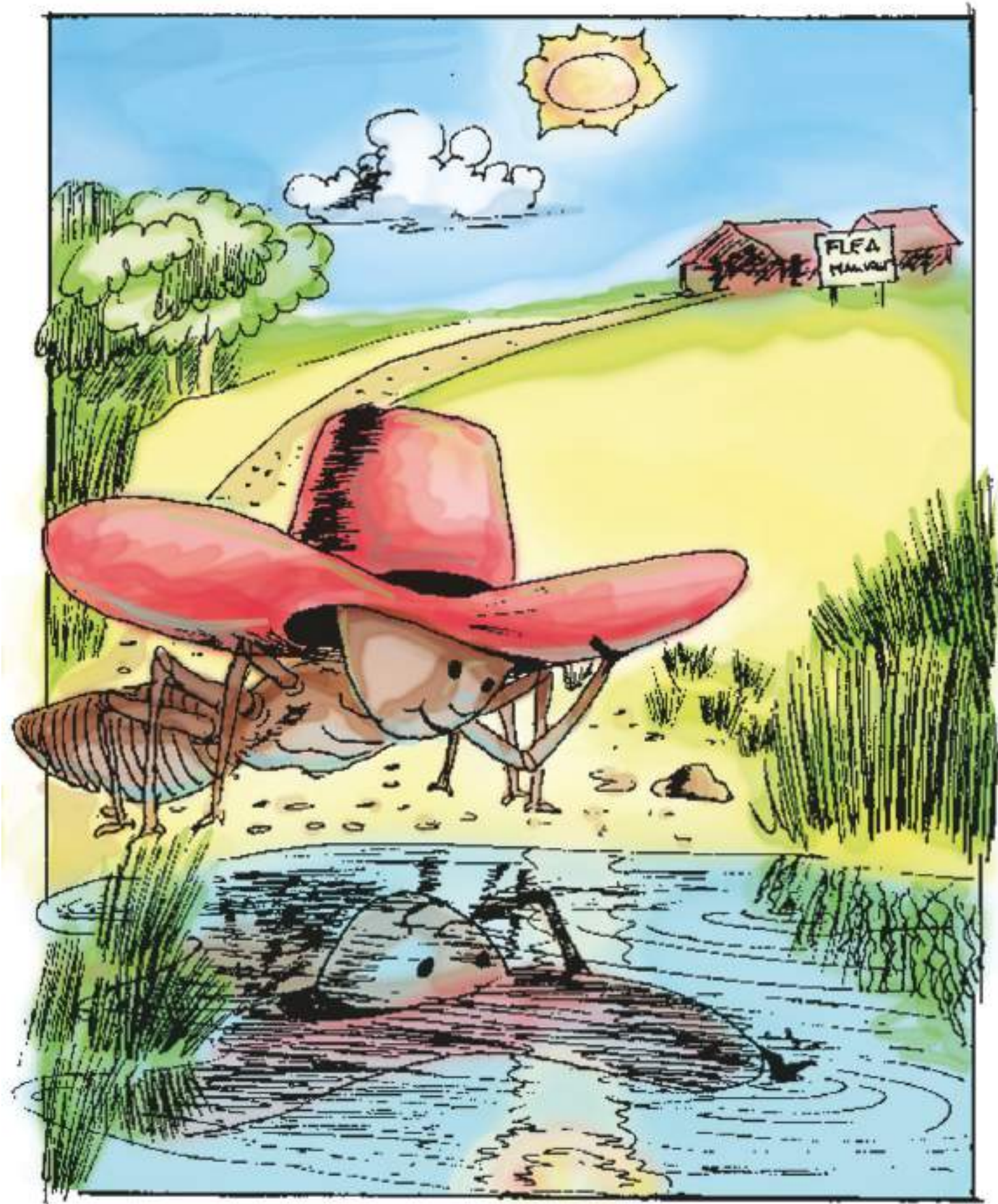


# Ono's New Hat



By Linda Puia  
Pictures by Dominic Erci

Nguzu Nguzu Reading Books

Original edition 1995

Second edition 2015

Third edition 2017

Review and re-development project

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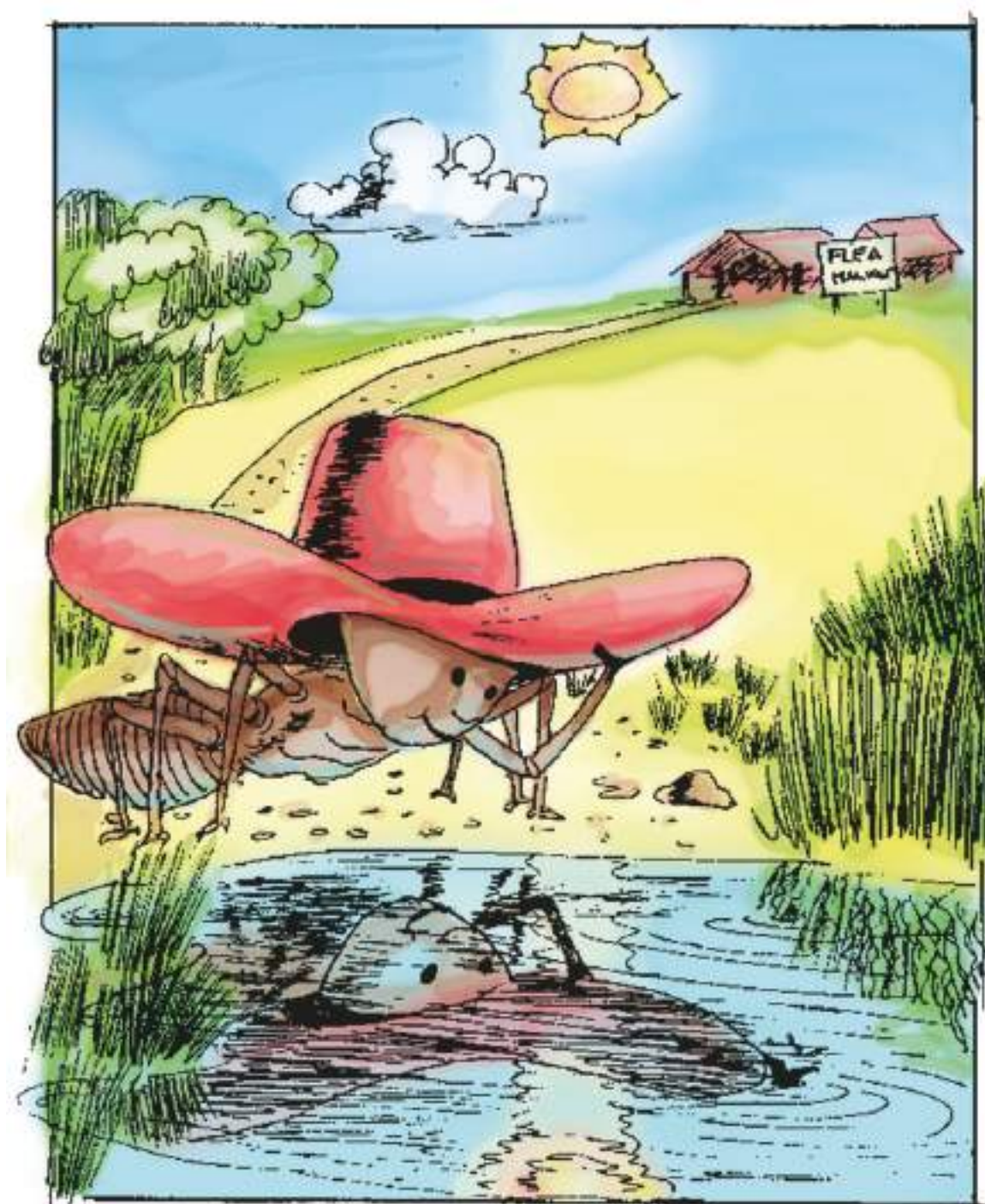
Book Code: Y2003T

