

Key Question

What makes the history of wigs so fascinating?

Vocabulary

Academic vocabulary: *create* (v.), *maintain* (v.), *options* (n.), *sections* (adj.), *several* (adj.)

Discuss each academic vocabulary word with students. Point to the use of each word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster: the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word. Hang these posters up in the classroom for students to see and refer to as they encounter the words within other texts, lessons, and assignments.

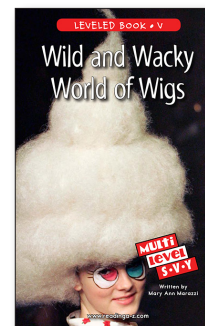
Story words

- *extensions* (v.), *fashion* (n.), *fiber* (n.), *ornate* (adj.), *toupees* (n.), *wigs* (n.)

Enrichment words

- *court* (n.), *empires* (n.), *mesh* (n.), *obsession* (n.), *professions* (n.), *resin* (n.)

Go to VocabularyA-Z.com for a pre-made vocabulary lesson for *Wild and Wacky World of Wigs*.



Ask and answer questions

Before students read, have students take a picture walk through the book to get a feel for what the book will be about. Have students write what they already know about the topic and what they would like to know more about the topic.

Text features: Table of contents

Explain that the table of contents is important to locate the information within the text. Before reading, have students locate the table of contents on page 3. Review the headings listed in the table of contents. Ask students what information they could expect to find under each of the headings. Ask students why the page numbers in the table of contents skip numbers.

Text-dependent questions

Next to each answer, have students write the page number(s) where they found information in the text to answer the questions.

- *What is the difference between a wig and a toupee?* (level 2)
- *What can wigs be made from?* (level 1)
- *What does "bigwig" mean?* (level 2)
- *Why did King Louis XIII wear a wig?* (level 2)
- *Why did women carry a stick with them when they wore wigs?* (level 1)
- *What are some reasons people wear wigs and toupees?* (level 3)

Graphic organizer: Compare and contrast

Use the lesson [graphic organizer](#) to have students compare and contrast modern-day wigs to wigs worn in ancient Egypt. Model and discuss how to use the organizer by locating evidence from the text.

Response to reading

Have students cite specific evidence from the book to answer the key question.

Name _____

Instructions: Use the Venn diagram to compare wigs from modern times to wigs of ancient Egypt.

