

Focus Question:

Did Hattie's vacation turn out the way she expected? Why or why not?

Book Summary

Text Type: Fiction/Fantasy

Hattie has her summer with her girlfriends all planned out until her mother informs her that she will be leaving for two weeks to visit Grandma Nettie. Begrudgingly, Hattie visits her grandma, only to have the unexpected happen when she sneaks up to the attic and places a magical hat upon her head. *Hattie in the Attic* is the charming story of how this curious girl's vacation becomes an unforgettable experience. The book can also be used to teach students how to make inferences and draw conclusion and to identify and use multiple-meaning words.



Lesson Essentials

Instructional Focus

- ☐ Summarize to understand text
- ☐ Make inferences and draw conclusions
- ☐ Describe information provided by illustrations
- ☐ Recognize and use proper pronoun agreement
- ☐ Identify and use multiple-meaning words

Materials

- ☐ Book: *Hattie in the Attic* (copy for each student)
- ☐ Make inferences / draw conclusions, pronoun agreement, multiple-meaning words worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

• Words to Know

Story critical: *attic* (n.), *bandanna* (n.), *clutched* (v.), *diary* (n.), *proof* (n.), *prowling* (v.)

Enrichment: *annual* (adj.), *chaps* (n.), *skidded* (v.)

- **Academic vocabulary:** *believe* (v.), *except* (conj.), *probably* (adv.), *remember* (v.), *same* (adj.), *use* (v.)

Guiding the Reading

Before Reading

Build Background

Write the word *diary* on the board and read it aloud to students. Explain that a *diary* is a record or writing of a person's experiences and thoughts, much like a journal. Have students share what they know about diaries. Ask students why many people prefer to keep their diaries private. Ask students how diaries are different from other texts, such as nonfiction books (they are a personal account and subject to one person's experience and interpretation). Provide students with a sheet of lined paper and have them write the date at the top of the page. Provide students with the time to create a diary or journal entry about their day or about how they are feeling about a particular event.

Introduce the Book

- Give students their copy of *Hattie in the Attic*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: Summarize

Explain to students that engaged readers *summarize*, or create a brief overview, as they read. Explain to students that when readers summarize what they read it helps them identify the sequence of events in a story. Point out that a summary often answers the questions *who*, *what*, *when*, *where*, and *why*. Create a chart on the board with the headings *Who*, *What*, *When*, *Where*, and *Why*. Read aloud a summary from the back of a familiar book. Ask students what information is included in the summary and what information is omitted. Remind students that a summary includes only the most important details.

Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Make inferences / draw conclusions

- Explain to students that authors may give information to readers without explicitly writing it in the story. Discuss how they provide readers with clues and readers use those clues and what they already know to make inferences or draw conclusions about what is happening in the story.
- Read page 3 aloud to students and have them locate the following sentences on the page: *I spent two weeks with her this summer. I didn't want to go, but by the time I got back I was glad I had.* Point out that on the basis of this information, we can conclude that something important happened during Hattie's stay with her grandmother that changed her mind about the trip. Explain that the author does not tell us this directly but that we can draw this conclusion on the basis of the information in the text.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 25. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about Hattie's vacation. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Who is the main character of this story? How do you know?* (level 1) page 3
- *How do you think Hattie feels when Sarah and Sybil don't believe in the magical hat?* (level 2) pages 5 and 6

- *How does Hattie feel about visiting her grandma? Why does she feel this way?* (level 2) pages 7 and 8
- *How did Hattie find the hat?* (level 2) pages 14 and 15
- *What happens when Hattie puts on the hat?* (level 1) page 16
- *What does the man give to Hattie?* (level 2) pages 19 and 20
- *Who was the man on the horse? How do you know?* (level 3) multiple pages

Text Features: Illustrations

Explain that illustrations, or drawn pictures, provide readers with detailed images of the characters and the setting of the story. Point out that they also help explain the plot to readers. Have students work with a partner to review the illustration on page 5. Ask students: *How does this illustration show how Hattie feels when her friends don't believe her? What other information is shown in this illustration that is not written in the story?* Have students review other illustrations in the book and discuss in groups how they help to create strong images and aid the reader in understanding the story.

Skill Review

- Remind students that a summary of a story describes the most important events and characters. Have students work in groups to describe the characters in the story and to identify the most important events. Direct them back to the chart on the board and review that a summary often includes *who*, *what*, *when*, *where*, and *why*. Invite students to share details with the rest of the class and record this information on the board.
- Have students work in groups to create a summary of what they are reading, referring to the information on the board. Call on groups to share their summary with the rest of the class.
- Model making inferences and drawing conclusions. **Think-aloud:** *In the story, I read that Grandma Nettie made a special dinner for Hattie and set a place at the table for Hattie's grandpa, even though he died when she was three. On the basis of this information, I can conclude that Grandma Nettie loves and values her family. Because Grandma Nettie sets a place for Hattie's grandpa each night, I can tell that he was very special to her and that she misses him a lot. The author does not specifically mention these details in the story, but rather has given clues that allow the reader to make inferences and draw conclusions.*
- Model how to complete the [make-inferences / draw-conclusions worksheet](#). Have students identify details from the story and prior knowledge they have about those details. Then, have students make inferences on the basis of that information. Have students discuss the inferences with a partner.

Guiding the Reading (cont.)

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer:

Make inferences / draw conclusions

Review the make-inferences / draw-conclusions worksheet that students completed. Have students share their work in groups. Invite volunteers to discuss their inferences as a class and share why and how they made those inferences.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary, but sample responses may include the following: *Hattie's vacation turned out way better than she had anticipated. While at Grandma Nettie's house, she discovered a magic hat in the attic.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Grammar and Mechanics: Pronoun agreement

- Write the following sentence on the board: *Hattie put the hat on her head.* Replace the words *the hat* with the pronoun *it*. Ask students to explain what the word *it* refers to. Explain or review that a **pronoun** is a word used in place of a noun. Write examples of pronouns on the board: *I, she, they, ours, his, her*, and so on.
- Read pages 11 and 12 aloud as a class and invite volunteers to point out the pronouns on each page. Have students circle each pronoun and then turn to a partner and explain what noun was replaced.
- **Check for understanding:** Have students work independently to reread pages 17 and 18. Invite them to circle all the pronouns on these pages. Then, have students work with a partner to explain what noun was replaced by each pronoun.
- **Independent practice:** Introduce, explain, and have students complete the **pronoun agreement worksheet**. If time allows, discuss their answers.

Word Work: Multiple-meaning words

- Write the following sentences on the board: *By the time I got back, I was glad I had gone. The man rode on the back of the horse.* Underline the word *back* in each sentence. Invite volunteers to offer the definition of the word *back* in each sentence. Point out that the word *back* is spelled the same, sounds the same, but has different meanings. Explain that such words are called **multiple-meaning words**. Point out that a dictionary lists all the meanings of a given word.
- Have students turn to page 17 and reread the first sentence of the second paragraph. Invite them to circle the word *right*. Have a volunteer offer a definition of the word. Invite students to work with a partner to locate the word *right* in the dictionary. Then, have partners create two oral sentences using the word *right* in two different ways. Invite each group to share their sentences with the class and have the class give a thumbs-up signal if the words are used correctly.
- **Check for understanding:** Write the following words on the board: *sink, leaves, place*. Have students work independently to look up each word in the dictionary. Then, have them write two sentences for each word, using a different meaning of the word in each sentence. Invite students to share their sentence pairs in small groups, and have the other students determine the word's meaning on the basis of its context.
- **Independent practice:** Introduce, explain, and have students complete the **multiple-meaning-words worksheet**. If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.