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Development 2015

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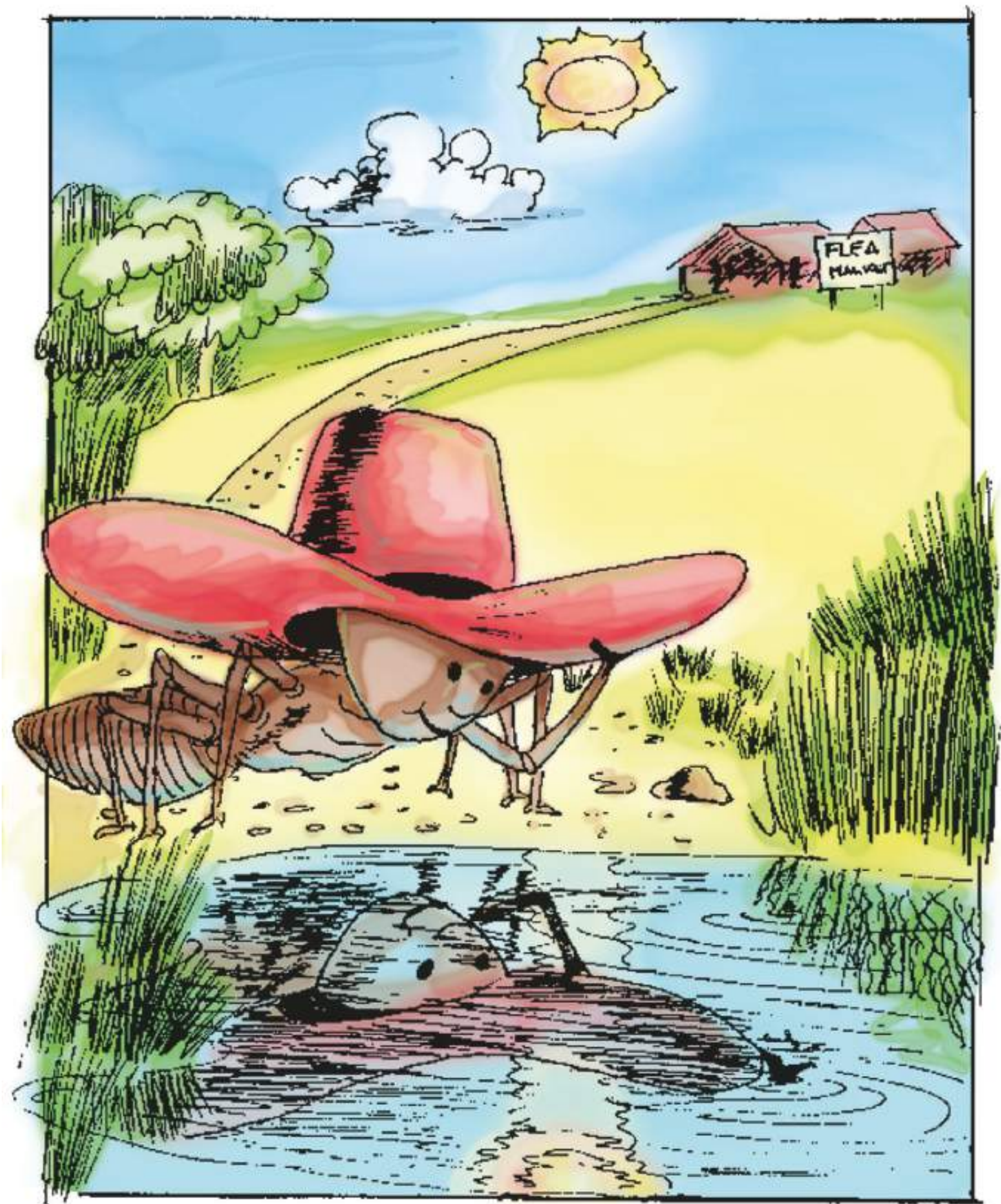


# Ono's New Hat



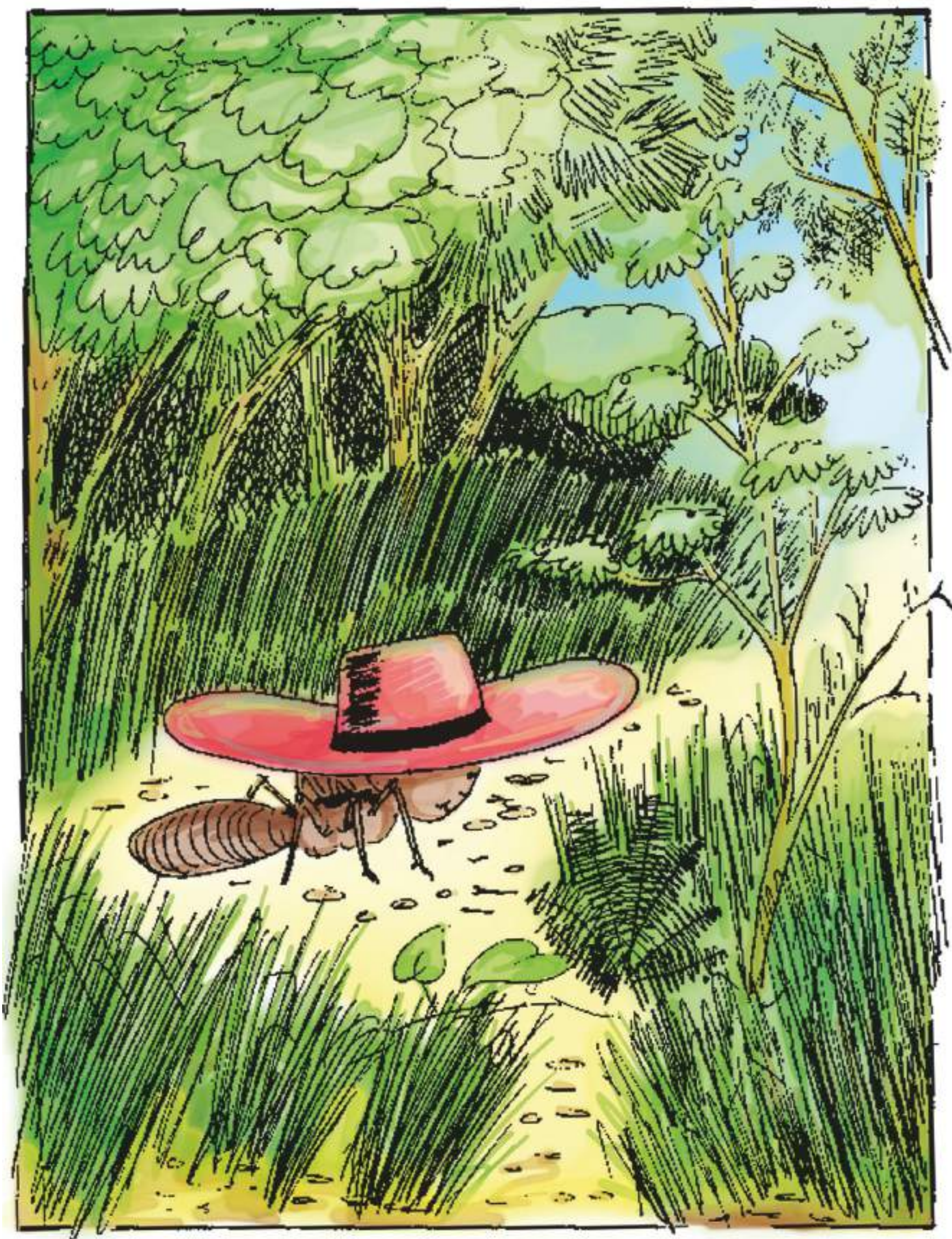
By Linda Puia  
Pictures by Dominic Ercal





