



About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 682

Book Summary

Hairless animals are everywhere! These curious creatures can be wild animals or cute and cuddly pets. *Where's Your Hair?* introduces students to fascinating hairless animals of all kinds. Vibrant photographs showcase these strange-looking creatures while text features expand upon how many of these hairless animals came to be. Students will gain practice in asking and answering questions as well as in identifying the author's purpose.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions
- Identify author's purpose
- Identify consonant digraph *ch*
- Subject-verb agreement
- Alphabetical order

Materials

Green text indicates resources that are available on the website.

- Book—*Where's Your Hair?* (copy for each student)
- Chalkboard or dry-erase board
- Chart paper
- Photographs of various animals including several mammals
- [Author's purpose, subject-verb agreement, alphabetical order worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- Content words:

Story critical: ***adapted*** (v.), ***breeds*** (n.), ***bred*** (v.), ***genes*** (n.), ***mammals*** (n.), ***mutation*** (n.)

Before Reading

Build Background

- Write the word *animals* on the board. Ask students to name different categories of animals (reptiles, birds, fish, and so on). List these categories on the board and have students name animals in each category.
- Write the word *mammals* on the board. Invite students to share what they know about mammals. Explain to students that a *mammal* is a warm-blooded animal that nurses its young and usually has hair. Ask students to name different kinds of mammals and record this information on the board.

- Present several pictures of animals to students and have them identify whether each animal would be considered a mammal. Have students discuss how they know which animals are considered mammals.

Preview the Book

Introduce the Book

- Give students their copy of the book. 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 and author's name).

Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that engaged readers help themselves to understand what they are reading by asking questions before and during reading and by searching for answers while they read. Discuss with students how interacting with the text by asking and answering questions will help them understand, enjoy, and remember what they read.
- Model how to ask questions.
Think-aloud: When I read a book, I am constantly asking questions as I read. Even before I start the book, questions come to mind that I want the book to answer. The cover of the book and the table of contents provide clues about the text and help me to form questions even before I begin reading. As I look at the cover of this book and the table of contents, I have several questions that come to mind: What kinds of animals don't have hair? How do animals without hair keep warm? Why might someone prefer to have a pet without hair?
- Create a T-chart on the board and label the left side *Questions* and the right side *Answers*. Record the questions from the think-aloud in the left side of the T-chart. Explain to students that graphic organizers, even simple ones like T-charts, can help readers organize their thoughts while reading a text.
- Have students preview the text by looking at the photographs, text features, headings, and table of contents. Invite them to create their own questions about the text. Have students share their questions with the class and record this information in the T-chart on the board. Remind students that as they read, they should keep these questions in mind and look for answers to the questions in the text.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Author's purpose**

- Review or explain that an author has a purpose, or a reason, for writing a book. The author's purpose can be to *inform*, *entertain*, or *persuade* the reader. Write the words *inform*, *entertain*, *persuade*, on the board.
- Explain that to *inform* means to give the reader information about a topic. To *entertain* means to amuse the reader, and to *persuade* means to convince the reader to feel or act a certain way. Point out that readers can determine the author's purpose by considering how they are affected by the text.
- Read the first paragraph of page 4 aloud to students. Model how to identify the author's purpose.
Think-aloud: When authors write, they have a reason, or a purpose, for writing their book. They want to inform us, entertain us, or persuade us. After reading the first paragraph on page 4, I think the author wants readers to learn facts and information about hairless animals, so I think his purpose is to inform readers. Sometimes authors write for more than one purpose, so I will keep reading to see if he also wants to entertain or persuade us.

Introduce the Vocabulary

- Write the following story-critical words on the board: *adapted, mutation, genes, breed*. Write each of the words listed on the board on separate sheets of chart paper and hang the posters in various places around the classroom. Have students work in small groups and assign each group a poster. Have students discuss what they know about the meaning of the word and write or draw a definition on the chart paper. Rotate the groups and have them repeat the process with the remaining words.
- Have students work with their groups to locate the words in the book. Remind students that in this book, as in many nonfiction texts, the vocabulary words are in boldface print. Invite students to observe the photograph on the same page as a vocabulary word and read the sentence containing the word. Have groups create a definition for each word on the basis of the content.
- Review all four words as a class. Read the students' definitions aloud and discuss their prior knowledge. Create a single definition for each word and write it on the board.
- Have a volunteer read the definition for each word in the glossary. Compare students' definitions with the glossary definitions. Use the comparison to modify the definition for each word or phrase on the board.

