



Hamilton's Hats

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Illustrated by Axel Scheffler

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NOVEL STUDY

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SUMMARY

Hamilton loves hats! Over a few days he meets some interesting animals and they teach him how to be determined, brave and patient. The last animal he meets needs his help, can Hamilton also show kindness?

CHARACTER REVIEW

Hamilton

Hamilton's mum

Giraffe

Crocodile

Band of monkeys

Mouse

SEL THEMES IN THE BOOK

- Feelings
- Friendship
- Self- control

STUDY QUESTIONS

PAGES 6 AND 7

- **Look at Hamilton's face, how does he feel when he has his hats?** Use the Feeling Face cards and see if the children can match Hamilton's face to one of the cards.
- **Think of something that makes you feel this way, what is it?** Ask the audience to look at the child who's talking, how did their face change when they were talking about something that made them happy? Draw the children's attention to their facial expressions and discuss what has changed – eyes and mouth. Pass a happy face around the circle – children to show a happy face to the child next to them and then this continues all the way around the circle.

PAGES 8 AND 9

- **Why does Hamilton's mum say this?**
- **Hamilton isn't listening to his Mum, is this OK?** Refer to the Circle Rules and discuss – *'we should listen to our friends in circle time, when else is it important to listen/ who should we listen to? Why?'*

PAGES 10 AND 11

- **Look at Hamilton's face when the giraffe takes his hat, how do you think he feels?** Activity ideas – pass a sad face around the circle, say something that makes you feel sad/ share a time when you felt sad, look at the Feeling Faces and find the face that matches Hamilton's.

PAGES 12 AND 13

- **Hamilton says that he is 'determined'. Can anyone guess what this word might mean?** Staff member to simply define it using examples from the setting – *'Jo, you were determined to finish your snack today and you did!'*
- **Can we tell by looking at Hamilton's face if he is feeling a comfortable or uncomfortable feeling?**
- **Which feeling do you think he's feeling?** Use the Feeling Face cards.

PAGES 14 AND 15

- **Look at Hamilton's face, how does he feel when the crocodile approached him and took his hat?**
- **Can you think of a time when you felt frightened/ scared/ afraid?**
- **Is it a comfortable or uncomfortable feeling?** Pass a scared face around the circle drawing the children's attention to the eyes and mouth.
- **What could Hamilton have done to help him calm down?** Encourage children to think about Turtle. Ask some confident children to show you how to do Turtle.

PAGES 16 AND 17

- **Hamilton was very brave, what does brave mean?** Staff member to help children by giving examples from the setting – ‘*James you were very brave this morning when you fell over outside.*’
- **Can you think of a time when you were brave?** If the children are unable to do this then the staff can verbalise if for them using examples from the setting that day/ week.

PAGES 18 AND 19

- **Were the monkey’s being kind? Is this a nice thing to do to others?**
- **How do you think Hamilton feels?** Ask the children if they would feel this way too. Encourage examples but if the children are unable the staff can give examples from their observations in the setting.
- **If you saw some children do this to another child in nursery, what would you do?** Encourage children to think of examples such as ‘tell the teacher’, ‘try to make them happy by sharing my toy’, etc. Refer to the ‘*What Friends Do*’ poster and discuss if the monkeys were behaving that way.

PAGES 20 AND 21

- **The story says that Hamilton was angry, is it OK that he felt this way?**
- **Is ‘angry’ a comfortable or uncomfortable feeling?** Use the Feeling face cards if children are unsure. Activity idea – children to create angry faces while looking in the mirror, how does their face change?
- **What could Hamilton have done to turn his uncomfortable feeling into a comfortable one?** Turtle.

PAGES 22 AND 23

- **Hamilton waited a long time to get his hat back, when he finally got it how do you think he felt?** See if any of the children are able to describe or say the word ‘proud’. Talk simply about the feeling ‘proud’ and give some examples from the setting.
- **Hamilton is feeling proud of himself, do you think ‘proud’ is a comfortable or uncomfortable feeling?**

PAGES 24 AND 25

- **How does the mouse feel? Why?**
- **What would you do if you were Hamilton?** Refer to the ‘*What Friends Do*’ poster if the children haven’t given those answers already.
- **Do you think Hamilton was kind?** Explain that Hamilton did not want to give his hat to the mouse because it’s something that he really liked and it is hard to share things that we like. Use some examples from the setting – ‘*Josh, you were upset this morning because Ella wanted to play with the cars too. It can be so hard to share the things that we like.*’

PAGES 26 AND 27



- **Hamilton was very kind and gave the little mouse his hat even though he did not want to. Look at Hamilton's face, how does he feel after doing such a kind thing?** Have a short discussion about how helping others can make us feel happy.

ADDITIONAL ACTIVITY IDEAS

- Create feeling face hats
- Hamilton's Hats display board demonstrating the feeling faces from the story
- Painting/ drawing feeling faces from the story on to paper plates