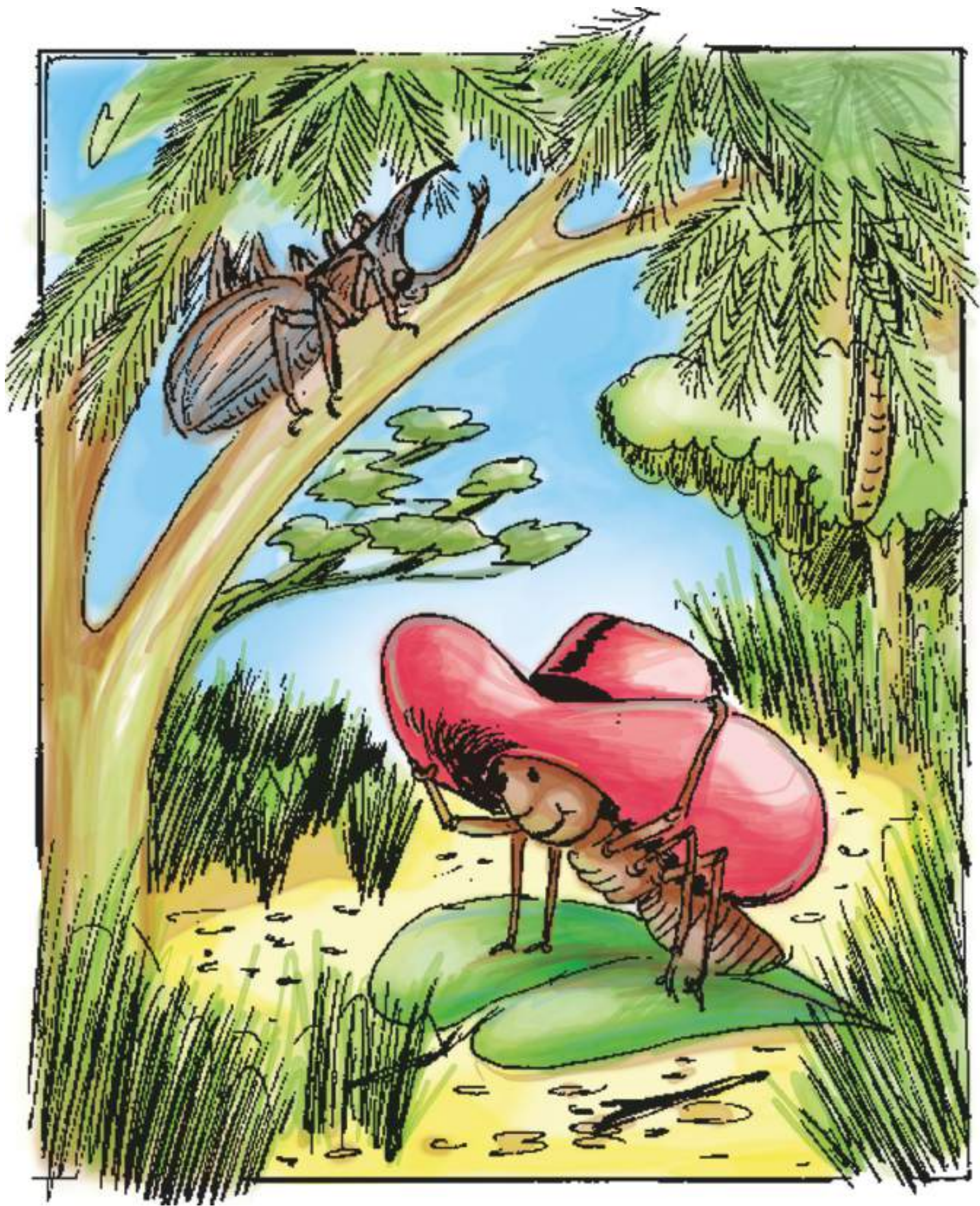
Ono bought himself a new hat.  
He was very pleased with his hat  
and wanted to show everyone.





He went for a walk in the bush.





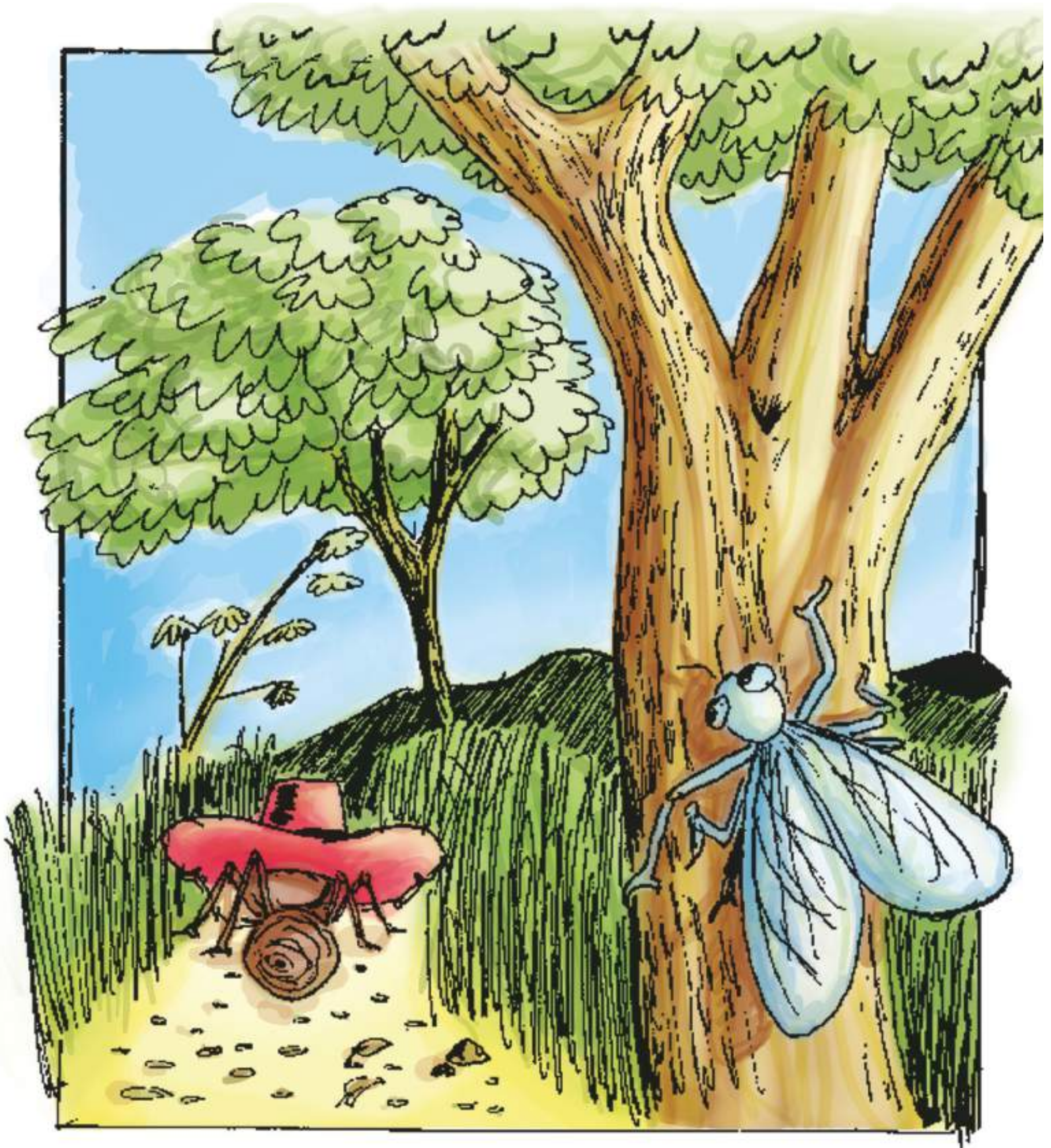
"You look silly," said the beetle.





