

About the Book

Text Type: Nonfiction/Informational **Page Count:** 16 **Word Count:** 1,490

Book Summary

From ancient Egyptian culture to modern civilization, wigs have played an important role in history. In *Wild and Wacky World of Wigs* readers learn about the fascinating history of people's obsession with all things related to hair. Students will be informed and entertained by this engaging text. Detailed photographs, illustrations, and text features support student learning.

This book and lesson are also available at Levels S and V.

About the Lesson

Targeted Reading Strategy

- Ask and Answer Questions

Objectives

- Ask and answer questions to understand text
- Compare and contrast
- Identify adjectives
- Identify and use synonyms

Materials

Green text indicates resources that are available on the website.

- Book—*Wild and Wacky World of Wigs* (copy for each student)
- Chalkboard or dry-erase board
- Poster paper
- Thesauri
- **KWLS / Ask and answer questions, compare and contrast, adjectives, synonyms 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: ***aristocracy*** (n.), ***extensions*** (n.), ***fashion*** (n.), ***ornate*** (adj.), ***toupees*** (n.), ***wigs*** (n.)

Enrichment: ***elaborate*** (adj.), ***elite*** (n.), ***embellish*** (v.), ***obsession*** (n.), ***rancid*** (adj.), ***resin*** (n.)

Before Reading

Build Background

- Write the word *wigs* on the board. Ask students to tell what they already know about wigs and why people might wear them. Explain to students that a wig is a head covering made of hair or hairlike materials.

- Create a KWLS chart on the board and hand out the **KWLS / Ask-and-answer-questions worksheet**. Review or explain that the *K* stands for knowledge we already know, the *W* stands for information we want to know, the *L* stands for the knowledge we learned, and the *S* stands for what we still want to know about the topic. As various topics are discussed, fill in the *K* section with information students know about the topic. Have students complete the same section on their KWLS / Ask-and-answer-question worksheet.
- Ask students what they would like to know about wigs. Have them fill in the *W* section of their chart. Write their questions on the class chart.

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**

- Discuss with students how having prior knowledge about the topic, and asking and answering questions while reading, can help readers understand and remember the information in a book.
- Direct students to the table of contents. Remind them that the table of contents provides an overview of the information in a book and how it is organized. After previewing the table of contents, use it to model asking questions.

Think-aloud: *I can use the table of contents to think of questions I have about wigs. For example, the third section is titled "What's in a Wig?" I am curious to know what wigs are made of and whether this has changed over time. I will write these questions in the W section of the chart. As I read the third section, I will be sure to look for answers to these questions. The fourth section of the book is titled "The First Wigs." I don't know much about the history of wigs or when they were first invented, so I am curious to know how the very first wig came to be. I will record my questions in the W section of the chart and any answers in the L section.*

- Have students look at the other section titles. Have them write any questions they have on the basis of the covers and table of contents in the *W* section of their KWLS / Ask-and-answer-questions worksheet.
- Have students preview the rest of the book, looking at the photographs, illustrations, and text features. Invite students to read through the glossary. Have them add any additional questions they might have on their worksheet. Invite students to share their questions aloud. Write shared questions on the class chart.
- 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 that one way to organize information in a text is to explain how topics are alike and different. Point out that when we look at the similarities of two objects or topics, we are *comparing* and when we look at the differences, we are *contrasting*.
- Create a Venn diagram on the board. Label the left-hand side *bicycle* and the right-hand side *car*. Explain that information about how cars and bicycles are similar is recorded where the circles overlap. Information that is only true about bikes is written in the left side of the left circle. Information that is only true of cars is written in the right side of the right circle.
- Model comparing and contrasting two objects.
Think-aloud: *Bikes and cars have both similarities and differences. Both are forms of transportation, and both have wheels. I will record this information where the circles overlap. Cars have engines, and bikes do not. I will record this information in the appropriate place on the Venn diagram.*
- Ask students to share other similarities and differences between cars and bikes. Model how to record this information in the Venn diagram.

Introduce the Vocabulary

- Write the following story-critical words on the board: *aristocracy*, *extensions*, *fashion*, *ornate*, *toupees*, and *wigs*. Read the words aloud with students and ask them to share what they know about each word.
- 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.
- 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 find out more about the history of wigs. Encourage students to ask and answer questions while reading.


During Reading

Student Reading

- **Guide the reading:** Have students read pages 4 through 6. Remind them to look for information about wigs that will answer their questions on their KWLS / Ask-and-answer-questions worksheet. Encourage those who finish early to go back and reread.
- When students have finished reading, have them circle any questions on their worksheet that were answered and write any new questions that were generated.
- Model answering questions using details from the text to complete the *L* section of the KWLS chart.
Think-aloud: *As I read the section titled "What's in a Wig?" I was sure to keep in mind the questions I recorded in the KWLS chart. I wanted to know what materials are used to make wigs. As I read this section, I learned how wigs in the 1700s were made using a tight-fitting mesh cap that was fitted to a person's head. I also learned that the hair or other material was attached to the cap that was then worn by the person. I will record all of this information in the L section of the KWLS chart. I also wanted to know about the first wigs to be created. I have not yet read about the earliest wigs. As I read, I will continue to look for this information. As I read this section, I thought of another question I will record in the W section of the chart: What kinds of materials are used for the hair part of a wig?*
- Have students write answers to the questions they circled on their KWLS / Ask-and-answer-questions worksheet. Invite them to share the information they learned and the questions they generated as they read the book. Record shared responses on the class KWLS chart.
- Draw a new Venn diagram on the board. Label the left-hand circle *toupees* and the right-hand circle *extensions*. Discuss with students the similarities and differences between extensions and toupees. Have students identify evidence in the text to support their responses. Record this information on the board.
- **Check for understanding:** Have students read to the end of page 10. Have them write any answers they found while reading in the *L* section of their worksheet and additional questions they raised in the *W* section. Invite them to share the information they learned and the questions they generated as they read pages 7 through 10. Write shared responses on the class KWLS chart.
- Have students read the remainder of the book. Remind them to continue to look for and write answers to their KWLS / Ask-and-answer-questions worksheet questions and to pay attention to how the author compares and contrasts information. Encourage them to add new questions they might have to their worksheet as they read.

