

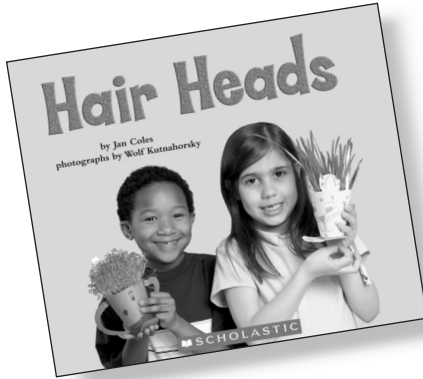
Hair Heads

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Text Type: Non-fiction: Procedure — Instructions

Summary: Two children plant and grow seeds, then use the crop to create hair heads.



Audio Available Online
www.lpey.ca

Text Features

- ▶ contents page
- ▶ headings

Visual Literacy

- ▶ inset photographs
- ▶ inset instructions
- ▶ labels

Print Concepts

- ▶ numbered steps
- ▶ bulleted list
- ▶ colon
- ▶ exclamation mark
- ▶ question mark

First Reading

Reading Strategies

Comprehension

- ▶ sequencing
- ▶ predicting

Working with Words

- ▶ attending to print (words, spaces between words, tracking print across lines and down pages)
- ▶ language predictability: associating meanings to words (vocabulary)

Assessment Opportunities

Note each student's ability to:

- ▶ attend to print
- ▶ make predictions about making a hair head
- ▶ sequence the steps involved in making a hair head
- ▶ join in with familiar print



BEFORE READING

Predicting

Activating and Building Prior Knowledge

Show the cover, read the title and the names of the author and photographer. Ask, *What do you think a “hair head” might be? Does the picture on the cover give you any clues? What might this book be about?* If possible, have samples of cress seed and catgrass seed available for students to view during this lesson.

Show the back cover, read the blurb, and ask, *What is in this picture? Do you think these might be hair heads? What do you think the hair is made of? If the hair in the cups is not made of real hair, what might it be? How might it grow? How do you think the faces were made? What do you think you will find out about in this book? Do you think it will be a story or will it tell you how to do something? What steps do you think might be involved in making one of these hair heads?*

Sequencing

Setting a Purpose

Say, *Let’s read this book together and see if we can find out the steps to follow to make a hair head.*



DURING READING

Text features

Begin with page 2 and discuss with students what is different about the page from those they might have seen in other books. Say, *This seems to be a special page, doesn’t it? What do you think it’s for? Do you think it might help us to read the book? Let’s see if we can figure out how.* Read the first line and have students follow the dotted leaders along to the page number. Ask, *What do you think that means?* Have them look at page 3 and see if they can find the same words on that page. Do the same with the other entries in the Contents page. Say, *So this page shows us how to find the main sections of the book.* Explain that it is the Contents page, and that it helps readers go right to a certain page to read about only one part of making hair heads. Point out that the photograph beside the page number helps readers to understand what they will find in each part of the book.

Print concepts/ visual literacy

Turn to pages 4–5. Read the heading “Planting” and the introduction to the bulleted list. Point out the colon and tell students that this means there will be a list. Show that the bullets make it easy for readers to read what they need to make hair heads. Point out the close-up pictures of the seeds.

Sequencing

On page 6, point out the number “1” at the top of the page. Ask, *What do you think this number is for? It isn’t the page number, is it? Where do we find the page number? Can we see a “2” and a “3” anywhere?* If students themselves don’t suggest it, you can suggest that when we want to make something, we do it in a certain order. There is a first step, a second step, and so on. You might suggest that students pay attention to these numbers as you read the book.

Tracking print

Read each page with students. Model how to look at the pictures first, and then go to the text. Sweep your finger smoothly along below the words, tracking as you read. Be sure to verify each step, using the pictures. The materials shown and girl’s actions clearly support the reader.

Language predictability

Continue reading each page, pausing as students encounter words that are difficult or whose meanings are unclear. There are a number of unfamiliar and challenging words in this text. Ask questions to explore their meanings.



AFTER READING

Predicting

Ask, *Did we find out what a hair head is? Were we right when we talked about what we thought it might be before reading the book?*

Sequencing

Ask, *Was this a story or was it a series of steps to show you how to do something? It was really three sets of steps, wasn't it? What did the first set of steps show you how to do?* If students have difficulty, direct them to the Contents page and ask what part of the book the Contents page directs them to right after they meet the Hair Heads. Ask, *What did the second set of steps show you to do? How about the third set of steps?* Ask for volunteers to tell you the steps for the first part of making a hair head, the planting part. Then ask for volunteers to recall the steps in the growing part, and finally ask for volunteers to recall the steps in the decorating part. (You may wish to write the steps, as given by students, on sentence strips and place them in a pocket chart. If so, demonstrate how to put the words into simple sentences, saying the words as they are written.) Be sure to refer to the pictures frequently in recalling the steps for making a hair head. Since the text is detailed and complex, the pictures will help to clarify the text.