"That hat is too big."





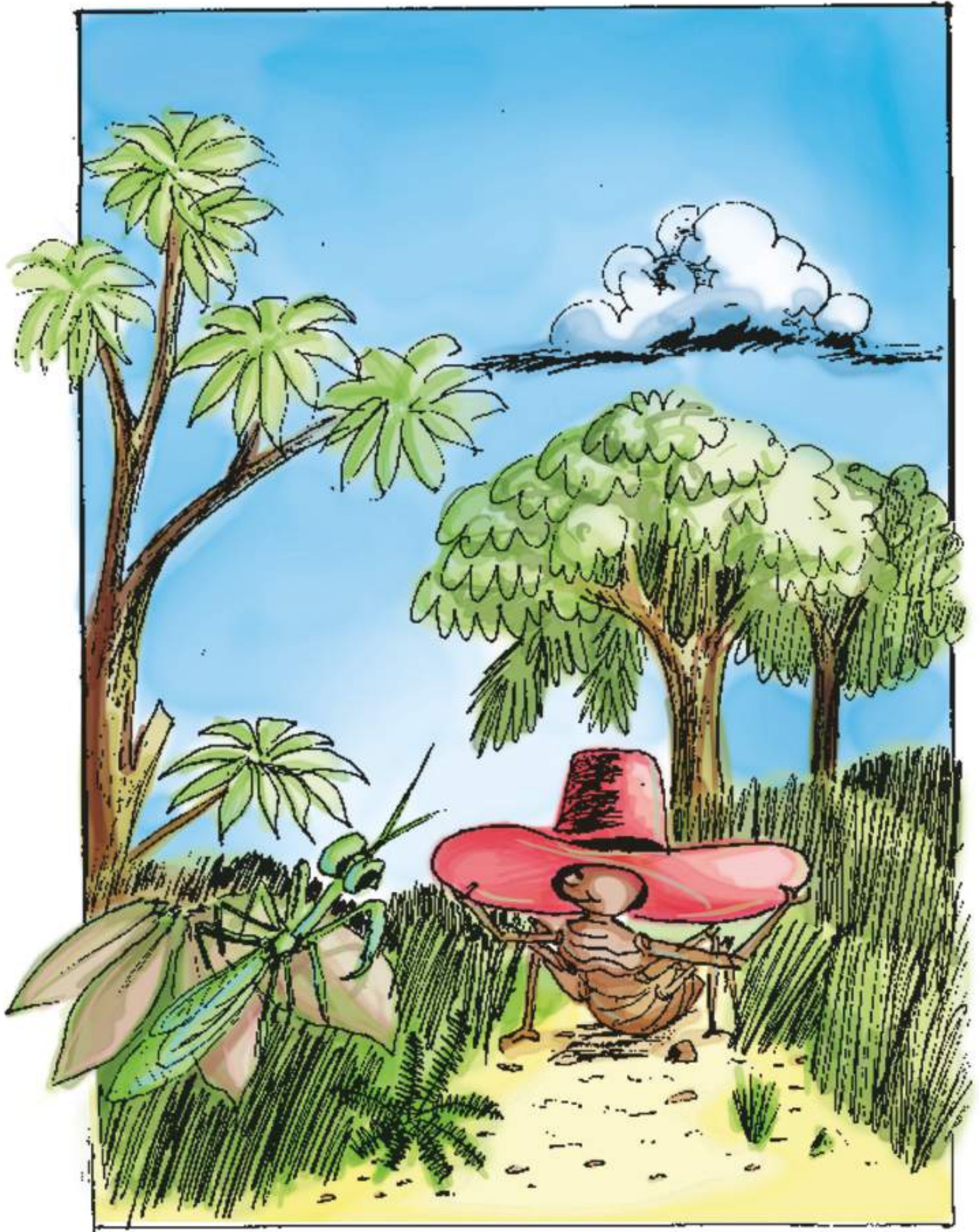
"You look silly," said the cricket.





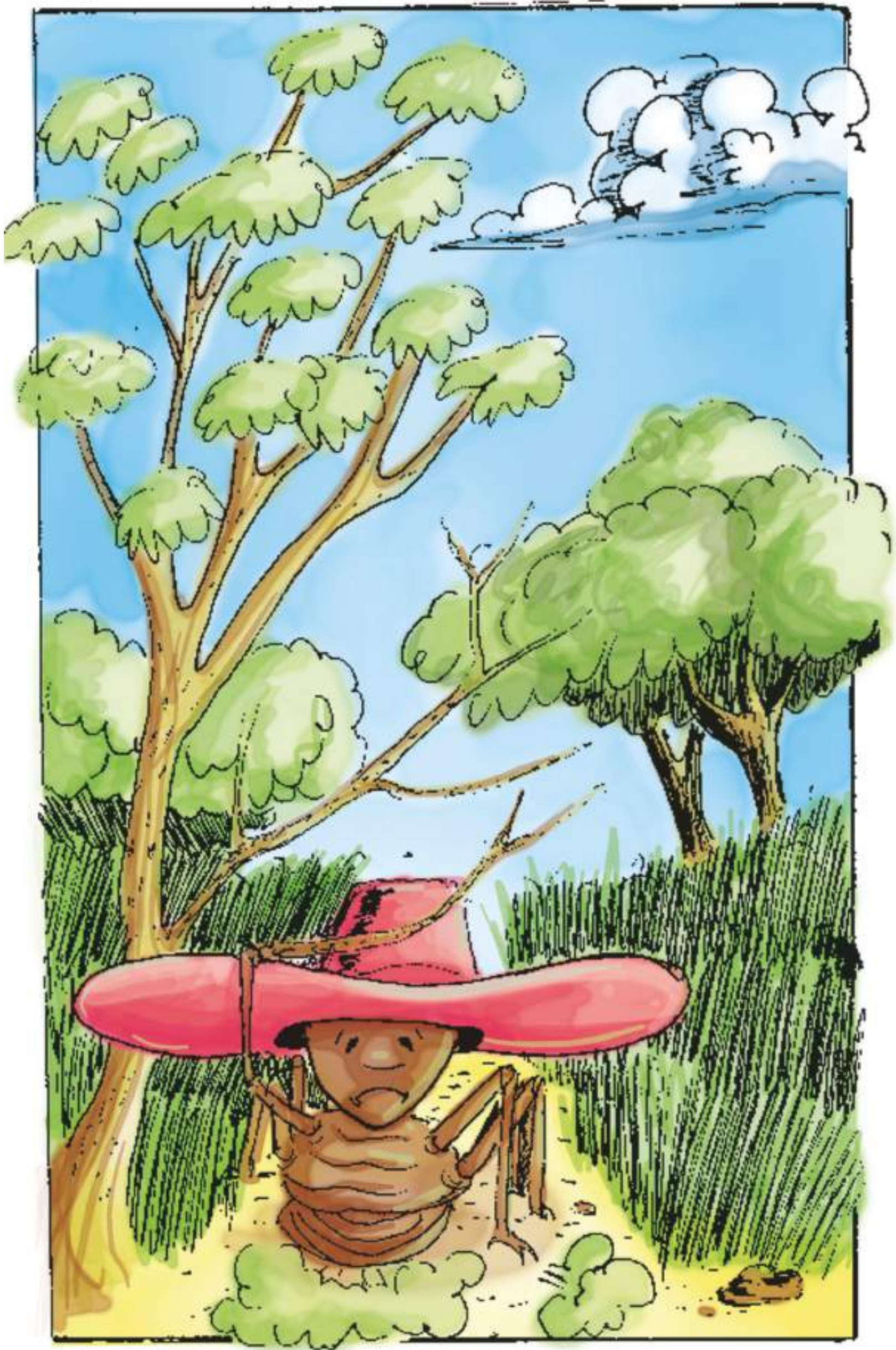
"That hat is too wide."





