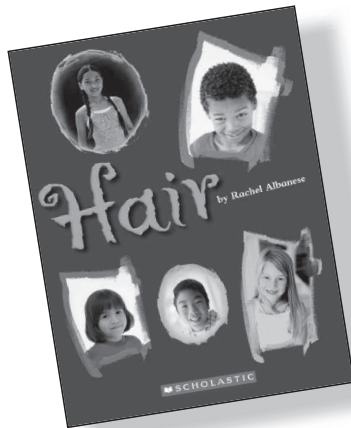


Hair

Written by Rachel Albanese

Text Type: Non-fiction: Description — Account
Guided Reading Level: C

Summary: Photographs of various children support the text, which describes the colour, and texture or length, of their hair.



Word Count: 48

High-frequency Words: *black, have, I, is, it, long, no, red, very*

Text Supports

- ▶ repeated language pattern
- ▶ photographs that show the colour, and texture or length, of children's hair

Possible Text Challenges

- ▶ question marks
- ▶ exclamation mark
- ▶ the words *straight* and *curly*

Reading Strategies

Comprehension

- ▶ making connections: text to self
- ▶ making connections: comparing

Working with Words

- ▶ using initial letter clusters to support recognition of colour words (*brown, black, and blond*)
- ▶ using picture information to aid word solving

Assessment Opportunities

Note each student's ability to:

- ▶ track print and demonstrate understanding of print concepts
- ▶ use photograph cues and initial letters/letter clusters to read unfamiliar words
- ▶ use the language pattern to facilitate reading fluency
- ▶ make connections: text to self and comparing



BEFORE READING

Analyzing

Activating and Building Prior Knowledge

Hold up your copy of the book and read the title and the author's name to the group. Point to two or three of the children shown in the photographs on the front cover. *What colour hair does this child have? What does it look like?* Jot students' responses on a two-column chart with the headings "Hair Colour" and "Hairstyle." Verbalize what you're recording as you print, e.g., *Black, curly. Brown, long.* You may wish to use coloured markers for the hair colours and make sketches beside the hairstyle to illustrate them. Have students answer the same questions about the photo on the back cover.

ESL Note: Help ESL students to understand the concept of comparatives, for example, long and very long, or short and very short, by comparing pieces of string of different lengths.

**Making connections:
text to self**

Track the print as you read the back-cover text, and then ask students to answer the questions in the text. Add their responses to the chart and say, *When you're reading this book, you're going to find out about different hair colours and hairstyles.*

Print concepts

Overcoming Text Challenges

As you read the questions on the back cover, point out the question marks. Ask students what this punctuation is called, what its purpose is, and how you read it. Read the questions again, exaggerating the rise in your voice at the question marks.

Language predictability

Introduce the language pattern that is used in the book. *When I am telling you about my hair, I might say, "I have brown hair. It is short."* (Insert your own hair colour and style). Then ask students, *What would you say?* Guide students to answer using the language pattern. *What would this child say?* Point to a photo on the cover. Repeat this question for a few of the photos on the front and back covers.

Word solving and building

Remind students to check picture cues if they need word-solving support when reading unfamiliar words: *If you come across words that are difficult to read, it might help you to look at the pictures for clues.*

**Making connections:
text to self**

Setting a Purpose

Tell students, *Now you are going to read the book. As you read, see if anyone in the book has hair like yours.*



DURING READING

As students read independently, listen to each student read a couple of pages and record observations on their print tracking and word-solving behaviours and on their sight recognition abilities. If necessary, prompt students to aid in their comprehension (e.g., *What hair colour does that girl have?*) and to remind them of their purpose in reading (e.g., *Is that boy's hair the same colour as yours?*)

Tell students that if they finish reading the book before the others are done, they can reread it on their own or with a partner. Then they can talk about what hair colours and styles were in the book and about the surprise ending.



AFTER READING

**Making connections:
text to self**

After all students have finished reading, ask, *Did anybody in the book have the same hair colour and style as yours? What about just the same colour? What about just the same style? What other hair colours and styles did you see in the book?* Add to the chart you created earlier, as necessary.

**Making connections:
comparing**

Have students compare the different colours and styles of hair in the book, e.g., for pages 2 and 6: *Does this person's brown hair look the same as this person's brown hair? What's different?*

**Making connections:
text to world**

Use the surprise ending to facilitate a discussion that goes beyond what appears in the book. *What's the surprise on the last page?* Once students share their observations, say, *Yes, there's a baby with no hair. Do you know other people with no hair? Do they look like this baby?*

**Self-monitoring/word
solving and building**

Note any effective reading strategies you observed, e.g., *When Ilana was reading page 5, she read, "I have brown hair." Then she said, "No, it's black hair in the photo and the word says bl-ack...black." Ilana used the photo for clues and looked at the letters in the word. This is a good way to help you read a difficult word.*

Tracking print

Reinforce print-tracking strategies and print concepts: starting on the first page, reading from left to right, sweeping down and left to the second line of print, reading left pages before right pages. Model each reading strategy as you discuss them.