Set the Purpose


- Have students read to learn more about hairless animals. Remind students to consider the author's purpose for writing as they read the book.

During Reading

Student Reading

- **Guide the reading:** Have students read pages 5 through 7. Encourage those who finish early to go back and reread. Ask students review the T-chart on the board and notice if any of the questions were answered in pages 4 through 7 of the text.
- **Model answering questions.**
Think-aloud: Before I began reading, I had several questions about the text that I recorded in the T-chart on the board. After reading pages 4 through 7, I have found the answers to a couple of my questions. For example, I wanted to know what kinds of animals can be hairless. On page 4, I learned that most, but not all, mammals have hair. I read that dogs, cats, and guinea pigs can all be hairless. I also wanted to know how hairless animals stay warm. On page 7, I learned that some hairless animals need help to survive because they do not have hair to keep them warm. One way they stay warm is that their owners put sweaters on them. I will record the answers to my questions on the T-chart in the column labeled Answers. I also had a question about why someone might prefer a hairless animal as a pet. I have not yet found an answer to this question in the text, but as I continue to read, I will look for more information. While reading, I created a couple of new questions that I will record on the T-chart: Why are hairless dogs so popular in Central and South America? What kinds of hairless animals live in the wild?
- Invite students to share and discuss any answers to their questions they found in the text. Record this information on the T-chart. Have students share any new questions they formulated while reading pages 4 through 7. Write these questions on the T-chart and remind students to look for answers to their questions while they continue to read.
- Review the three purposes an author can have for writing a book. Remind students that to determine the author's purpose, they need to examine the details of the book and consider the effect they have on the reader. Have students discuss with a partner the details they learned from pages 4 through 7.
- Invite students to consider and to discuss the author's purpose. Remind them that an author may have more than one purpose for writing. Point out that they will need to read the entire book to fully understand the author's purpose, but that it is important to pause while reading to consider the purpose.

- **Check for understanding:** Have students read pages 8 through 11. Invite them to discuss with a partner the answers they found while reading and any additional questions they formulated. Invite students to share questions and answers with the class and record this information on the T-chart.
- Have students share new information and details from the text that support their thoughts about the author's purpose. Invite students to state whether they think the author is writing to inform, persuade, or entertain the reader. Be sure students can use evidence from the text to support their response.
- Have students read the remainder of the book. Remind them to look for answers to their questions and encourage them to think of new questions while they read. Invite them to continue to look closely at the text to find evidence that supports the author's purpose.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

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.

Reflect on the Reading Strategy

- **Discussion:** Discuss with students how stopping to ask and answer questions while reading helps them to understand and remember the text.
- **Think-aloud:** *After reading the book, it is time for me to review all of the questions I formulated while reading and to consider whether I have found answers to these questions. I did learn the answer to my question about what kinds of hairless animals live in the wild. I learned that the naked mole rat is a hairless animal that lives in the wild and has adapted to live without a lot of hair. Elephants, whales, dolphins, and rhinoceroses are also examples of wild animals without much hair that live in the wild. I will record this information on the T-chart. Another question I had was why hairless dogs seem to be so popular in Central and South America. I did not find an answer to this question while reading, so I would have to do more research to find an answer. I will circle this question on the T-chart to help me remember that I was unable to find the answer in the book and that I will need to do further research.*
- Have students discuss with a partner the questions they had while reading and what answers they were able to find or not find. Invite volunteers to share any final questions with the class and add them to the T-chart on the board.
- Invite students to come to the board and circle any unanswered questions. Discuss with students how they could find the answers to these questions using other sources such as other books, encyclopedias, the Internet, and so on.
- Have students share with a partner how asking and answering questions while reading helped them to understand and remember the text. Reinforce with students that asking and answering questions while reading helps to keep the reader engaged with the book and wanting to read more.

Reflect on the Comprehension Skill

- **Discussion:** Invite students to share additional details about hairless animals from the book. Ask them to consider the effect these details had on them as readers when considering the author's purpose. Have students discuss with a partner the author's purpose for writing this book. Remind students that an author may have more than one purpose for writing.
- **Independent practice:** Introduce, explain, and have students complete the [author's purpose worksheet](#). If time allows, discuss their answers aloud.
- **Enduring understanding:** Some people have hairless animals as pets because of allergies. What are some other reasons that person might want a hairless animal as a pet?