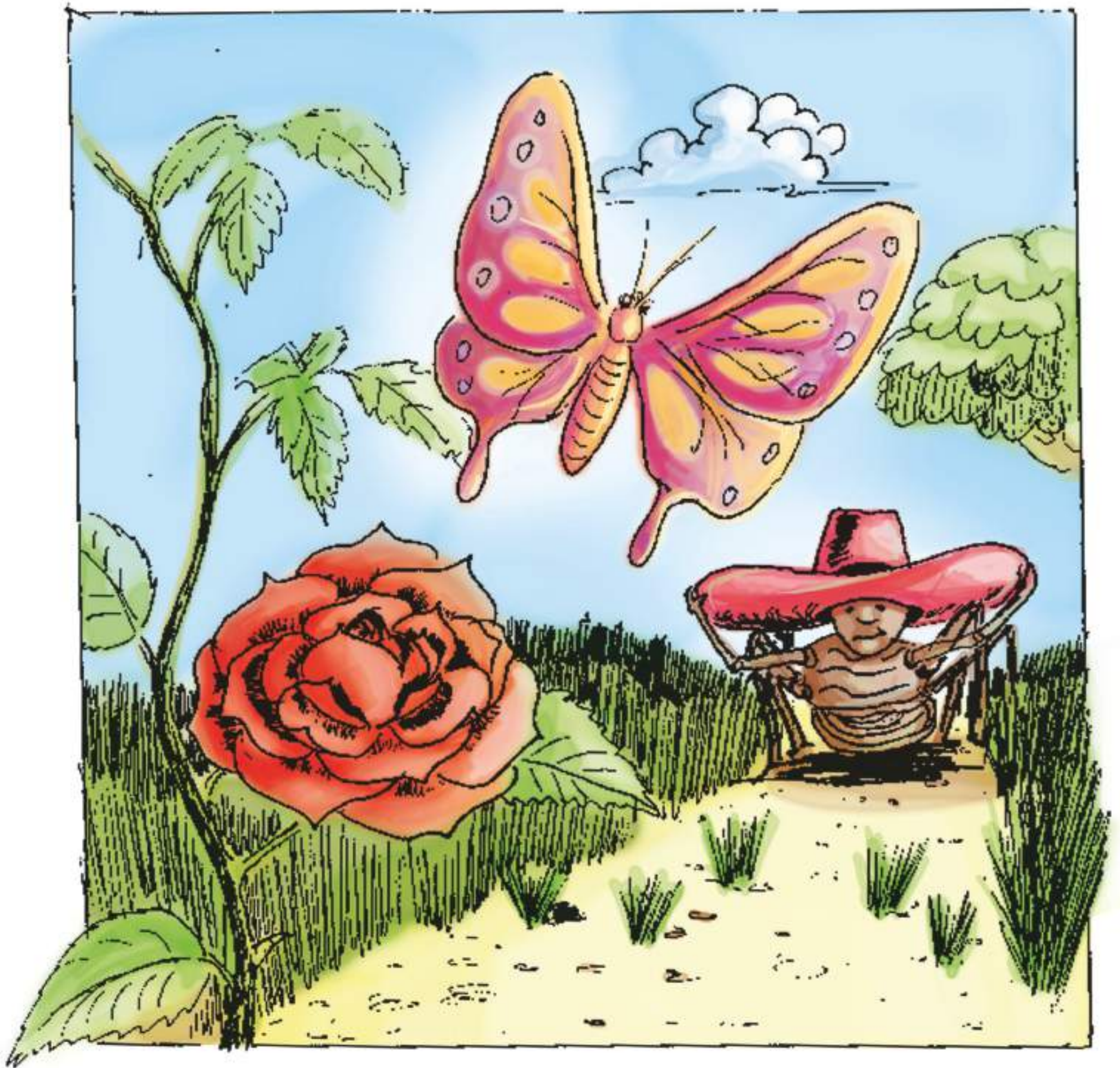
"You look silly," said the mantis.





"That hat is too tall."





"You look silly," said the butterfly.





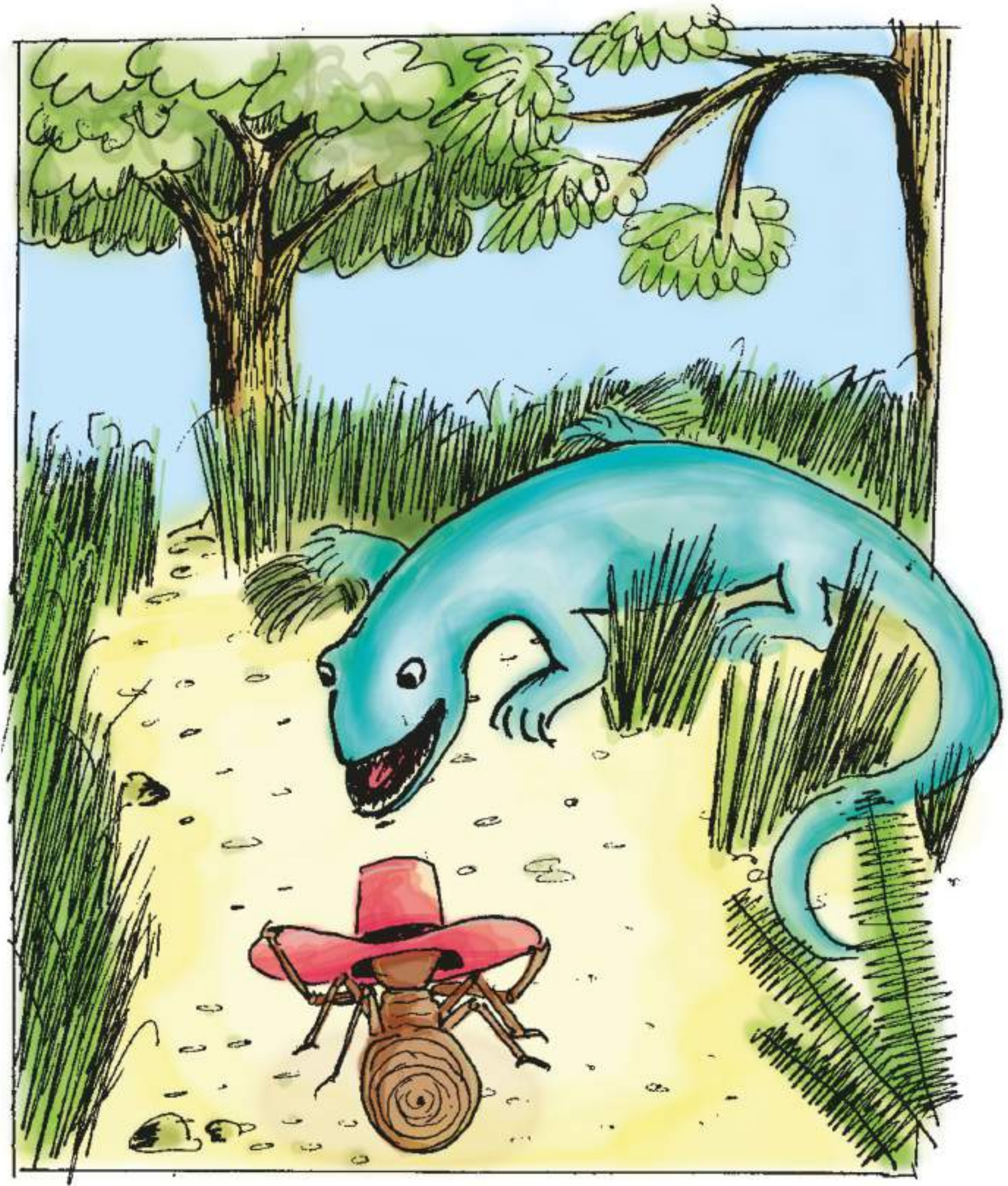
"That hat is too floppy."  
Ono felt sad that no one liked his hat.





