look at while they plan and create their hats.



**EXECUTIVE FUNCTIONING TIP:**

Ensure children know that by developing a good plan, they will be better able to follow through with their ideas.



**TEACHER TIP(S):**

To limit frustrations while the children create their hats, help them discover that there are many ways to work through any challenges they might face (e.g., add paper to make their hat bigger, add tape if their hat rips or needs to be smaller). Children tend to have lower anxiety and frustration levels when they know that if they make a mistake, there are ways to fix it.



**COMPLEMENTARY EARLY LITERACY BOOKS:**

- Andrea Beaty – *Rosie Revere, Engineer*
- T. Nat Fuller – *A Good Day for a Hat*
- Esphyr Slobodkina – *Caps for Sale: A Tale of a Peddler, Some Monkeys and Their Monkey Business*
- Eileen Spinelli – *Do You Have a Hat?*



**OBSERVABLE EYE-TA SKILLS:**

- A3: Identify roles of community workers.
- A5: Understand relational concepts.
- A6: Understand positional concepts.
- D3: Understand teachers' instructions and questions.
- E2: Hold a pencil using a mature grasp.
- E5: Use scissors to cut out simple shapes.



**MY OBSERVATIONS:**



**PROGRESS MONITORING:**

TEACHER FEEDBACK: CLICK [HERE](#) TO TELL US WHAT YOU THINK OF THIS ACTIVITY