Teaching Tip: If you wish to have students make their own hair heads, you could have them plant the seeds at end of the first reading, following the steps outlined in the “Planting” section of *Hair Heads*.

Second Reading

Reading Strategies

Comprehension

- ▶ inferring
- ▶ making connections: text to world

Working with Words

- ▶ tracking print
- ▶ language predictability: associating meanings to words (vocabulary)
- ▶ recognizing compound words

Assessment Opportunities

Note each student's ability to:

- ▶ track print
- ▶ make inferences
- ▶ make text-to-world connections



BEFORE READING

Making connections: text to world

Activating and Building Prior Knowledge

Show the book cover, and ask students to recall the title and what the book was about. Encourage them to recall the three parts (planting, growing, decorating) in making hair heads. Confirm or correct students' responses by reading the title and looking through the first few pages as a reminder.

Ask students if they have ever helped grow or look after plants. Ask what they did and how successful they were. *Were the plants indoor or outdoor plants? If you were telling someone how to grow a plant, what would you say is the most important thing to do? What should a plant grower avoid doing?*

Teaching Tip: If you had students plant the seeds for their own hair heads following the first reading, they may be able to draw on this experience to make connections to the growing process throughout the second reading.

Inferring

Setting a Purpose

Say, *Today we are going to read this book to find out what the hair heads need in order to grow and why.*



DURING READING

**Tracking print/
building confidence**

Invite students to join in with you as you read. Track the print smoothly with your finger, and read so that the tone sounds like instructions, pausing appropriately and deliberately making it clear for the listener.

**Language predictability/
print concepts**

Stop to clarify any challenging words or format issues that students find puzzling. Model a strategy such as reading ahead to think what would make sense.

Visual literacy

Direct students' attention to the inset photographs on pages 6 and 7. Ask, *What do these pictures show you? Do they have anything to do with the big picture on the page?* Lead students to see that the smaller pictures are close-ups of what the girl is doing and show in detail about how many holes should be made in the bottom of the cup and about how full of soil the cup should be.



AFTER READING

**Inferring/making
connections: text to world**

Ask, *Why did the instructions tell the girl to make holes in the bottom of the cup? What do you think might have happened if she hadn't done that? Have you ever kept a plant in a pot with no holes in the bottom? What happened to it?* Then ask, *After the girl sprinkled the seeds, she covered them with soil. Why do you think she did that? What might have happened to the seeds if they had been left on top of the soil? What does this tell you about what seeds need in order to grow?* (Seeds need to be under soil in order to start growing. They might die if they aren't protected by soil, and if they are outdoors, they could be eaten by birds and other small animals.) Now ask, *What are the two important things that the grass needs during the time that it's growing? How do you know?* During the discussion, draw on any common experience the class has had in growing plants. Ask, *What would happen to the plants if they did not receive sunlight and water?* (Encourage students to use any personal background knowledge, or any related common classroom experience they may have with growing plants.)

Word solving and building

Direct students' attention to the word *toothpick* (pages 4 and 6) and *sunlight* (page 11). Tell students that these are compound words—one word made up of two words. Ask, *Which two words make up toothpick? sunlight?*

Third Reading

Reading Strategies

Comprehension

- ▶ evaluating
- ▶ synthesizing

Working with Words

- ▶ analyzing word patterns
- ▶ identify words that start with “s”

Assessment Opportunities

Note each student's ability to:

- ▶ track print using a pointer
- ▶ evaluate the completeness of the instructions
- ▶ synthesize: summarize the book's main ideas
- ▶ analyze word patterns
- ▶ find words that start with “s”



BEFORE READING

Evaluating

Activating and Building Prior Knowledge

Ask students if they have ever followed instructions to make something. Ask, *What makes instructions good? What makes instructions difficult to follow?* Note students' responses on the board. If they need any hints, you might ask questions such as, *Do pictures of the steps help? What else helps? Does it help to have a number beside each step? Does it help to have a bulleted list like the one on page 4 and the one on page 14? Does a Contents page help?*

Evaluating

Setting a Purpose

Say, *Today we are going to read the book again to decide how clear we think the instructions are.*



DURING READING

Tracking print/ building confidence

Read the book with students. Track with your finger smoothly as you read. Remind students that you are trying to make it easy for someone to understand the instructions by the way you are reading. On page 15, take special care when reading the commas in series, and point out to students why you paused the way you did and the purpose of commas in series.

