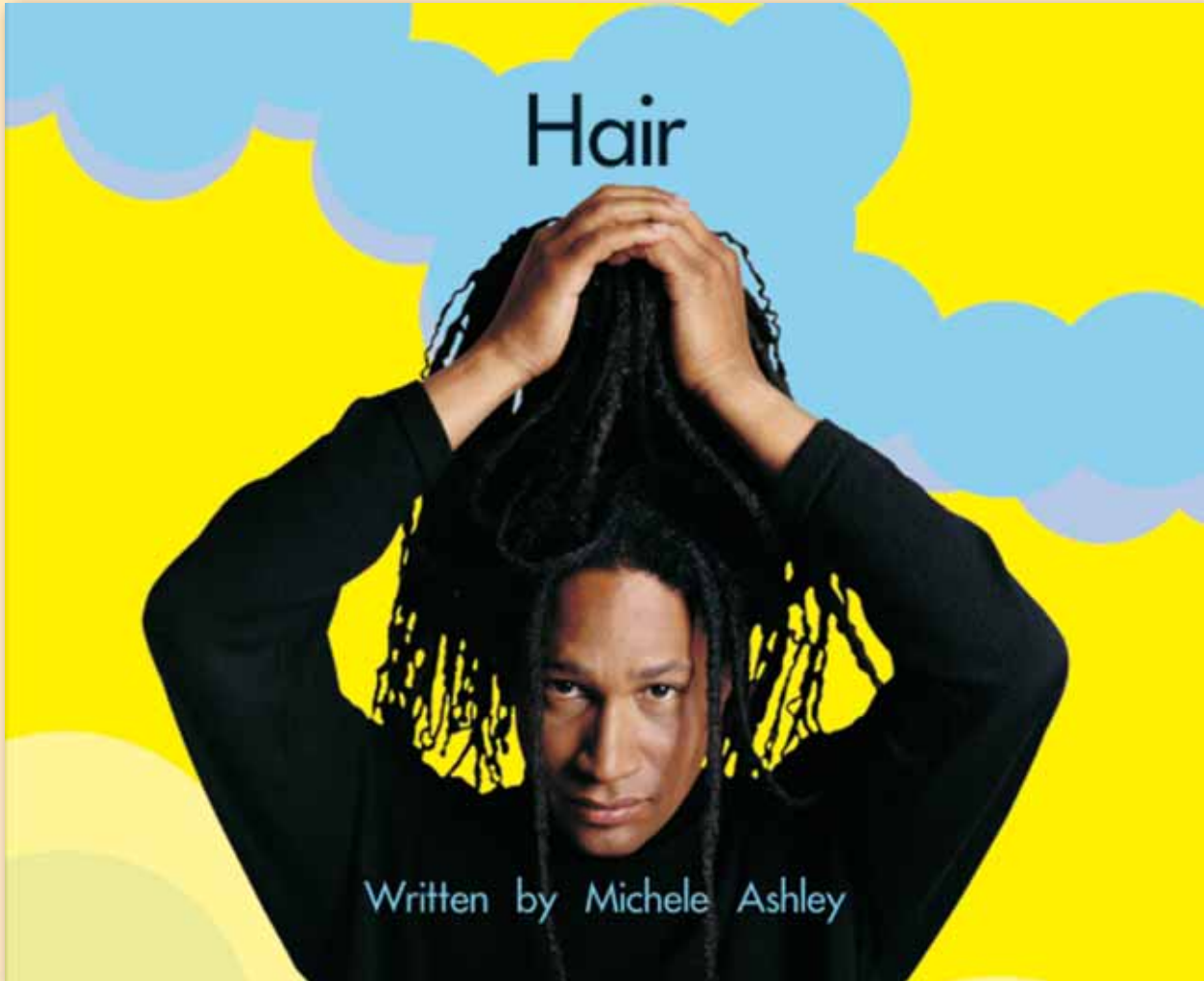




Level 1 Book f



Level	1
Word Count	28
Text Type	Factual description
High Frequency	he, has
Word/s Introduced	

