



Lesson Plan I Like My Hair



About the Book

Text Type: Nonfiction/Concept Page Count: 12 Word Count: 128

Book Summary

In I Like My Hair, students will read about many different ways people wear their hair. Students will have the opportunity to compare and contrast as well as to use the information they already know about hair. Detailed, supportive photographs, repetitive sentence patterns, and high-frequency words support early readers.

About the Lesson

Targeted Reading Strategy

Connect to prior knowledge

Objectives

- Use the reading strategy of connecting to prior knowledge to understand text
- Compare and contrast
- Segment syllables
- Identify short /a/ vowel
- Recognize and use adjectives
- Recognize and use antonyms

Materials

Green text indicates resources available on the website

- Book—*I Like My Hair* (copy for each student)
- · Chalkboard or dry erase board
- Compare and contrast, short /a/ vowel, adjectives worksheets
- Discussion cards

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

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on Vocabulary a-z.com.

- High-frequency words: is, it, like, my, to, when
- Content words:

Story critical: braids (n.), curly (adj.), different (adj.), spikes (n.), straight (adj.), swing (v.) Enrichment: upside down (adv.)

Before Reading

Build Background

- Write the word *hair* on the board and point to it as you read it aloud to students. Repeat the process and have students say the word aloud.
- Discuss different ways people wear their hair. Make a list of words that describe different types of hair.





I Like My Hair

www.readinga-z.com

Book Walk

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *I Like My Hair.* (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Write the following repetitive sentences on the board: *My hair is* _____. *I like it to* _____. Read the sentences aloud, pointing to the words as you read them to students. Have students read them aloud. Explain that these words repeat throughout the book.

Introduce the Reading Strategy: Connect to prior knowledge

- Explain to students that good readers make connections between what they already know and new information they read. Remind them that thinking about what they already know about the topic of the book will help them understand what they read.
- Model connecting to prior knowledge using the information on the covers.
 Think-aloud: When I read the title on the cover and look at the picture, it makes me think about the different ways I have worn my hair in the past. When I was young, it was long and wavy. As I got older, I cut my hair shorter and made it curly. Now my hair is very short and straight. I like my hair.
- Invite students to share how they connected to prior knowledge, based on the covers and title page of the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: Compare and contrast

- Explain to students that one way to understand and organize new information in a book is to explain how objects are alike and different. Write the words compare and contrast on the board. Point out that explaining how things are alike is called comparing, and explaining how things are different is called contrasting. Write the word alike under compare and the word different under contrast on the board.
- Draw a Venn diagram on the board. Label the left side Banana and the right side Orange.
- Model how to compare and contrast a banana and an orange.

 Think-aloud: I can compare and contrast a banana and an orange. I know that a banana is long, but an orange is round. I will write long on the Venn diagram under the Banana heading and round under the Orange heading to show one way that these two things are different. I know that a banana and an orange are both types of fruit. I will write fruit on the diagram where the circles overlap to show one way these two things are the same.
- Invite students to suggest other ways that a banana and an orange are the same and different. Write student responses on the Venn diagram under the appropriate headings.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 3, you might say: *Hair is fun. We can wear our hair in lots of different ways.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word swing on page 5 and say: I am going to check the picture and think about what would make sense to figure out this word. The picture shows a picture of a girl with straight hair that moves when she walks. When I look at the first part of the word, it starts with Isl. However, the word moves starts with the ImI sound, so this can't be the word. I know that sometimes straight hair can swing from side to side when people walk. The word swing starts with the Isl sound. The sentence makes sense with this word. The word must be swing.



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I Like My Hair

Set the Purpose

• Have students use what they already know about the different types of hair to help them read the book. Remind them to think about how the hair is alike and different as they read.

During Reading

Student Reading

- Guide the reading: Give students their copy of the book. Have a volunteer point to the first word on page 3 (1). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students to place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model connecting to prior knowledge.

 Think-aloud: On page 5, I read about a girl with straight hair that swings when she walks. I know that hair can move in many ways. I have seen some people's hair fly back when the wind blows. I have also seen hair stick straight up in the air when it has static electricity in it. People with curls have bouncy hair. I wonder if I will read about other ways that hair can move?
- Invite students to share how they connected with what they already knew as they read.
- Draw a Venn diagram on the board. Label the left side *Hair on front cover* and the right side *Hair on back cover*. Have students identify things that are alike and different about the two kinds of hair by looking at the pictures on the covers. (The hair on the front cover is straight, and the hair on the back cover has braids that are spiky.) Write the information on the Venn diagram on the board.
- Check for understanding: Have students read to the end of page 9. Encourage them to share how they connected to prior knowledge as they read. (Accept all answers that show students understand how to connect to prior knowledge.)
- Have student pairs discuss how the curly hair and straight hair in the pictures on pages 4 and 5 are alike and different. Have them draw a Venn diagram on a separate piece of paper and write the information from their discussion on their diagram.
- Have students read the remainder of the book. Remind them to use what they already know about types of hair to help them understand new information as they read.
 - 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 the discussion that follows.