Home Links

Have students take home a reproducible version of this text. See www.lpey.ca.

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

**Making connections:
comparing**

Hair Graphs

Ask students to complete two block graphs: one of the hair colours of the students in the group and one of the hairstyles of the students in the group. Give each student a copy of the BLM. Make sure students understand that they are to write the students' names on each graph above the word that describes their hair. Once they've finished, have them discuss the graphs with a partner. Prompt them with questions, e.g., *How many students have brown hair? Which hair colour did the most students have? How many students have short hair? Which hairstyle did the fewest students have?*

**Making connections:
text to self**

Booklets about Hair

Students write individual booklets, with illustrations, about the colour and appearance of either (a) group members' hair or (b) family members' hair, using the language pattern established in *Hair*. Make the completed booklets available for independent reading.

Word solving and building

Word Building

Using the words *red* and/or *black*, have students generate words from the same word families. For example,

red—bed, fed, led, wed, shed

black—pack, back, rack, sack, stack

This could be a paper-and-pencil task, or students could use plastic, card, or magnetic letters. Afterward, have students read the words aloud.

Hair Graphs

Name: _____

6				
5				
4				
3				
2				
1				
	black	brown	red	blond

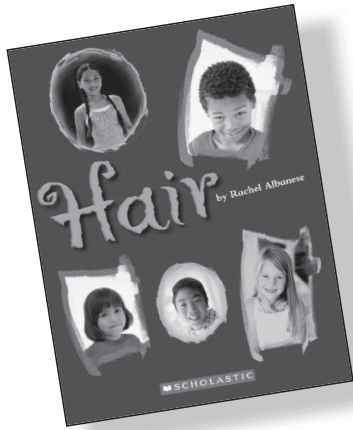
6				
5				
4				
3				
2				
1				
	long	short	straight	curly

Hair

Written by Rachel Albanese

Text Type: Non-fiction: Description — Account

Summary: Photographs of various children support the text, which describes the colour, and texture or length, of their hair.



For more information on Small-Group Shared Reading, see the Reading Guide for grade one.

Text Features

- ▶ back-cover text

Print Concepts

- ▶ repetitive language pattern
- ▶ question marks
- ▶ exclamation mark
- ▶ one line of text on one page, two lines of text on the rest

First Reading

Reading Strategies

Comprehension

- ▶ making connections: comparing
- ▶ making connections: text to self

Working with Words

- ▶ using initial letter clusters to support recognition of colour words (*brown, black, and blond*)
- ▶ using picture information to aid word solving

Assessment Opportunities

Note each student's ability to:

- ▶ track print and demonstrate understanding of print concepts
- ▶ recognize high-frequency words (*I, have, it, is, no, very, long, red, and black*)
- ▶ use the language pattern to facilitate reading fluency
- ▶ make connections: text to self and comparing



BEFORE READING

Making connections:
text to world

Activating and Building Prior Knowledge

Hold up your copy of the book and read the title and author's name to the group. Point to a photo on the cover and ask, *What colour of hair does this child have? What does it look like?* Do this for each of the children shown in the photographs on the front and back covers.

Making connections:
text to self

Track the print as you read the back-cover text, and then invite students to answer the questions. Record students' hair colour and style on a chart (see example below). You may wish to use coloured markers beside the hair colours and draw sketches beside the hairstyles to illustrate them.

Name	Colour	Style
John	black	short and straight
Linda	blond	long and curly

ESL Note: Help ESL students to understand the concept of comparatives, for example, long and very long, or short and very short, by comparing pieces of string of different lengths.

**Making connections:
comparing**

Setting a Purpose

Tell the group that you're going to read the book together and say, *Let's find out what colour hair the children have, and what their hair looks like. Pay attention to how their hair is the same and how it is different.*



DURING READING

Tracking print

Model print concepts as you get ready to read, e.g. *Let's start on the first page. Find the first word on the page.* As you read, note how you track print, from left to right, sweeping down and left to the second line of print, and reading left pages before right pages.

Building confidence

When you have read to the end of page 3, ask, *What words does the author use to tell us about the children's hair colour and what it looks like?* Elicit from students that there is a language pattern: "I have _____ hair. It is _____." *That's going to help us as we read the rest of the book. Join in reading, whenever you're ready.*

Teaching Tip: Being aware of the language pattern increases students' confidence as they join in reading the book.

