

Hair!

Erin Howard

Focus phonics

air as in hair, pair, chair, haircut, hairdresser

i as in Jill, bit, with, fix, trim, snips, rich, grins, will, sit, his, wish, thick, quick, zigzag, dinner, chicken, clippers

Tricky words

all, are, as, be, by, come, do, go, has, have, he, her, here, his, I, into, is, like, love, me, my, of, oh, old, one, our, out, pulling, puts, said, says, she, so, some, the, there, they, to, today, was, we, were, what, when, you, your

Book summary

A story about a girl getting a haircut and being inspired by both a book she reads about hairstyles in the past and dogs she sees that have just been to the pet groomers.

Learning intention

Phonics: Focus on words with the /air/ and /i/ phonemes from the inside front cover. Emphasise any with adjacent consonants.

Comprehension:

- Explain the meaning of words in context
- Make predictions
- Make connections

Fluency:

- Pay attention to punctuation when reading, pausing and changing tone as appropriate

Before reading

Story discussion: Look at and discuss the cover and read the title together. Ask: Why would hair be a good topic to write a book about? What's important about hair? What do you notice about the girl's hair on the front cover? Now look at the back cover. Ask: What can you say about the illustrations? What do you notice about the dogs and their owners? (the dogs look similar to their owners) Read and discuss the blurb. Ask: What do you think will happen in the story? Why do you say that? (Record predictions to review after reading the text.) Who is the author? Have you read books by Erin before? What titles were they?

Quick phonics warm-up: Together, read the words on the inside front cover with the focus phonemes of /air/ and /i/. Emphasise those with adjacent consonants like *trim* and *grins*. Flip through the book to find and read a word with /i/ and adjacent consonants, e.g. *snips*. Think of words that rhyme with *quick* and *thick*, and list them. Read them together.

Vocabulary check:

groomers p 4 people who clean and care for an animal

braid p 20 a hairstyle like a plait where three lengths of hair are interwoven

Morphology: *hairstylist* – a person who dresses or cuts hair (a compound word of hair and dresser)

Etymology: *powdered* - from the root word *powder*, very fine matter like dust: Middle English *poudre*, from Anglo-French *pudre*, *podre*, from Latin *pulver-*, *pulvis* dust

Tricky word practice: Display the tricky words *puts* and *were*. Ask students to identify the tricky parts. (u in *puts* which says /oo / as in *book* and ere in *were* which says /ur/ as in *fur*) Practise writing and reading *puts* and *were*.

During reading

Read the story: If this book does not fit into a single reading session, break at the end of p 13. Students can finish the book in a second session as a group or for homework. Reading could follow one or more of the following approaches:

- Start by reading the text to students, then invite them to take over the reading. Ask: Who is going for a haircut? (Jill) What does 'Hair Here' on p 2 mean? (it is the name of the hairdresser Jill is going to) Who waits with Jill? (her friend, Annika) Where is Annika's dad going? (to pick up their dog from the groomer)
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.

Phonics support: Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy especially with words containing the focus phonemes /air/ and /i/.

Locate and read words that are homophones like *to*, *too*. Discuss homophones students know, e.g. *bored*, *board*; *break*, *brake*; *ate*, *eight*. Make a list to read and write.

Comprehension support: Pause occasionally to talk about the text and encourage students to look for connections. Have they had any similar experiences? Ask: What style does the dog on p 5 have after being at the groomer? Why do you think the groomer cut the dog's hair short on p 7? Turn to p 8, how might a man's hair have looked in 1700?

After reading

Apply learning: Discuss the text. Ask: What did you learn about hairstyles in the past? What else did you learn? What would the author need to know to write this story?

Comprehension: Revisit and discuss the predictions made earlier. Ask: Were your predictions correct? Were there any surprises in the story? Retell parts of the text in sequence. Ask: What happened first? What happened after that? What was the first dog seen by the girls? What happened next?

Fluency: Choose a passage from the book and model how to read it fluently, paying attention to punctuation when reading, pausing and changing tone as appropriate for the different characters. Students read the same passage, copying your reading. (echo-reading) Students then choose another brief passage and read it fluently with expression to their partner and then swap over. Choral-read part of the text together to build fluency and self-confidence.