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

- Think-aloud: When I read page 11, I thought about my daughter's hair. It is long and blonde. When she jumps on the trampoline, it moves up and down. When she leans back in a swing, her hair hangs upside down, too. Most of the time, she wears her hair in a ponytail. I like her hair.
- Have students draw a picture on a separate piece of paper showing how they connected to prior knowledge while reading about different types of hair. Invite them to share and explain their picture to the rest of the class.
- Ask students to explain how thinking about what they already knew helped them to understand and remember the story.

Reflect on the Comprehension Skill

• **Discussion**: Review the meanings of *compare* and *contrast*, as well as the Venn diagrams created earlier in the lesson.





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- Independent practice: Introduce, explain, and have students complete the compare-and-contrast worksheet. If time allows, discuss their responses.
- Enduring understanding: In this book, you learned about different types of hair. Now that you know this information, why do you think someone might want to change their hair? In what ways could they change it?

Build Skills

Phonological Awareness: Segment syllables

- Say the word *flowers*. Tell students that you are going to count the syllables, or parts of the word. Repeat the word, clapping on each syllable. Explain that you clapped two times because there are two parts to the word. Use clapping to demonstrate syllables for the following words: *braids, hair, curly.*
- Ask students to say the word colors and clap for each syllable they hear in the word.
- Check for understanding: Say the following words, one at a time, and have students clap the syllables: different, straight, upside down, spikes, freckles.

Phonics: Short /a/ vowel

- Write the word can on the board and say it aloud with students.
- Have students say the /a/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /a/ sound in the word can.
- Check for understanding: Write the following words that have the short /a/ sound on the board, leaving out the short /a/ vowel: bat, sack, has. Say each word, one at a time, and have volunteers come to the board and add the letter a to each word.
- Independent practice: Introduce, explain, and have students complete the short /a/ worksheet. If time allows, discuss their answers.

Grammar and Mechanics: Adjectives

- Review or explain to students that a *noun* is a *person*, *place*, or *thing*.
- Write the following phrase on the board: brown hair. Draw a line under hair and explain that it is a noun, or a thing. Then draw a circle around brown and explain that it is an adjective, or a describing word. The adjective gives information about the noun by describing it.
- Have students turn to page 4. Ask a volunteer to give a fact that tells something about the hair (curly). Explain that the word curly is an adjective that describes the hair.
 - Check for understanding: Have students locate and circle the adjectives in the book and underline the nouns they describe.
- Independent practice: Introduce, explain, and have students complete the adjectives worksheet. If time allows, discuss their responses.

Word Work: Antonyms

- Write the word *little* on the board. Ask students to suggest a word that means the opposite of little (big, large). Review or explain that a word that means the opposite of another word is called an antonym.
- Have students turn to page 4 and reread the first sentence. Point to the word *curly*. Ask students to explain what the word means (having loops or curls).
- Have students turn to page 5 and reread the first sentence. Point to the word *straight*. Ask students to explain what the word means (without turns or curves).
- Point out that the words *curly* and *straight* have opposite meanings. Have a volunteer tell the name for words that have opposite meanings (*antonyms*).
- Have students reread the first sentence on page 10. Point to the word *short*. Ask students to identify an antonym for short (*long*). Write the antonym pair on the board.





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• Check for understanding: Write the word different on the board. Have students work with a partner to identify an antonym for the word (same). Record the antonym pair on the board. Have the partners take turns using the antonym pairs in oral sentences.

Build Fluency

Independent Reading

 Allow 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 them compare and contrast the types of hair in the book with someone at home.

Extend the Reading

Informational Writing and Art Connection

Have students draw a self-portrait. Under their picture, have students write one sentence telling about their hair. Then have students choose a partner and compare and contrast their hair with their partners.

Science Connection

Provide students with information about hair, how it grows, and why people have the type of hair they do. Discuss the information with students and make a chart of what they learned.

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.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book guiz.

Assessment

Monitor students to determine if they can:

- consistently connect to prior knowledge to understand text
- accurately compare and contrast types of hair during discussion and on a worksheet
- accurately segment syllables during discussion
- identify and write the letter symbol that represents the short /a/ vowel sound during discussion and on a worksheet
- correctly understand and use adjectives during discussion and on a worksheet
- correctly identify and use antonyms during discussion

Comprehension Checks

- Book Quiz
- Retelling Rubric