Suddenly a lizard appeared.





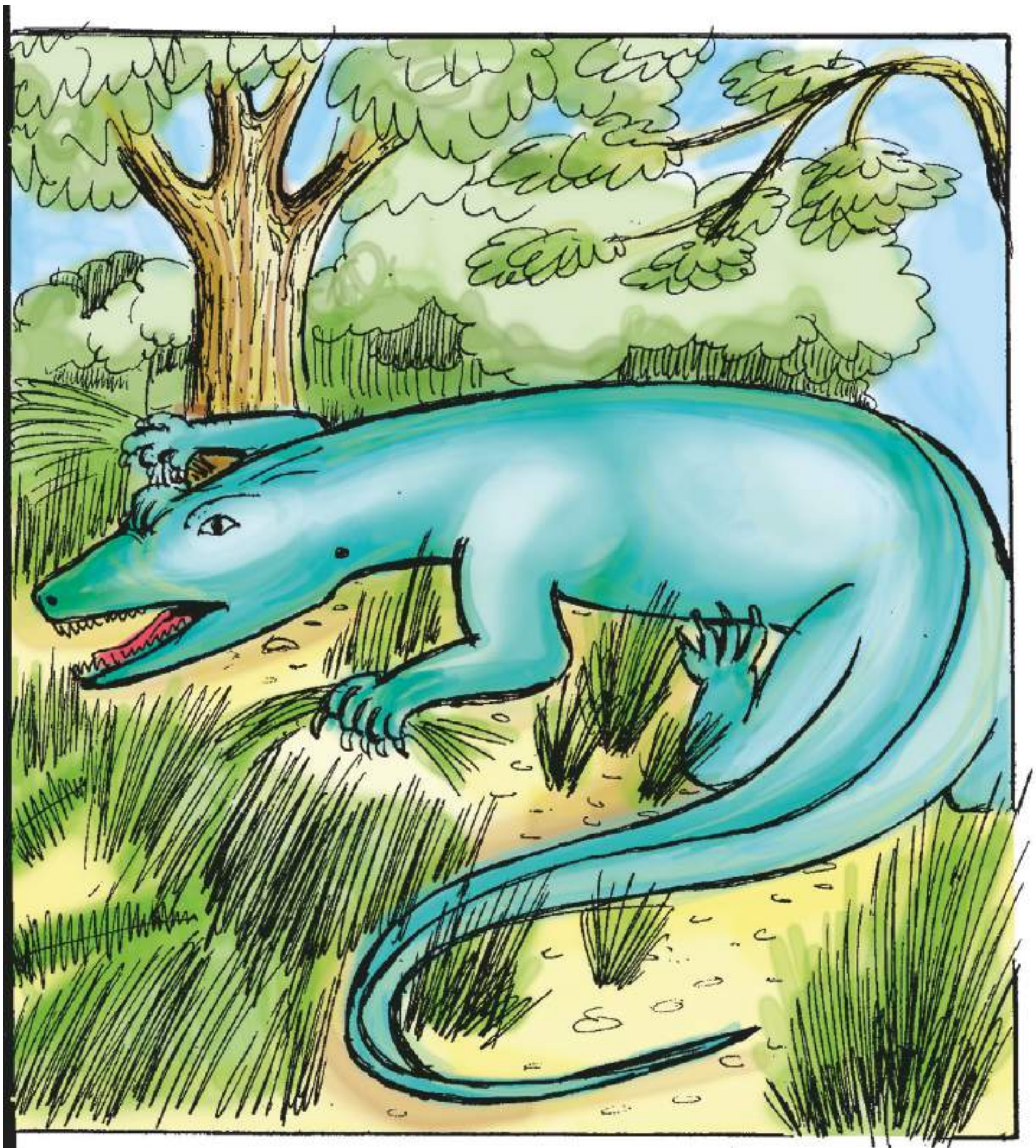
"I'll have you for my dinner,"  
said the lizard.





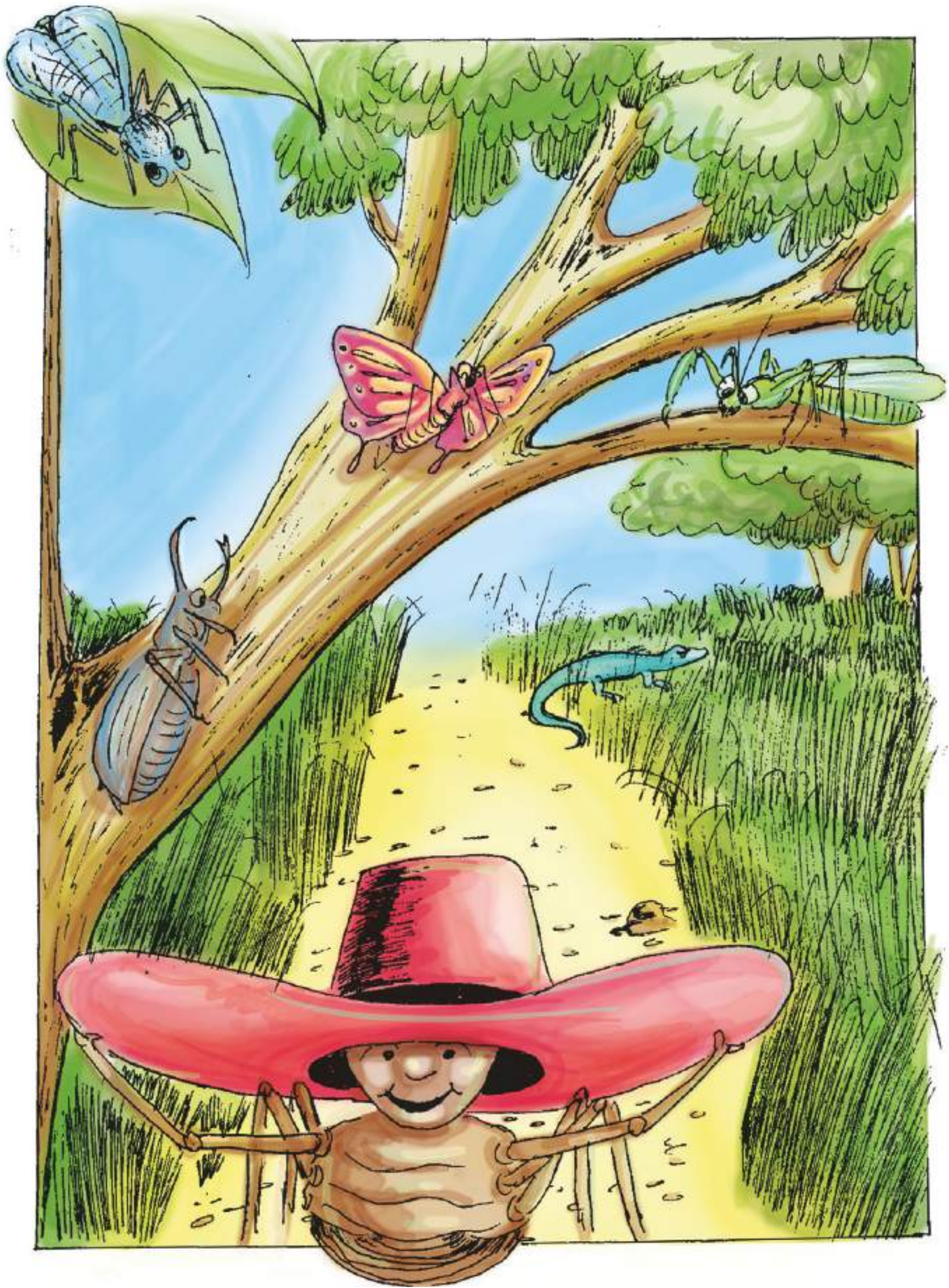
Ono hid inside his big, wide, tall, floppy hat.





