

# The Magician's Hat

## GOALS

### Comprehension

**Connect to prior knowledge:** Ask students what they know about magic, magicians and the magic word *Abacadabra!* Practise saying it.

### Vocabulary

**High-frequency Words:** about, black, his, if, jump, off, out, white

**Content Words:** flowers, hat, homework, magic, rabbit, scarf, teacher, tricks, uncle, wand

### Phonemic Awareness

Identify syllables in words and clap as they are spoken, e.g. mag/ic

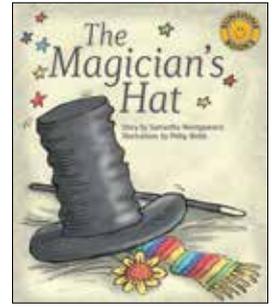
### Phonics

**Letters and Sounds:** -ump

**Words to Blend and Segment:** bump, dump, jump, lump, pump

### Fluency

Model reading of text with expression, noting the punctuation and repetition of *Abacadabra*. Students repeat after you.



Uncle Syd is a magician. But Ali thinks he can be a magician, too. He just needs the hat.

## Before Reading

- Ask students what they know about magic, magicians and the magic word *Abacadabra!*
- Read the title and the name of the author and illustrator. Ask: Have you read any other stories illustrated by Philip Webb? (*A Letter to Grandma*)
- Together look at the cover picture. Ask: What do you notice about the hat? What are the other things in the picture? What could each be used for? Are these things a magician needs to make magic? Is this a fiction or nonfiction book? How do you know?
- Help students to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What is happening to the hat? What is the hat doing?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *flowers, hat, homework, magic, rabbit, scarf, teacher, tricks, uncle, wand* into the conversation. On page 14, have students predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator.
- On page 2, look at the three pictures showing magic tricks. Look for the words *rabbis, flowers, scarves* in the text.
- On page 3, ask: Who is the boy? What is he doing? Who do you think the man is? Locate the word *Syd* to confirm. What is Uncle Syd doing? What does he usually do? (magic) How do you know? (poster on the wall) Together look for key words in the text. Read the page together.
- On page 4, ask: Where is Ali now? Look for the word to confirm he is at school. Read the sentence to check *school* makes sense. What is the magic word Ali says? Say it together. Break it into syllables to make it easier to say. *Ab/ra/ca/dab/ra*
- Follow this pattern for each page up to page 14, using the illustration, text and contextual cues to read the words together. Discuss how the repetitive parts help with reading the story.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.

## **After Reading**

Invite students to discuss the story. Prompt if needed.

- What genre is this story? (fantasy, humorous)
- Retell the text using the pictures as a guide. What does Ali do on each page?
- Retell the story to a partner using the pictures on the back cover. Compare the shortened retelling to the one above. Notice the difference: less detail, quicker summary of events.
- Reread the story together. Feel the rhythm as you read the repetitive parts. How do these help the reader? Did you like the ending? Why? Where are the scarf, rabbits and flowers now? What do you think would happen if Ali took the wand?
- Reread the title and page 2 focusing on the punctuation. Teach students the purpose of the capital letters, full stops, commas, question marks, apostrophes and speech marks. Why is there an apostrophe in *Magician's* and *Syd's*? (The hat belongs to the magician and Uncle Syd.) Write other examples using students' names with the apostrophe, e.g. Mary's pen.

## **Phonemic Awareness**

- Identify syllables in words and clap as they are spoken, e.g. *mag/ic*. Students identify the syllables as you read one- or two-syllable words from the text. They repeat and clap the syllables as they say them, e.g. *black* (1), *home/work* (2), *hat* (1), *a/sleep* (2), *rab/bits* (2), *scarf* (1).

## **Phonics**

- Discuss the sound of the rime: -ump Write the words *bump*, *dump*, *jump*, *lump*, *pump* on the board to practise blending and segmenting the onsets and rimes together as a group. Illustrate using alphabet letters for each word with students touching them as the sounds are made for the word. Brainstorm other words ending with -ump. (*hump*, *rump*, *stump*, *slump*, *grump*)

## **Word Study**

- Talk about the words *about*, *black*, *his*, *if*, *jump*, *off*, *out*, *white*. Ask students to locate the words in the text and read them in context. Photocopy and cut out the words to sort according to the number of sounds, e.g. *h/i/s/* (3), *ou/t* (2).
- Have students find plural words in the book. They match with their singular form, e.g. *tricks/trick*; *flowers/flower*; *scarves/scarf*; *rabbits/rabbit*. Find other examples in the text and brainstorm more to add to the list. Read the list together. Write them on a chart for students to illustrate and display.

## **Fluency**

- Model reading of the text with expression, noting the punctuation and repetition of *Abracadabra*. Students repeat after you.

## **Writing**

- Students make a time line of the magic tricks Ali did. They illustrate and label the time line, then use it to retell the story to the class.
- Students make a cartoon similar to that on page 2 to show the stages of a trick Ali did.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.