**Making connections:
comparing**

During the reading, pause occasionally to compare the hair colours and hairstyles of the featured children, e.g., *Which boy's hair is shorter?* (Point to pages 4 and 5.)

Predicting

Stop at the end of page 7 and say, *There's a surprise on the next page. What colour hair do you think we'll read about and see when we turn the page?* Record students' predictions on the board. Turn to page 8 and ask, *What colour is this baby's hair?* Once students have pointed out that the baby doesn't have hair, say, *Let's read the page together to find out what the author says.*



AFTER READING

Analyzing

We have read about what colour hair the children have and what their hair looks like. Tell me what you found out. Allow a few moments for students to make some observations about what they read and saw.

**Making connections:
comparing**

Provide prompts to encourage students to make comparisons about the children's hair, e.g., *Look at the child on page 5 and the child on page 7. What's the same and what's different about their hair?*

**Making connections:
text to self**

Extend the discussion so that children are comparing their own hair with that of the children in the book. Refer students to the chart you created earlier about students' hair and prompt them with questions. For example, point to page 3 and say, *What is the same and different about this girl's hair and Lindsay's hair?* Tell student to compare their own hair with that of one child in the book. Have them turn to a partner and share their comparison.

Second and Further Readings

For rereadings of the text, give each student a copy of the book and continue to choral read the text. Support the development of print concepts and tracking behaviours by modelling using your own copy of the book and by assisting individual students when necessary.

For each rereading, we recommend 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 your students.

Print Concepts, Book Handling, and Text Features

Tracking print

Give students numerous opportunities to track print and to develop their print and book-handling concepts. Note their ability to do one or more of the following:

- ▶ read from left to right across a page, with a downward sweep to the left for the second line of print
- ▶ match one-to-one for some words
- ▶ use initial letters/letter clusters to read unfamiliar words
- ▶ recognize some high-frequency words (*I, have, it, is, no, long, very, red, and black*)

Text features

Review the title and author's name on the front cover, and ask students to point out the same information on the title page. Have them chorally read as you track the print.

Print concepts

Review the function of the question marks on the back cover, and the exclamation mark on page 8. Demonstrate how each type of punctuation affects how you read the sentence, and then have students take turns following your example.

Focusing on Comprehension

**Making connections:
text to self**

Refer students to the chart you created earlier about students' hair. *I want you to read what we've got on our chart about our group. Find out who in the group has the same hair colour as you and who in the group has the same hairstyle as you.* Invite students to share what they found out.

**Making connections:
comparing**

Tell students you are going to make Venn diagrams comparing the hair of the children on pages 2 and 6 and on pages 5 and 7. Encourage students' input in helping you to create the diagrams. You may also want to make Venn diagrams to compare the hair of students in the group.

Letter knowledge

Word solving and building/high-frequency words



Home Links

Have students take home a reproducible version of this text to read chorally with family members.

See www.lpey.ca.

Making connections: text to self

Making connections: comparing

Word solving and building

Working with Words

Ask students to find and name all of the words beginning with the letter “b” (*brown, black, and blond*). Invite them to think of other words that start with “b.” Challenge them to find other colour words that begin with “b” (*blue and beige*).

Point out high-frequency words in the book (*have, it, is, no, long, very, red, and black*). Create a word-finding activity using these words (see example below) and give each student a copy. If students need assistance, create a larger version on chart paper and complete it with students. They can circle the words on their own copies as you go along.

it have
no is
red long
black very

b	h	a	v	e
l	i	r	e	d
a	s	i	r	i
c	k	n	y	t
k	l	o	n	g

Rereadings

Provide opportunities for each student to reread the book with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet your students’ needs.

Booklets about Hair

Students write individual booklets, with illustrations, about the colour and appearance of either (a) group members’ hair, or (b) family members’ hair, using the language pattern established in *Hair*. Allow students to refer to the text as necessary to help them with the writing. Make the completed booklets available for independent reading.

Hair Venn Diagram

Have students make a Venn diagram comparing their own hair to a family member’s. When they’ve completed their work, invite students to talk about the diagrams to the group, e.g., *My brother and I both have black hair. My hair is curly but his hair is straight.*

Word Building

With the help of students, generate words from the same word families as *red* and/or *black*. For example,

red: bed, fed, led, wed, shed

black: pack, back, rack, sack, stack

This could be a paper and pencil activity, or you could use plastic, card, or magnetic letters. Have students then read the words aloud with you. Afterward, they can recreate the words independently.