The hat completely covered Ono  
and the lizard couldn't reach him.





"My hat is not silly after all," said Ono.










Text:	<i>Ono's New Hat</i>
Level:	Year 2
Message:	Don't be ashamed of your appearance
Discussion focus:	Seeing things differently, some people don't like things that we like
Comprehension:	Negative and positive attributes
Vocabulary focus:	Use of <i>too</i> ; adjectives; opposites
Letters and sounds:	<i>fl</i> -
Print focus:	Speaking marks
Writing opportunity:	Shared writing: new version of the story

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p><u>Modelled Reading</u></p> <p>Set the context: Talking with learners</p> <p>Tell the learners: <i>This story is called Ono's New Hat and it is about an ant called Ono (point to Ono on the front cover) Ono goes on a walk through the bush and meets many other insects. The other insects think his hat is silly. (Tell the learners how to say the word silly in English). In the end Ono's hat helps him, so it's not silly after all.</i></p> <p>Ask the learners; <i>Do you think Ono's hat is silly? Why do you think it is silly?</i> Encourage the learners to explain why.</p> <p>Now explain that Ono is going for a walk in the bush and walk through the pages of the book. Don't read the words, just show the pictures. At each insect, ask learners if they know the name and tell them in English. Also, help the learners with the adjectives: <i>big, wide</i> etc.</p> <p>On p. 13 show the learners the lizard and ask them <i>What do you think Ono will do to protect himself?</i> Do not show the final page (p. 14): wait till you read the story to find out what happens.</p>	V/P	2.3.1.4 2.4.1.1
<p><u>Read the story: Listening and watching</u></p> <p>Read the story in clear English, making sure you use expression when reading the spoken parts of the story, especially the adjectives. (ie, <i>That hat is too <b>big</b></i>)</p>	E	
<p><u>Review the story: Understanding the story</u></p> <p>Look at the pages: At each page ask the learners <i>Who does Ono meet on this page? Can anyone remember what the (insect) said to Ono about his hat?</i> Point to the adjective word and encourage the learners to look at the first sound in the word as a clue.</p> <p>Read the story again and encourage the learners to say the correct adjective in the story when you read it.</p>	V/P + E	2.4.3.2 2.6.1.3
<p><u>Responding to the story: Talking by the learners</u></p> <p>Ask learners to think about something they own (a piece of clothing, a toy, a pet) other people might think is a bit silly. Encourage the learners to share their stories and ask them <i>Why do other people think your ____ is silly? Why do you like it?</i></p>	V/P	2.6.1.1 2.6.2.3
<p><u>Focus on vocabulary</u></p> <p><i>Preparation:</i> Write these words on cards to use: <u>short</u>, <u>tall</u>, <u>wide</u>, <u>narrow</u>, <u>big</u>, <u>small</u></p> <p>Explain that these are words that describe what something looks like and some of the words are from the story. Turn to p. 5 and point to the word <i>big</i>. See if the learners can match the word on the page with the correct card. Now show them the word <i>small</i> and explain that it has the opposite meaning. Do this for each word pair.</p> <p>Teach the learners a body movement for each adjective (eg. <i>tall</i>: learners stand up, <i>small</i>: crouch down, <i>wide</i>: hold their arms wide apart). Show the learners one word card and encourage them to act out the word they see. You can play this as a game, with learners being out if they are the last one to make the movement.</p> <p>Ask the learners to look around the classroom (and out the window) and find something that is <i>big</i>. Then ask them to name something that is <i>small</i>. Do this for all the words.</p> <p>Play this game: say to the learners <i>I am thinking of something in the classroom that is small. Can you guess what it is?</i> Learners take turns guessing what object you are thinking of. Continue this game, choosing a learner to think of an object and say <i>I am thinking of something that is _____</i></p> <p>Take some big pieces of paper. On each piece write one of the adjective words (<i>short, tall, wide, narrow, big, small</i>). Put the learners into groups (no bigger than 4 learners). Ask the learners to draw objects on their piece of paper that match the adjectives words (eg. <i>they could draw a coconut tree for tall</i>). When finished, display the posters in the classroom.</p>	E + V/P	2.4.2.5 2.4.2.2
<p>Day 2</p> <p><u>Modelled Reading</u></p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask the learners to say what they remember about the story. Help them to retell in their own words (<i>not read</i>). You could turn the pages and ask a learner to tell what happened. Read the story and encourage the learners to join in "<i>You look silly</i>" on the page. Emphasise the adjectives for the hat in the story (<i>wide, big</i> etc).</p>	E	2.3.2.2 2.6.1.9