Students practise speed-reading the list of focus words from the inside front cover to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

Spelling and writing through dictation: Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(page 14)

Now it is Jill's turn for a haircut. She hops up into the chair. Stella puts a cloth on her.

"This will stop your neck and back getting wet. Now, how much shall I cut off?" she says, pulling out a curl.

Jill says, "Well, it is long and thick, and will be too hot in summer!" She thinks for a bit.

"Can you cut this much off?"

Stella nods, wets her hair, then snips and cuts. Soon there is a lot of cut hair to sweep up.

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

Write the /air/ trigraph and words that contain it.

Play a dice game.

Worksheet 2: Comprehension

Answer questions about the text.

Write a paragraph agreeing or disagreeing with the statement that dogs look like their owners.

Worksheet 3: History

Locate information for descriptions.

Match hairstyles to descriptions.

Worksheet 4: Maths

Conduct a survey on hair.

Create a bar graph.

Summarise findings.

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Worksheet 1: Phonics

Name: _____ Date: _____

1. /air/ is a trigraph, that is, 3 letters that make one sound. Write the trigraph /air/ across the page, say the sound /air/ as you write it.

2. These words contain /air/:

air, hair, pair, chair

Read it (read the word), write it (write the word), draw it (draw a picture of the word).

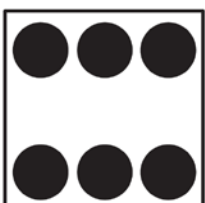
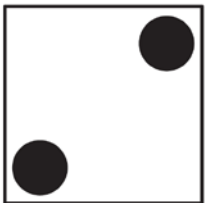
Read	Write	Draw
air		
hair		
pair		
chair		

Hair!

Worksheet 1: Phonics - continued

Name: _____ Date: _____

3. Play this game with a partner. Roll a die. Look at the row with that number. Read one of the words in the row. If you read the word correctly, put a counter on the word. First player to get 4 in a row wins.



air	chair	pair	hair
chair	air	hair	pair
hair	pair	chair	air
pair	air	hair	chair
chair	pair	air	hair
hair	air	chair	pair

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Worksheet 2: Comprehension

Name: _____ Date: _____

Answer the following questions about the book, *Hair!*

1. Why did Annika and Jill sit on the top deck of the bus?

2. Where are they going?

3. What is the name of the hairdressers' shop?

4. Where did Annika's dad go while the girls were at the hairdressers?

5. Why was Jill a bit sad during her haircut?

6. What was Stella's plan for Jill's hair?

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Worksheet 2: Comprehension - continued

Name: _____ Date: _____

2. Agree or disagree?

Dogs look like their owners.

Write a paragraph below explaining why you either agree or disagree with this statement. Remember to back up your ideas with evidence. You can use the text to help you.





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Worksheet 3: History of hair

Name: _____ Date: _____

1. Locating information

Use the information in the book to help you write 2-3 sentences describing these hair styles from the past.

	Description
	
	
	
	

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Worksheet 3: History of hair

Name: _____ Date: _____

2. Did you know that different hairstyles have their own names? Draw a line from the name of the hairstyle to its description. If there are any you don't know, ask a partner or work in a group.

Mullet Hair is parted down the middle, and two bunches are tied on either side of the head.

Mohawk A braid where 3 pieces of hair are plaited from the top of the head to the neck.

Undercut Both sides of the head are shaved and there is a long piece spiked up in the middle.

French plait Short hair on the front and sides, and long at the back.

Pig tails Short hair on the back and sides and longer on the top, it can be slicked back.

3. Choose three of the hairstyles from the list above. Draw them onto the faces below. Label them with the correct name.



Hair!

