

The Berenstain Bears: Old Hat New Hat

By Stan and Jan Berenstain / ISBN: 0-394-80669-7

Lesson Author

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Standards and Benchmarks (see page 9)

Lesson Description

In this lesson, students make a choice about what they want to eat for dinner, but then they are asked to trade with a partner and discuss whether they like their new dinner better. Based on this discussion, they learn about preferences and how they help us make choices. Students then hear a story about a little bear who looks at many hats to see if he can find a new one he likes. Students will relate key concepts from the lesson to the story and create a hat to discuss their own choices and preferences with the class.

Grade Level

1-3

Concepts

Choice

Preferences

Objectives

Students should be able to

- explain that when they pick among different options they have made a choice,
- explain that choices are based on individual preferences, and
- explain that preferences are different for everyone and can change over time.

Time Required

Approximately 60 minutes

Materials

- *The Berenstain Bears: Old Hat New Hat* (ISBN: 0-394-80669-7) by Stan and Jan Berenstain
- Visual 1
- Handout 1, one copy for each student, printed on various colors of card stock with enough copies of each color so that students may choose a color
- Scissors
- Glue, at least one unit per two students
- Accessories to decorate a hat (see Handout 1), such as sequins, buttons, ribbon, puff balls, pipe cleaners, glitter, and stickers
- Markers or crayons
- Stapler
- Construction paper, cut into approximately 2-inch strips
- Scrap paper (about 3 inches × 3 inches), one piece for each student
- Pencil or pen, one for each student

Procedure

1. To introduce the lesson, pass out small pieces of scrap paper and ask the students to write down what they would like to eat as a main course for dinner but to not show or tell anyone. Allow a minute or two for students to complete the task and then explain that they just made a **choice**. Write the word “choice” on the board and explain that a choice involves deciding among different things, or options.
2. Instruct the students to give their pieces of paper to the person to their left (or trade with a partner). Tell the students to pretend that whatever is on the new piece of paper is what they will have for dinner today. Watch the expressions on their faces and listen for verbal cues as to how they feel about their new food item.
3. Call on students who reacted, either positively or negatively, and ask them why they reacted the way they did. (*Answers will vary, but students will likely say things that reveal their preferences, such as “I got pizza. I love pizza!” or “I got a cheeseburger. I don’t like cheese on my burgers.”*)
4. Tell the students that because resources are limited, people can’t have everything they want, so they must make choices. People make choices every day based on what they prefer. Write the word “prefer” on the board. Ask students the following question:
 - What do you think the word “prefer” means? (*Answers will vary, but some students may say that the things we prefer are the things we like.*)

5. Explain that when people use the word “prefer,” they are actually talking about their likes and dislikes. Explain that when people tell us why they like or dislike something, they are actually telling us about what they prefer. In other words, they are telling us about their **preferences**. Add “ences” on the board to make the complete word “preferences.”
6. Explain that people telling us about their likes and dislikes is not the only way we learn what they prefer. When people make choices, because resources are limited, they are also showing us their preferences.
7. To illustrate, go back to students who reacted favorably to the new food item. Ask them if they would prefer the new food item or what they originally wrote down. (*Either answer is fine.*) Explain what is learned about each student’s preference. For example, if Mike originally wrote down meatloaf but likes the new choice of pizza better, we now know that Mike likes pizza better than meatloaf.
8. Explain that because preferences are different for everyone and can change over time, for many choices there is no right answer. Also, based on what people say, we learn about their preferences. Choose a student as an example and ask questions similar to the following based on that student’s preferences:
 - Will Mike always choose pizza over meatloaf? (*Not necessarily, because his preferences, like anyone’s, can change over time.*)
 - Will everyone make the same choice as Mike? (*No, because everyone has his or her own preferences.*)
9. Tell the students they are going to hear a story about a little bear who wants a new hat. As you read the story, pause to show the students the pictures of all the various hats. They will probably like the silly drawings and can use the picture as an inspiration later when they create their own hats.
10. Read the story *Old Hat New Hat*.
11. Ask the students the following questions:
 - Little Bear finally made a choice. Which hat did he choose? (*His old hat*)
 - What did he dislike about the other hats he considered? (*They were too loose, too tall, too heavy.*)
 - What do we call such dislikes? (*Preferences*)
 - Because he chose the old hat, what do we now know about Little Bear? (*Little Bear prefers his old hat to the other hats.*)
 - Because everyone’s preferences are different and can change over time, did Little Bear make the right choice? (*Yes, he liked the old hat best, so that is what he picked.*)

- What hat would you have chosen? Why? (*Answers will vary, but students should mention why they liked a particular hat.*)
12. Point out to students that what they liked about the hat they chose reflects their preferences. Tell them they are going to get to make choices and show their preferences by creating their own hats.
 13. Distribute a copy of *Handout 1: Hat* (ask the students to tell you which color they would prefer), scissors, glue, and two of the 2-inch strips of construction paper to each student.
 14. Instruct the students to cut out the hat from Handout 1. Make sure they know to cut only around the outside of the hat and not on any of the internal lines. While they are cutting, display the hat accessories on a desk or table.
 15. Display *Visual 1: Assembly Diagram*. If age appropriate, have the students staple their bands to their hats as shown. If not, staple the bands for them.
 16. Instruct the students to decorate their hats any way they want. Tell them to think about the story and all of the crazy hats shown, or let them look through the book for inspiration. Allow students to select accessories and glue them on their hats.
 17. Once the hats are completed, call on students to tell you about their designs and why they chose to make them the way they did. Record their answers by creating the following table (graphic organizer) on the board:

Name	Design	Explanation
Nikki	Red hat with glitter	Red is my favorite color. I love sparkly things.
James	Various colors with buttons	I like so many colors and wanted to use any many as I could.
Cong	Blue hat with green polka dots	I wanted my hat to stand out.

