

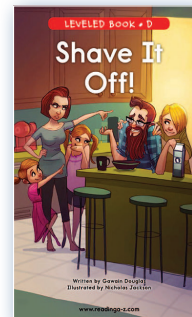
Focus Question:

Why does the family want Daddy to shave off his beard?

Book Summary

Text Type: Fiction/Realistic

Daddy has grown a beard, but no one else in the family likes it, so they want him to shave it off! Young readers will relate to the humorous family antics in *Shave It Off!* while being supported by the detailed illustrations and repetitive text. The book can also be used to teach students to compare and contrast and to use exclamatory sentences.



Lesson Essentials

Instructional Focus

- ☐ Connect to prior knowledge to understand text
- ☐ Compare and contrast details in a text
- ☐ Describe information provided by illustrations
- ☐ Blend onset and rime
- ☐ Identify VCe vowel pattern
- ☐ Recognize and use exclamatory sentences
- ☐ Identify and use the high-frequency word *said*

Materials

- ☐ Book: *Shave It Off!* (copy for each student)
- ☐ Compare and contrast, VCe pattern, exclamatory sentences 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.

- **High-frequency words:** *he, like, said*
- **Words to Know**
Story critical: *ago* (adv.), *beard* (n.), *hairy* (adj.), *shave* (v.), *smooth* (adj.), *wild* (adj.)
- **Academic vocabulary:** *compare* (v.)*, *contrast* (v.)*

Guiding the Reading

Before Reading

Build Background

- Place on the board a photograph of a man with a beard. Ask students questions about the photograph, such as: *What do you think of a hairy face? Have you ever touched one? How does it feel?* Ask students if they know anyone with a beard and have them share their personal experiences.
- Give students a blank template of a man's face. Ask them to use their imagination and give the man a beard. Have students share their pictures with the class, and hang these pictures up around the room.

Introduce the Book

- Give students their copy of *Shave It Off!* 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.

Introduce the Comprehension Skill:

Compare and contrast

- Explain to students that readers learn more about information in a book by comparing and contrasting details such as characters, settings, and subjects. To *compare*, readers look at how things are alike, and to *contrast*, readers look at how they are different.

Guiding the Reading (cont.)

- Have students work with a partner. Invite students to compare and contrast themselves with their partner. Students can compare and contrast on the basis of looks, personality, family, and so on. If time allows, have partners share their observations with the class.

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 to find out more about the family pictured on the cover. 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.

- *How does Daddy change in the beginning of the story?* (level 1) page 3
- *Why did Daddy grow a beard?* (level 3) page 4
- *What does the family compare Daddy to after each time he shaves?* (level 2) multiple pages
- *Why did Daddy finally shave all of his beard off?* (level 3) multiple pages
- *Why didn't any of the other characters in the story have a beard?* (level 3) multiple pages

Text Features: Illustrations

Explain that illustrations are helpful when reading because they help the reader know exactly what something looks like. Explain that they can also “tell” more of the story, or give more details to the words on the page. Have students look at the illustrations. Ask students: How do the pictures help you understand more fully how the family is comparing Daddy to different things? How do the pictures help you see the family's reaction each time Daddy shaves? Have students review the pictures in the book and tell how the pictures helped them better understand the words on the page.

Skill Review

- Model for students how you connect with prior knowledge as you read. Share personal experiences with knowing someone who has a beard or shaved his beard. Ask volunteers to share their personal connections with the class.
- Remind students that when readers compare, they look at how things are alike and when they contrast, readers look at how they are different.
- Model how to compare and contrast.
Think-aloud: As I read, I see that Daddy is changing his beard. At the beginning of the story, his beard is full, long, and hairy. Each time he shaves his beard, he begins to look different. However, I can see that he is wearing the same shirt and glasses throughout the story, which is how he is the same. Comparing and contrasting details from a text helps me better understand the story.
- Have students work with a partner to discuss how Daddy is different from the beginning to the end of the story. Then, have students share ideas about how Daddy is the same throughout the entire story.
- Model and discuss how to complete the **compare-and-contrast** worksheet. Have students use words and pictures to tell how Daddy is the same and different from the beginning to the end of 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: Compare and contrast

Review the compare-and-contrast worksheet that students completed. Ask them to share their answers with a partner. Invite volunteers to share their answers with the class.