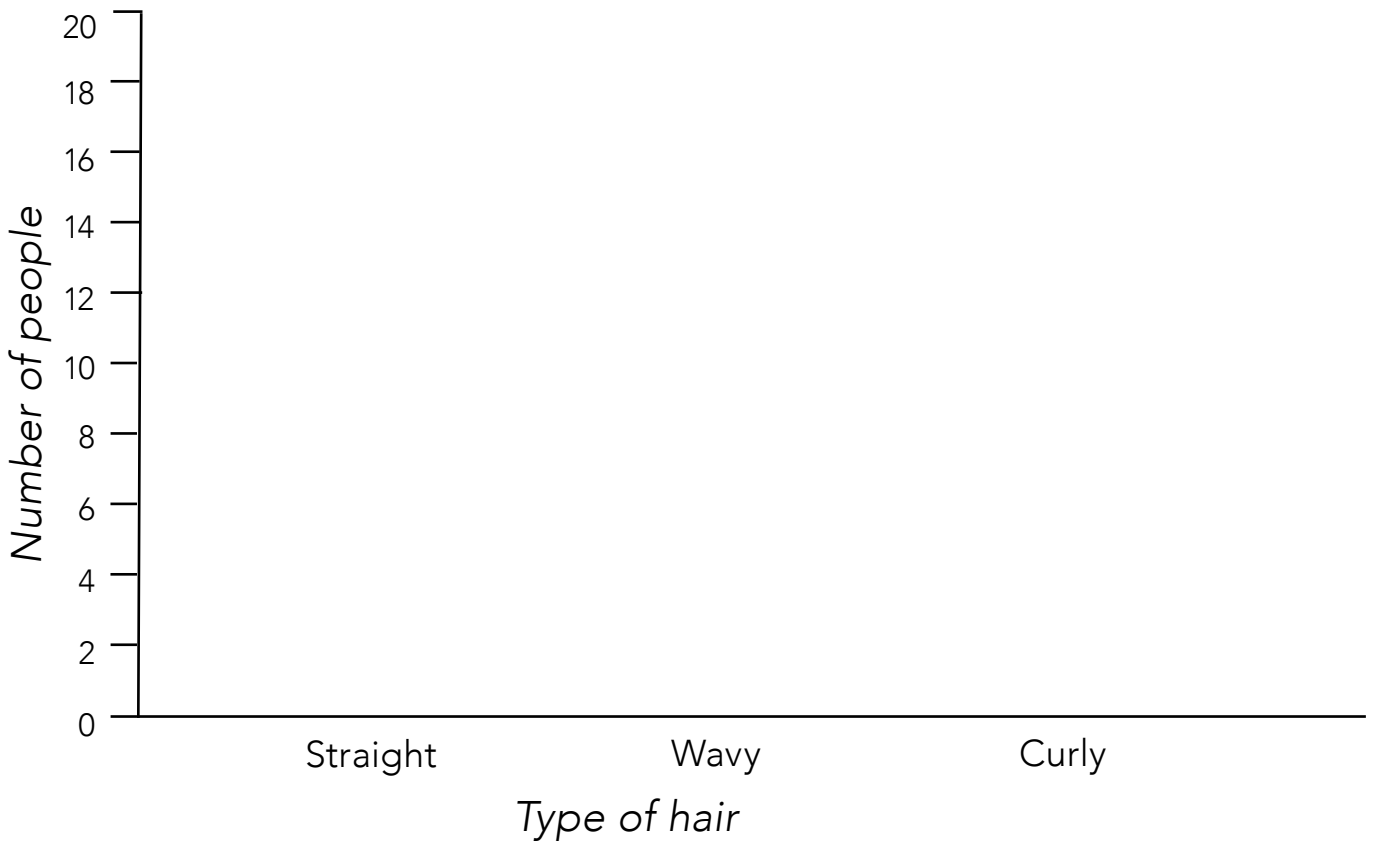
Worksheet 4: Maths

Name: _____ Date: _____

1. Carry out a hair survey. Ask each of your classmates to say what kind of hair they have: straight, wavy, or curly. Complete the tally chart.

Type of hair	
Straight	
Wavy	
Curly	

2. Create a bar graph to display your data.



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Worksheet 4: Maths - continued

Name: _____ Date: _____

3. Write two sentences to explain what you found out from your hair survey.