ACTIVITIES	LANG.	SYLLABUS
<u>Close reading</u> Do a close reading of pp. 2 - 3. Summarise: this gives us information about the orientation and what the story is about: <i>Who? What? Why?</i>	<b>E + V/P</b>	2.6.1.5 2.6.1.6
<u>Focus on English: use of the word <i>too</i></u> <i>Preparation:</i> For this activity, you need some clothing items that are for adults: a hat, a shirt, a skirt or dress, some shoes or slippers. Some of your own clothes would be good, or those in big sizes. <b>Important:</b> In this activity, you are going to show the difference between <i>too</i> in English and <i>tu</i> in Pijin because they have different meanings. <i>Tu</i> is the same as <i>very</i> in English, meaning more of something. In English, <i>too</i> is negative: it means it is a bad thing to have that much. Teachers need to understand the difference.  Ask a learner to come out the front and put a large hat on the learner. (It is good if it comes over the learner's eyes and they can't see.) Ask the learners: <i>Is this a good hat for this learner?</i> The learners will probably say <i>no</i> ; ask them why and help them to see that it will cover his/her eyes and be difficult to use. If it is not very good, we can say in English it is <i>too big</i> . Explain that in English <i>too</i> means <i>not good</i> . Now ask a learner (probably a girl) to come out and put a skirt on her. It should be on the floor and she wouldn't be able to walk very well. Help the learners to see it is <i>too long</i> . Use the other clothes to show things that are <i>too big</i> , <i>too long</i> . Use examples of food to show that something is <i>very</i> : <i>a mango is very sweet</i> , but because we can still eat it, it is NOT <i>too sweet</i> . Sometimes rice is <i>too hot to eat</i> , but we wait and it is <i>very hot</i> , but we can eat it. Help the learners to think of examples of <i>too</i> and <i>very</i> . <i>My bag is very heavy, but I can carry it because I am strong.</i> <i>My bag is too heavy, so I can't carry it.</i> Explain to learners they will now write one of the sentences in their exercise book using the word <i>too</i> and the word <i>very</i> .	<b>E + V/P</b>	2.4.2.2 2.4.2.6
Day 3 <u>Shared reading: Revisiting the story</u> Remind the learners about the story: ask the learners to tell a partner what happens as you turn each page (learners tell each other, not the class). Then read it to the learners, asking volunteers to read every second page.	<b>E</b>	2.3.2.2 2.6.1.3
<u>Close-Reading</u> Do a close reading of pp. 4 - 9, the parts inside the speaking marks. Summarise: Each sentence has the same structure with a thing and an attribute/characteristic. Show how these are very simple sentences.	<b>E</b>	2.6.1.5 2.6.1.6
<u>Focus on Letters and Sounds: <i>fl</i>-</u> Turn to p. 11 and point to the word <i>floppy</i> . Say <i>This word says floppy. The first two letters in this word are f and l. The letter f makes the f sound and the letter l makes the l sound. When these letters are next to each other we push these sounds together to make one new sound. Listen as I say the sound. (now say fl). Listen for the fl sound as I say the word floppy. It will be at the beginning of the word.</i> Learners think of some more words that have this sound. Give them some if they cannot think of any: <i>flip, flap, fling, flat, fly, flea, flower, flour, flock, flesh, flash, flute, float, fluid</i> . Draw four pictures on the board ( <i>a flower, a crab, a star and a fly</i> ) ask the learners to draw only the pictures that start with <i>fl</i> and then to draw two more pictures that use <i>fl</i> .	<b>V/P + E</b>	2.1.2.2 2.7.2.9 2.4.2.4
Day 4 <u>Shared reading: Revisiting the story</u> Today choose a learner to read the first page of the story then you read the next page to the class. Repeat this pattern, a learner reading one page to the class then you read the next page.	<b>E</b>	2.6.1.9



ACTIVITIES	LANG.	SYLLABUS															
<p>Comprehension: negative and positive attributes</p> <p>Draw a picture of Ono’s hat on the board and on one side write <i>Negative</i> and on the other side write <i>Positive</i>. Ask the learners to work with their partner and the book to find words and phrases that tell us negative things about the hat and positive things about the hat: they need to show the page and the words.</p> <table><tr><td><p><b>NEGATIVE</b></p><p><i>too big</i> <i>too floppy</i> <i>too wide</i> <i>too tall</i></p></td><td></td><td><p><b>POSITIVE</b></p><p><i>Ono liked it</i> <i>good to hide under</i></p></td></tr></table> <p>(Do NOT fill this in until the learners tell you the words or phrases)</p> <p>The learners could put this in their exercise books, and write any other things they think about this hat that is positive or negative.</p>	<p><b>NEGATIVE</b></p> <p><i>too big</i> <i>too floppy</i> <i>too wide</i> <i>too tall</i></p>		<p><b>POSITIVE</b></p> <p><i>Ono liked it</i> <i>good to hide under</i></p>	<p><b>E + V/P</b></p>	<p>2.5.1.4 2.7.1.4</p>												
<p><b>NEGATIVE</b></p> <p><i>too big</i> <i>too floppy</i> <i>too wide</i> <i>too tall</i></p>		<p><b>POSITIVE</b></p> <p><i>Ono liked it</i> <i>good to hide under</i></p>															
<p>Sentence structure</p> <p><i>Preparation:</i> Write the words and phrases on card. Cut them up into groups of words as shown below:</p> <table><tr><td>He</td><td>went</td><td>for a <b>walk</b></td><td><b>in the bush</b></td><td>.</td></tr></table> <p>Put the words on the board (not in order). Tell the learners that these words make a sentence. They will help you to put the sentence together. Start by asking question number 1 (<i>The sentence is about Ono. Do we use he or she when we talk about Ono?</i>) Then choosing one learner to come up to the board, point to the words that tell us this (<i>He</i>) then put the words in place. Repeat this: Asking the question, then choosing a learner to come up to the board and put the words into place until your sentence is in order. Here are the questions you can ask:</p> <table><tr><td><i>The sentence is about Ono. Do we use he or she when we talk about Ono?</i></td><td><i>He</i></td></tr><tr><td><i>What happened?</i></td><td><i>went</i></td></tr><tr><td><i>How did Ono go?</i></td><td><i>for a walk</i></td></tr><tr><td><i>Where did he walk?</i></td><td><i>in the bush</i></td></tr><tr><td><i>What always goes at the end of a sentence?</i></td><td><i>.</i></td></tr></table> <p>Now take away the card <i>for a walk</i> from the sentence. Ask the learners to think of another reason for going. Take some ideas then write a new place in the space (eg. <b>for a drive...</b>, <b>for a swim</b>)</p> <p>Now take away the phrase <i>in the bush</i> and ask the learners to think of another place and write it in the space. Do this multiple times with different locations and animals. Here is an example of an innovated sentence. Remember you will need to think of different words with your learners:</p> <p><b><i>He went for a drive in the up the hill.</i></b></p>	He	went	for a <b>walk</b>	<b>in the bush</b>	.	<i>The sentence is about Ono. Do we use he or she when we talk about Ono?</i>	<i>He</i>	<i>What happened?</i>	<i>went</i>	<i>How did Ono go?</i>	<i>for a walk</i>	<i>Where did he walk?</i>	<i>in the bush</i>	<i>What always goes at the end of a sentence?</i>	<i>.</i>	<p><b>E + V/P</b></p>	<p>2.4.2.8 2.72.2</p>
He	went	for a <b>walk</b>	<b>in the bush</b>	.													
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<i>What always goes at the end of a sentence?</i>	<i>.</i>																
<p>Focus on Print: speaking marks</p> <p>With a partner, work through the book, only saying the parts in speaking marks. One person is the narrator and the other person does the speaking.</p> <p>In the class, act the speaking out: nominate a learner to be Ono, another to be the cricket etc, until you have enough characters. Read the story with those learners reading the speaking parts. Encourage them to think about how to speak in that way.</p>	<p><b>E + V/P</b></p>	<p>2.4.2.1 2.6.1.9</p>															

<p>Day 5</p> <p><u>Independent Reading</u></p> <p>Today hand out copies of the book to the learners. Ask the learners to read in pairs, taking turns by reading one sentence each.</p>	<p><b>E</b></p>	<p>2.6.1.9</p>
<p><u>Guided Writing</u></p> <p>Ask the learners to think about how the class could write a new story like <i>Ono's New Hat</i>. <i>What can we change? (A different animal and a different piece of clothing, adjectives). What will we leave the same? ("You look silly")</i>.</p> <p>Ask the learners to list some animals (write these on the board).</p> <p>Ask the learners to list some pieces of clothing (write these on the board).</p> <p>Decide on ONE animal and ONE piece of clothing to use for this new story. Give the animal a name.</p> <p>Help the learners to look back at the book text to decide how this new story will be written. Use adjectives to describe the piece of clothing</p> <p>eg.</p> <p><i>Mike the Monkey bought himself a new <u>coat</u>. He went for a walk in the bush.</i></p> <p><i>"You look silly", said the <u>pig</u>. "That coat is too <u>long</u>"</i></p> <p>(The words to change have been underlined: do NOT underline words when writing the story)</p> <p>You do not need as many animals as in the original story, maybe use 3. Learners can illustrate the story.</p> <p>They might like to think of their own story to draw and the teacher can write the words.</p>	<p><b>E + V/P</b></p>	<p>2.7.2.5 2.7.2.8 2.3.1.1</p>







