

READY READERS BOOK PLAN

Suggested Grade: K-2	Facilitator:	Grade:	Lesson Date(s):
Book Title and Author(s)/Illustrator(s): <u>Hair Love</u> Written by Matthew Cherry and Illustrated by Vashti Harrison			
Theme(s)/Big Idea(s): Family; Loving yourself; Overcoming Challenges			

VOCABULARY PLAN	
Focus word & kid-friendly definition: Pride -Pride means having a feeling of being good and worthy.. We can feel pride in ourselves, but we can also feel pride in something we do, something we have or in other people.	
Image/symbol: Show video of Sesame Street's "I love my hair." I Love My Hair-Sesame Street	Gesture: N/A
Ask: Why does the character love their hair so much? How can we tell that hair gives them pride?	
Use in context: Facilitator should share an example of something that gives them pride or makes them feel proud.	
Prompt kids to use in context: Prompt children to think of something that gives them pride or that they are proud of. Call on a few volunteers to share ideas.	
Bridge to book: Let's read to see how Zuri and her family show pride.	

BEFORE READING	
<i>write questions and student interaction (T/T, S/J, Act-it-out)</i>	
<ul style="list-style-type: none"> Review RR expectations Introduce Book/Author/Illustrator Teach focus vocab word (See plan above) Ask 1-2 questions to activate prior knowledge/ solicit predictions 	<p>Explain that today we are going to be reading a new story called <u>Hair Love</u>. It was written by Matthew Cherry and illustrated by Vashti Harrison. Before we read, let's learn our special word of the day. Teach the focus word using the plan above and then begin the read aloud.</p>
DURING READING	
<i>write questions and vocab with page numbers and student interaction (T/T, S/J, Act-it-out)</i>	
<ul style="list-style-type: none"> Ask 3-4 questions that target different comprehension strategies (predict, infer, connect, synthesize) Note opportunities to reinforce focus word. 	<p>Q1. What do you think it means for hair to have a mind of its own?-pg. 2 (Turn and Talk)</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take a few shares from pairs. Ideas to look for: It does what it wants to; You can't control it.</i></p> <p>Q2. Why do you think Zuri is too excited to sleep? What do you think is so special about this day?-pg. 8 (Hands-up/Volunteer)</p> <p><i>Call on a few children to share ideas. Extend the discussion by calling on other children to agree or share different ideas.</i></p>

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<ul style="list-style-type: none"> Identify other potential new vocab to define while reading 	<p>Q3. What problem is Zuri and her dad having-pg. 18 Follow-up: What do you think her dad is going to do? (Turn and Talk)</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take a few shares from pairs. Ideas to look for: They are having a hard time styling her hair; Zuri's hair is not turning out the way she wants it; Her dad is not sure how to do her hair. For the follow-up, prediction can vary, but ask children to explain their ideas.</i></p> <p>Q4. Zuri is feeling a lot of pride about her hair. How can we tell that she is feeling proud?-pg. 24 (Hands-up/Volunteer)</p> <p><i>Call on a few children to share ideas. Extend the discussion by calling on other children to add on. Ideas to look for: She is smiling; She put on her superhero cape and is making a superhero pose with her hands on her hips; She says that the style is perfect.</i></p> <p>Where and how will you reinforce the focus word? What additional words might you address while reading? The focus word is infused into questions throughout the read aloud.</p> <p>Additional words:</p> <ul style="list-style-type: none"> Perfect Professional Hairstyle Gathered Approved Beamed
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AFTER READING

write questions and student interaction (T/T, S/J, Act-it-out)

<ul style="list-style-type: none"> Ask 1 question reflecting on book theme Make connection to extension activity 	<p>Q1. Zuri and her dad were having a hard time getting her hairstyle just right. How were they able to make things better? (Turn and Talk)</p> <p><i>Prompt children to Turn and Talk. After 1-2 minutes, take shares from pairs. Ideas to look for: They worked together; they looked at videos for help; They kept trying until they got it right</i></p> <p>Q2. How was Zuri feeling at the end of the story? Follow-up: Why was she feeling this way? (Act it Out)</p> <p><i>Prompt children to act it out with their faces and bodies. Call out what you see and then invite children to describe how Zuri is feeling. Call on a few volunteers to explain why she is feeling this way in the end. Ideas you look for: She is feeling happy, excited; proud; beautiful, etc. She is feeling this way because she loves her hairstyle and her mom is home.</i></p> <p>What will you say to connect theme or big idea to extension activity:</p> <p>We learned that Zuri's beautiful hair and her family make her feel a lot of pride! For today's activity, we are going to write poems sharing something that gives us pride.</p>
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EXTENSION ACTIVITY

Activity Description

Children will write an ode to celebrate any part of the body they choose. Odes are poems that celebrate a particular person, place, or thing.

Materials

- Group brainstorm chart
- Individual brainstorm sheets
- Ode to My...Handout
- Pencils
- Coloring Tools

Introduction

Explain that today we are going to write a special type of poem called an ode. An ode is a poem that is written to celebrate or show how much we love or admire something. Odes can be about people, places or things!

Model

Show and read 2-3 examples of kid-friendly odes on any topic. Then, facilitators should share their original ode focused on a particular part of the body to model the specific activity.

Examples of written by children

<https://witshouston.org/notebook/5-amazing-odes-by-kids/>

<https://nzpoetrybox.wordpress.com/tag/odes-by-children/>

Facilitators that want to extend the learning could zoom in on a well-known poet like Pablo Neruda, who wrote hundreds of odes to simple, everyday things. Check out some of Neruda's odes at the link below.

<https://www.poemhunter.com/pablo-neruda/poems/?search=ode>

Brainstorm (Whole group and/or Individual)

Whole Group - display a whole group chart or JamBoard (if remote). Write a part of the body at the center of the chart. Explain that we are going to practice together, by thinking about how we can celebrate our hands! Then, ask children the following questions to facilitate the brainstorm:

- What are some ways that we can describe our hands? (Color, Shape, Length, Texture, Adjectives)
- What do your hands look like? What do the different parts of your hands look like? (Palm, Fingers, Nails, etc)
- What can our hands do?
- What can we do with our hands?
- How else could we describe them?
- What other parts of our bodies could we celebrate?

Note: Facilitators may also wish to introduce or review the devices of simile and metaphor to help children get creative with descriptions. You could then craft a sample ode together to practice.

Individual- give children brainstorming sheets and review together. Invite them to choose a part of the body to celebrate and then brainstorm how they might describe it, what that part of the body does and what they can do with it. If remote, invite children to complete on a piece of paper at home or give them an individual brainstorm page on a JamBoard.

Instructions for Independent Work

Hand out "Ode to My..." Handout and give children time to write their odes. There is also space for them to draw a picture to go with the poem. If remote, invite children to write and draw on a piece of paper at home or give them space on a group padlet or JamBoard.

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Share Back and Reflection

Invite children to share out aloud as a whole group through a community circle or a turn and talk.

Additional Ideas for Extension Activities

- Self-Portraits (See [Sulwe](#) Lesson Plan in the curriculum folder for ideas)