Build Skills

Phonics: Consonant *ch* digraph

- Write the word *orchid* on the board and say the word aloud with students. Point to the letters *ch* and read the word slowly, emphasizing each phoneme. Ask students to identify the sound the consonant digraph *ch* makes in the word *orchid*.
- Write the letters *ch* on the board and ask students to identify the phoneme corresponding to the consonant digraph *ch*. Reinforce with students that the consonant digraph *ch* typically creates the /ch/ sound. Point out that in the word *orchid*, the consonant digraph *ch* makes the /k/ sound.
- Explain to students that the consonant digraph *ch* makes two sounds. For the majority of words, it creates the /ch/ sound, but in a few words, it creates the /k/ sound. Point out that the best way to determine which sound the consonant digraph *ch* is making is to read the word aloud and listen to which pronunciation sounds correct.



Check for understanding: Have students work with a partner to find and circle all the words with the consonant *ch* digraph in the book. Invite volunteers to share a word with the class and to identify which sound the consonant digraph *ch* makes in each example.

Grammar and Mechanics: Subject-verb agreement

- Explain to students that effective writers have learned the rules about how to make a subject and a verb in a sentence work together.
- Write the following subject-verb pairs on the board: *girl/runs*, *bird/flies*, *man/dances*. Discuss with students how each subject is singular.
- Edit each of the subjects on the board to make it plural: *girls*, *birds*, *men*. Ask students to tell whether each new subject works with the verb listed. Have students change each verb to make it work with the new subject. Discuss how the endings of the verbs must change to agree with each plural subject.
- Discuss how certain verbs such as *is* and *has* don't follow this pattern. Write the following subject-verb pairs on the board: *he/is*, *she/has*. Point out that if *he* became three boys, then the subject-verb pair would be changed to *they/are*. If *she* became two girls, the subject pair would become *they/have*.
- Write the following example from the text on the board: *Hairless animals are everywhere*. Point out to students that the subject of the sentence (*hairless animals*) is plural; therefore, the verb must be *are* instead of *is*.



Check for understanding: Write the following examples on the board and have students discuss whether the subject-verb agreement is correct. If it is not, invite a volunteer to make the proper corrections: *Hairless dogs has a long history*. *Not all Inca orchids are hairless*. *Genes is passed down from parents to children*. *The beautiful sphinx cat are a result of genetic mutation*. *Skinny pigs need special care*.

- **Independent practice:** Introduce, explain, and have students complete the [subject-verb-agreement worksheet](#). If time allows, discuss their answers aloud after students finish.

Word Work: Alphabetical order

- Review the process of placing words in alphabetical order. Remind students to begin by comparing the first letter of each word and determining which letter comes first in the alphabet.
- Write the words *hairless* and *mammals* on the board. Have students share with a partner which word comes first in alphabetical order and why. Invite a volunteer to identify which word comes first (*hairless*) and to explain the reason to the rest of the class.
- Add the word *mutation* to the board. Ask students to compare *mammals* and *mutation* and to decide with a partner which word comes first in alphabetical order. Point out to students that both words start with the same letter. Explain that when two words start with the same letter, the second letter of each word must be considered. Have students work with a partner to place these words in alphabetical order.



Check for understanding: Write the following words on the board and have students work with a partner to place them in alphabetical order: *change, children, mammals, mutation, genes, breed, bred, adapted*.

- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss answers aloud after they are finished.

Build Fluency

Independent Reading

- Invite students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students demonstrate how a reader asks questions and searches for answers while reading.

Extend the Reading

Writing Connection

Have students consider whether they would like to have a hairless animal as a pet. Invite students to engage in the prewriting exercise of listing the pros and cons of owning such an animal. Then, have students write a paragraph that includes three reasons they would or would not like to have a hairless animal as a pet. Have students share their work with the class.

Visit WritingA-Z.com for a lesson and leveled materials on writing.

Science Connection

Discuss with students the concept of adaptation. Choose several examples of animals from the book and talk with students about how these animals have adapted to living without hair. Have students choose an animal to research using other books, encyclopedias, Internet resources, and so on to locate information about animal adaptations. Have students create a poster that demonstrates their findings and presents the various ways each animal has adapted to its environment. Have students share their work with the class.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can**

- consistently ask and answer questions to comprehend the text during discussion;
- accurately identify the author's purpose in text, during discussion, and on a worksheet;
- accurately identify consonant digraph *ch* in the text;
- correctly identify subject-verb agreement in the text, during discussion, and on a worksheet;
- accurately place words in alphabetical order during discussion and on a worksheet.

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)