Evaluating

Pause from time to time as you read, and check the list of points you have made on the board. Ask, *Did the author number the steps in these instructions? Yes, she did. We found that helpful, didn't we?*

ESL Note: Review the procedure for making a hair head with students by turning the instructions into a chart. Students repeat after the specific instructions in their specific order. Add actions to the chart to reinforce comprehension.



AFTER READING

Evaluating

Ask students if they think they could make a hair head after reading this book. Discuss and review the steps from the book. Review the steps made on sentence strips during lesson one and invite students to reread them chorally with you to check for accuracy. Ask, *Did the author do all of the things we thought an author should do when giving instructions? Did she do some other things that were helpful that we didn't mention? Were any part of her instructions not very helpful?*

Synthesizing

Ask, *What are the main things you would tell someone who wanted to make a hair head? Maybe you just want to get them interested, but you don't want to give all of the details in case they don't want to make one right away. What would you tell them?* (Students should provide basic information about the process: you need to get soil and a container, put the soil in the container, plant the seeds, take care of them, and then decorate the container when the grass has grown.)

Letter knowledge

Do an "s" hunt with students. This will cover some of the more challenging vocabulary in the book and will help students to become familiar with the words. Have students look at each spread and identify the words beginning with "s" (e.g., *soil, seeds, sunny, sunlight, shines, sprouts, scraps, scissors*).

Teaching Tip:

If students have been following the steps to make their own hair heads, they could finish the activity by decorating their hair heads, using the materials and following the steps in the "Decorating" section of *Hair Heads*.



FURTHER READINGS

Many texts benefit from being reread with students. The three readings suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar, and students will become more comfortable in taking turns and using a pointer to track print.

For each rereading, we suggest that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of students in your class.

Print Concepts, Book Handling, and Text Features

Text features

Review the title, author, and photographer, and back cover text.

Tracking print

Continue to track print, but offer individual students roles in print tracking during readings. Offer as much support as necessary (e.g., by guiding the pointer with a student who needs assistance.)

Add concepts that offer learning opportunities for the range of students in the classroom, e.g., *Where do we start reading? Where do I go now?*

Print concepts

Have students find the period(s) on a particular page and discuss their purpose.

Focusing on Comprehension

Sequencing

If students haven't already made their own hair heads, you could have them read the book a step at a time, collecting the materials listed, following each step, and referring to the tips indicated for success. (Note: this activity would take several days/weeks, as students plant seeds, observe them as they grow, decorate the cups, and write the description of their final product.) You may wish to photograph students with their hair heads, as in the book. The photographs may be displayed along with step-by-step instructions the children followed to make their own hair heads.

Evaluating

Ask, *Would you recommend this book to a friend who wanted to know how to make a hair head? Why or why not? What good or bad points do you think it has?*

Synthesizing

Ask, *What do you think would be the most important thing to tell someone who wanted to make a hair head? Which part of the instructions in the book did you think were most important? Could you explain why it's important to punch holes in the bottom of the container and why it's important to give the seeds sunshine and water?*

Working with Words

Phonological and phonemic awareness

Orally stretch words (e.g., *sprinkle*: spr–in–kle on page 7). Blend to reform the words.

Letter knowledge

- ▶ Frame “H” and “h” in *Hair Heads* and *hair heads* throughout the book and in *holes* on page 6 with coloured acetate to assist students with letter recognition.
- ▶ Locate words that start with “w,” e.g., *We* (page 3), *water* (pages 4, 8, 10), *when* (page 7), *with* (page 15), *will* (page 12), *what* (page 16).

High-frequency words

Frame a selection of high-frequency words to introduce or review. (See list of high-frequency words recommended for kindergarten in the Working with Words Guide.)



RESOURCE LINKS

Writing

Have students write and draw a series of instructions for a simple procedure such as preparing a bowl of cereal, getting ready for school, or a procedure of their own choice. See the Procedure text-type study in the Writing Guide.

Independent Reading

Make the six small versions of *Hair Heads* and the online audio available for students. Invite students to use these materials to read the book independently.

Teaching Tip: The online audio for this book includes a cloze reading of the text. In this reading, selected words have been omitted. Students listening to the cloze reading have the opportunity to chime in with the missing words.



Home Links

Have students discuss a gardening experience (either indoor or outdoor) with a family member. Have them ask the family member how to grow something he or she has grown and draw/write the instructions for doing so to share with the class. Alternatively, students could look at a gardening book from home or from the library with a family member and compare the instructions with the steps in *Hair Heads*.

Gather a selection of books that provide instructions on how to carry out a simple procedure for individual or partner reading. If possible, allow students to carry out some of the procedures and evaluate the quality of the instructions.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the Working with Words Guide for more direct instruction for those students who need it.

See also the specific Building Words lesson (“Heads”) in the Working with Words Guide.

Read Aloud

Read to the class another example of a simple procedure.