

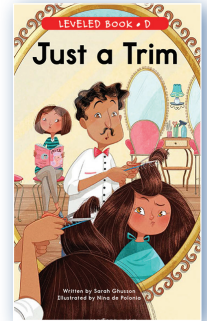
Focus Question:

How is the girl different at the end of the story?

Book Summary

Fiction/Realistic

Every child can relate to the bit of anxiety brought on by getting a haircut! *Just a Trim* follows a girl as she goes from very long to very short hair, a little at a time. Colorful illustrations and a repetitive text structure support emergent readers. The book can also be used to teach students how to analyze characters and how to identify comparative adjectives.



Lesson Essentials

Instructional Focus

- ☐ Connect to prior knowledge to understand text
- ☐ Analyze characters within a text
- ☐ Describe information provided by illustrations
- ☐ Blend onset and rime
- ☐ Identify initial consonant blend *sn-*
- ☐ Recognize comparative adjectives
- ☐ Identify and use synonyms

Materials

- ☐ Book: *Just a Trim* (copy for each student)
- ☐ Analyze character, comparative adjectives, synonyms 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 appear in the lesson but not the book.

- **High-frequency words:** *long, say, some*
- **Words to Know**
Story critical: *fun* (adj.), *haircut* (n.), *scared* (adj.), *shorter* (adj.), *snip* (v.), *trim* (n.)
- **Academic vocabulary:** *analyze* (v.), *character* (n.)*

Guiding the Reading

Before Reading

Build Background

- Ask students to think about when they last got a haircut. Where did they go? Who cut their hair? How did they feel before they got their haircut? How did they feel afterward? Have students share their prior experiences with a partner. Invite volunteers to share their stories with the class.
- Have students think about how they would like their hair to be cut. Do they wish it were shorter, longer, or a different color? Have students draw a picture of themselves with a haircut they've always wanted. Invite volunteers to share their pictures with the class.

Introduce the Book

- Give students their copy of *Just a Trim*. 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, and illustrator's name).

Introduce the Reading Strategy:

Connect to prior knowledge

- Explain to students that engaged readers make connections between what they are reading and what they already know. This is called *connecting to prior knowledge*. Remind students that thinking about what they already know about a topic will help them better understand what they are reading.
- Have students study the illustration on the front cover. Ask them to look carefully at the details in the illustration, and ask volunteers to share their descriptions. Ask volunteers to share with a partner what the illustration makes them think of and what they know about getting a haircut. Invite volunteers to share their answers with the class.

Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Analyze character

- Explain to students that all stories have characters, which are the people or animals that the story is about. Remind students that they can learn more about characters by their words, thoughts, and actions.
- Have students look through the pages of the book. Ask them to predict from the pictures how the girl might change throughout the story. Encourage them to study the facial expressions of the girl and how her feelings (not just her appearance) may be changing.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read *Just a Trim*. 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.

- *Where does this story take place?* (level 1) page 4
- *Why does the girl need a haircut? Why is she scared to get it?* (level 3) page 3
- *What does the girl tell the haircutter?* (level 1) multiple pages
- *Why does the haircutter snip off only a little each time instead of cutting it all at once?* (level 3) pages 5–9

What does the girl think about her hair at the end of the story? (level 1) page 10

Text Features: Illustrations

Explain that illustrations are helpful when reading because they help the reader know exactly what something looks like. Discuss with students how illustrations can also “tell” more of the story, or give more detail to the words on the page. Have students look at the illustrations on page 3. Ask students: *How does the picture help you to know how the girl is feeling about getting a haircut? How does it help you better understand the story?* Have students review other pictures in the book and tell how the pictures helped them understand the words on the page and how the girl’s feelings are changing throughout the story.