Comprehension Extension

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

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Samples: *They don't like the way the beard feels, they like Daddy's smooth face, and so on*).

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonological Awareness: Blend onset and rime

- Tell students that you are going to say a word broken in two pieces—its beginning (*onset*) and end (*rime*). The *onset* is the initial sound before the vowel. Say the /d/ and /ad/ sounds. Then say the whole word *dad*.
- Say several more words, broken into onset and rime, and ask students to tell you the whole word: /sh//ave/; /g//oat/; /w//ild/; and so on. Make sure each student has an opportunity to blend a segmented word.
- **Check for understanding:** Have students work in groups to find words in the story and segment the onset and rime. Have them underline the onset and circle the rime in each word.

Phonics: VCe pattern

- Write the word *shave* on the board and read it aloud with students. Then write the words *take* and *made* on the board and say them aloud with students.
- Ask students to look carefully at the words and search for a common pattern. Guide them in identifying that all the words end with the letter e. Invite volunteers to come to the board and circle the letter e. Ask students if the letter e is making any sound in these words (*no*). Explain to students that in words like these, we often call this the *silent e*.
- Underline the medial vowel *a* in each word. Explain to students that the short vowel sound for *a* in these words is changed to the long vowel sound because of the presence of the silent e. Point to the word *made* on the board. Cover the letter e and have students read the word (*mad*). Uncover the letter e and have students read the word (*made*).
- **Check for understanding:** Write the following words on the board, leaving blanks for the vowels: *home*, *cake*, *bike*, and *cute*. Say each word and have students repeat it. Invite volunteers to the board to add the vowels that complete each word.
- **Independent practice:** Introduce, explain, and have students complete the [VCe pattern worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics:

Exclamatory sentences

- Write the following sentence on the board and read it aloud with students: *Shave it off!* Explain to students that every sentence has a signal at the end to show readers where to stop reading. Ask students to point to the signal at the end of the sentence. Circle the exclamation mark.

- Have students share with a partner what punctuation mark typically ends a sentence that they see most often when reading (*period*). Explain or review that the punctuation mark on the board is called an *exclamation mark*. Have students trace an exclamation mark on their desk or in the air.
- Explain to students that sentences ending in exclamation marks are called *exclamatory sentences*. These sentences express strong feelings such as surprise, excitement, or warning.
- Demonstrate how to read an exclamatory sentence with feeling. First, read the sentence in a normal tone of voice, and then read it with emotional emphasis. Explain to students that the exclamation mark signals the reader to read the sentence with feeling.
- **Check for understanding:** Have students find and highlight or underline all the exclamatory sentences in the book. Ask students to work with a partner to practice reading a highlighted sentence with appropriate expression.
- **Independent practice:** Introduce, explain, and have students complete the [exclamatory sentences worksheet](#). If time allows, discuss their answers.

Word Work: High frequency word said

- Write the word *said* on the board and read it aloud with students. Explain to students that they will often see this word in books they read and they should memorize it so they can recognize it right away. Point out that the word cannot be decoded or sounded out, so a reader just needs to know the word on sight.
- Spell the word *said* aloud while students write each letter in the air.
- Write the following sentence on the board: *We all said, "Shave it off!"* Read it aloud with students and discuss with them the meaning of the word *said*. Explain to students that *said* will appear whenever characters in the story are talking.
- Have students practice spelling *said* in shaving cream spread on their desk or in sand trays.
- **Check for understanding:** Have students work in pairs to create oral sentences using the word *said*. Call on students to share a sentence with the rest of the class, and ask other students to give a thumbs-up signal if they used the word *said* correctly.

Connections

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