18. Once you have called on several students, erase the word "design" and replace it with the word "choices." Ask the students the following question:
 - Why did I make this change? (*They made choices when designing their hats.*)
 Next, replace the word "explanation" with the word "preferences." Ask the students the following question:
 - Why did I make this change? (*When they state things they dislike or like or when they make a choice, they are showing their preferences.*)

19. Place the hats somewhere out of the way to dry.
 20. After the hats are dry, have each student try on his or her to measure for fit. Hold the bands together at the appropriate spot, remove the hat, and place two staples to secure the band in place.
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Closure

21. Review important content from the lesson by discussing the following:
 - What do you call making a decision among different things? (*A choice*)
 - What do we use to help us make choices? (*We use our preferences.*)
 - What do people learn about us when we make a choice? (*They learn about our preferences.*)
 - Explain why it is okay for me to like something that you don't like. (*Everyone's preferences are different. You should be able to choose the things that you like whether someone else likes them or not.*)
 - Is it okay to change your mind about something you like or dislike? (*Yes, our preferences can change.*)
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Assessment

22. Handout copies of *Handout 2: Assessment* to each student. Instruct them to read the stories and answer the questions. They should circle only "True" or "False." Once they are finished, review the stories using the answers below.

Handout 2: Assessment—Answer Key

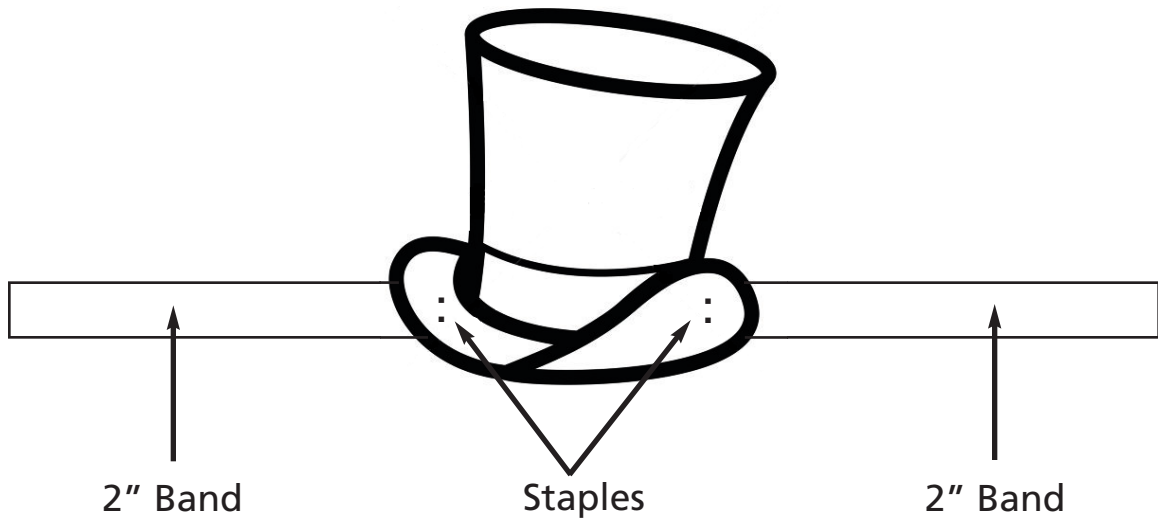
Story A

1. *True.* Dante says he likes turkey better than ham.
2. *False.* Dante's mom packed his lunch, so she made the sandwich choice.
3. *False.* We only know what type of sandwich Dante has, not about his preferences.

Story B

4. *True.* Dante chose to have pizza for lunch.
5. *True.* The story says Dante likes turkey but loves pizza.
6. *False.* The story doesn't tell if Dante prefers chicken soup.
7. *True.* A person's preferences can change, and that is okay.

Visual 1: Assembly Diagram



Handout 1: Hat



Handout 2: Assessment

Name _____

Directions: Read the following stories and answer the questions based on the story. Circle either "True" or "False" for each question.

Story A

Dante had a ham sandwich for lunch, but his friend Milton had a turkey sandwich. "Ugh," thought Dante. "I wish my mom would have made me a turkey sandwich instead. I like turkey better than ham!"

1. We know about Dante's preferences. True False
2. Dante made a choice about which sandwich he wanted for lunch. True False
3. We know about Milton's preferences. True False

Story B

After school, Dante went home and his mother had just returned from the grocery store.

"Dante, I bought turkey for sandwiches and some pizzas," his mom said. "Which would you like for your lunch tomorrow?"

Dante thought to himself, "Well, I really like turkey, but I love pizza."

"Mom, I would like to have pizza for lunch tomorrow, please," he replied.

4. Dante made a choice. True False
5. We know that Dante likes pizza better than turkey. True False
6. We know that Dante likes pizza better than chicken soup. True False
7. One day Dante might like ham better than turkey, and that is okay because people's preferences can change. True False

Standards and Benchmarks

National Standards in Economics

Standard 1: Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result they must choose some things and give up others.

- **Benchmark 4, Grade 4:** Whenever a choice is made, something is given up because resources are limited.

Common Core State Standards: English Language Arts, Grade 2

Reading: Literature

- **Integration of Knowledge and Ideas**

CCSS.ELA-Literacy.RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.