Lesson Plan *(continued)*

Wild and Wacky World of Wigs

-  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

- **Think-aloud:** *As I viewed the table of contents at the beginning of the book, I wanted to know what wigs are made of and I also wanted to know about the first wigs. As I read, I learned that wigs may be made from a variety of materials including human hair, animal hair, wool, plastic, and so on. I also learned that the materials used to make wigs have changed over time. I will record this information in the L section of the KWLS chart. I also learned that first wigs were used in Egypt in 1400 BC. I read that many Egyptians used wigs in order to dress like their gods. I will write this information on the KWLS chart. After reading, I am still curious about how wigs are used in modern society. For example, I read about the Locks of Love program, to which people donate hair for wigs that are made for children who have lost their hair. I am curious about this organization and want to know how long it has been around and who can donate hair to this cause. Because this information is not discussed on the text, I will have to conduct my own research to find the answers to these questions. I will record these questions in the S section of the KWLS chart.*
- Ask students to share questions they added to their KWLS / Ask-and-answer-questions worksheet while reading, and ask them what questions were answered (or not answered) in the text. Have students write answers they found while reading in the L section of their worksheet.
- Reinforce that asking questions before and during reading, and looking for the answers, keeps readers interested in the topic. It also encourages them to keep reading to find answers to their questions and helps them enjoy what they have read.
- Point out to students that all of their questions may not have been answered in this text. Have students brainstorm to create a list of other sources they might use to locate additional information to answer their questions. Invite students to fill in the S section of their KWLS / Ask-and-answer-questions worksheet with information they would still like to know about wigs.


Reflect on the Comprehension Skill

- **Discussion:** Discuss with students why it is helpful to compare and contrast information while reading. Point out to students that comparing and contrasting information helps the reader to understand, remember, and enjoy the text.
- **Independent practice:** Introduce, explain and have students complete the [compare-and-contrast worksheet](#). If time allows, have them share their responses.
- **Enduring understanding:** In this book, you learned that people throughout history have used wigs to express a particular fashion style. How else do people express themselves through fashion?

Build Skills

Grammar and Mechanics: **Adjectives**

- Review or explain that *adjectives* are words that describe nouns and pronouns. An adjective tells *which one*, *how many*, or *what kind*.

-  Have students turn to page 4 and reread the page. Encourage students to locate and circle the adjectives in the paragraph (*recorded, ancient, Egyptian, modern, important, many, social*). Then, have students underline the noun or pronoun described by each adjective, and ask them to explain whether the adjective describes which one, how many, or what kind.



Check for understanding: Have students work in pairs to reread the section “What’s a Wig?” and circle all the adjectives they find. Have students underline the noun that each adjective describes. Discuss the results as a group and ask volunteers to identify whether each adjective tells which one, how many, or what kind.

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

Word Work: **Synonyms**

- Write the word *fancy* on the board. Ask students to suggest a word that means almost the same thing as *fancy* (*decorative, elaborate*). Review or explain that a word that means the same or almost the same as another word is called a *synonym*.
- Explain to students that the use of synonyms is important in writing because synonyms help describe things in the text and make the writing more interesting.
- Have students turn to page 5, and read the third sentence in the second paragraph aloud. Point out the word *frequently*. Write the word *frequently* on the board. Ask students to provide examples of words that mean the same or almost the same as *frequently* (*often, all the time, and so on*). Have students read the sentence again replacing the word *frequently* with a synonym and consider whether the sentence still makes sense.
- **Check for understanding:** Have students work in pairs to use a thesaurus and find synonyms for the following words: *many, long, boring*. Have students write complete sentences using these synonyms.
- **Independent practice:** Introduce, explain, and have students complete the [synonyms worksheet](#). If time allows, have them share their responses.

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 then reflects on the answers while reading.

Extend the Reading

Writing and Art Connection

Discuss with students people’s interest during the 1700s in creating elaborate hairstyles. Have students reread page 12 and review the illustration. Have students create an illustration of their own elaborate and ornate hair design. Then, have students write an informational piece in which they describe the process of creating the design. Be sure that students list all the necessary materials and use transitional words when describing the sequence of events.

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

Social Studies Connection

Review with students the information in the text regarding the Locks of Love program. Explain to students that Locks of Love is a program that uses donated hair to create wigs for children who have lost their hair for medical reasons. Discuss with students how a wig might help a child who has lost his or her hair. Point out that these wigs provide children with a sense of confidence and normalcy. If possible, invite a volunteer from Locks of Love to come into the classroom to discuss this program. If a Locks of Love volunteer is not available, invite another volunteer who works with children to come in to present to the class. Have students consider and write about the importance of service within a community and ways that they can help other children in their local community.

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 and on a worksheet;
- accurately compare and contrast information in text, during discussion, and on a worksheet;
- correctly identify adjectives in the text, during discussion, and on a worksheet;
- accurately identify and use synonyms during discussion and on a worksheet.

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**