Skill Review

- Model for students how you make connections to prior knowledge as you read. Point out that students’ experiences and knowledge do not need to be identical to the information being presented in the story. Have students turn to a partner and share one connection to prior knowledge that they made as they read.
- Remind students that the characters are the people or animals represented in the story. Discuss with students how readers learn more about characters by examining their words, thoughts, and actions. Guide students to an understanding that the girl changes from the beginning of the story to the end of the story.
- Model analyzing characters.
Think-aloud: As I read the story, I see that the character of the girl is changing, both in her appearance and in her feelings. At the beginning of the story, she has long, bushy hair and she is scared about getting a haircut.
- Model and discuss how to complete the *analyze character worksheet*. Have students write words and draw pictures that represent things they know about the girl and how she changed during the story.

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: Analyze character

Review the analyze character worksheet that students completed. Have students share their work in groups. Invite volunteers to share the details they chose that describe the girl before and after the story, and discuss how she changed throughout the story.

Comprehension Extension

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

Guiding the Reading (cont.)

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary, but should include specific examples of how the girl has changed, both physically and emotionally.)

Comprehension Checks

- Book quiz
- Retelling rubric

Book Extension Activities

Build Skills

Phonological Awareness: Blend onset and rime

- Explain to students that you are going to say a word broken in two pieces: its beginning sound and the rest of the word. Say /l/, /ong/. Then say the whole word *long*. Explain that the *onset* is the beginning sound of the word and the *rime* is the rest of the word.
- Say several more words, broken into onset and rime, and ask students to tell you the whole word: /h/, /air/; /sn/, /ip/; /tr/, /im/; and so on. Make sure each student has an opportunity to blend a segmented word.
- **Check for understanding:** Ask each student to say a word segmented into onset and rime, and have other students guess the whole word. Assist individuals as needed.

Phonics: Initial consonant blend *sn-*

- Write the word *snip* on the board and read it aloud with students.
- Have students say the /sn/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /sn/ sound in the word *snip*.
- Have students practice saying the /sn/ sound to a partner and then brainstorm a list of words that begin with the /sn/ sound. Invite volunteers to share a word with the rest of the class, and have other students give a thumbs-up signal if they agree that the word begins with the *sn*-blend.
- **Check for understanding:** Say the following words one at a time, and have students put their hands on top of their head when they hear a word that begins with the /sn/ sound: *snack*, *spot*, *short*, *snooze*, *snake*, and *Santa*.

Grammar and Mechanics:

Comparative adjectives

- Review with students that an *adjective* is a word that describes which one, how many, or what kind of something.

- Explain that sometimes adjectives describe a noun or pronoun by comparing it to something else. Hold up two pencils of different lengths and model comparative adjectives in oral sentences (*this is a long pencil*; *this is a longer pencil*). Write these sentences on the board. Underline the words *long* and *longer*.
- Ask a volunteer to come to the board and underline the noun in each sentence (*pencil*), and explain that the words *long* and *longer* describe the pencils. Point out how *-er* was added to the adjective *long* to compare it to the first pencil.
- Create a two-column chart on the board, and label one side *Adjective* and the other side *Comparative Adjective*. Write the words *long* and *longer* under the appropriate headings. Explain that adjectives that compare and end in the suffix *-er* are called comparative *adjectives*.
- **Check for understanding:** Have students identify the comparative adjective on page 5 (*shorter*). Ask them which side of the chart this adjective belongs (comparative; it ends in *-er*). Ask them what the adjective *shorter* is describing in the story (*the girl's hair*).
- **Independent practice:** Introduce, explain, and have students complete the [comparative adjectives worksheet](#). If time allows, discuss their answers.

Word Work: Synonyms

- Explain to students that a word that means the same or almost the same thing as another word is called a *synonym*. One reason authors replace words with synonyms is to make the story more interesting and to avoid using the same word over and over.
- Direct students to page 4. Read the sentence *I just want a trim*. Ask students to identify another word that means almost the same thing as *trim* (*cut*).
- **Check for understanding:** Have students read the second sentence on page 5. (*Some hair comes off*.) Ask them to think of a synonym for *comes off* in this sentence (*falls*).
- **Independent practice:** Introduce, explain, and have students complete the [synonyms worksheet](#). If time allows, discuss their answers.

Connections

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