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



This symbol relates to critical analysis (text critic or analyser)



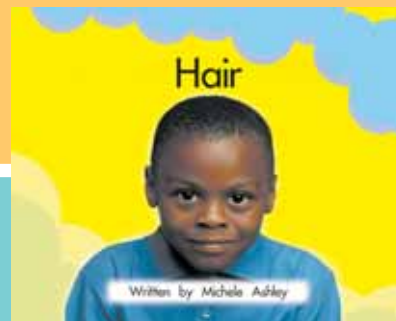
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Read the title of the book. Ask the children what they already know about hair. Have them describe their own hair and that of a friend. Tell the children that this is a factual book about types of hair. Tell them that they will have to use what they know about letters as well as the photos to read this book.



Have the children respond to the book. Ask what new things they learned from reading the book.



Check reading strategies with the children. Ask if they managed to match one spoken word with one written word as they were reading. Also check that they used the text as well as the photo as they read.

AFTER READING

Draw the children's attention to the print. Tell them that they will have to use their knowledge of letters to help with their suggestions about the type of hair the people in the book have. Point to the word *black* and ask the children to name the initial letter and its sound. Prompt if necessary. Ask them to use the letter sound and the picture to say what type of hair the man has.



Ask the children how hard/easy they found having to use the initial letter sound as well as the photo to predict and then read the words. Explain to them how important it is to use the print as well as the photo to make sure that they are reading exactly what the author wrote.

Ask the children to look at this photo. Have them suggest the type of hair this man has.

If the children give appropriate responses, for example *short*, praise them for their efforts but point to the initial letter of *white*. Sound the *w* for them if necessary to help them with an accurate prediction.



Discuss this man in more detail. Ask the children how old they think he is. Do they know any other people with white hair? How old are they? See if they know that sometimes we talk about people having grey hair rather than white hair.

Have the children find the word *white* in the text. Ask them why the word could not be *grey*.



Ask the children to discuss this type of hair.



Have them make their suggestions using the photo and the initial letter of *long*.



Discuss this type of hair in more detail. Ask the children if they know the name for hair like this. Ask if anyone knows how people make their hair like this.



Ask the children to find *he* and *has* in the text. Point out the same initial letter. Have them say *he* and *has* and listen for the initial sound.



Ask the children to discuss this photo. Have them make their suggestions using both the photo and the print.



Discuss short hair with the children. Invite the children to share their experiences of having their hair cut. Introduce words such as *barber*, *hairdresser*, *shampoo* and *scissors* if necessary.



Ask the children to find *he* and *has* in the text. Point out the same initial letter. Have them say *he* and *has* and listen for the initial sound. Point out that *hair* starts the same way.

BEFORE READING 10/11

Continue to ask the children to look at the photo and use the initial letter. If necessary, prompt by saying the initial sound.



AFTER READING

Discuss straight hair with the children. Ask the children to name people in the class with straight hair.

Ask the children to find *He*, *has* and *hair* in the text. Have them suggest some other words that start the same way, for example *horse*, *house*. Prompt if necessary.

BEFORE READING 12/13

Ask the children to describe this man's hair. Have them check what they say against the initial letter of *curly*.



AFTER READING

Ask the children to discuss curly hair. Choose two people in the group/class with curly hair, one with tight curls, one with loose curls. Discuss the difference.

Ask the children to find *He* and *has* in the text on this page.

During the Day

The Pesky Fly

At the Supermarket

Where Is Sam?

The Rescue

Hair

Who Is Asleep?

The Kangaroo School

The children should have no trouble with this page. It is obvious that the man has no hair and they should recognise the word *no* from the book *Where Is Sam?*



Discuss bald heads with the children. Ask if they know anyone with a bald head. See if they know whether the person they know shaves their head, or if they have just lost some or all of their hair.

Explain the purpose of a glossary to the children.

Have the children return to the beginning of the book. Read the title again together. Remind them to point to each word as they read it. Remind them that they also need to look at the text as well as the photo to solve unknown words.



1 f Hair

Name _____

Cut out the words and put them under the correct picture.



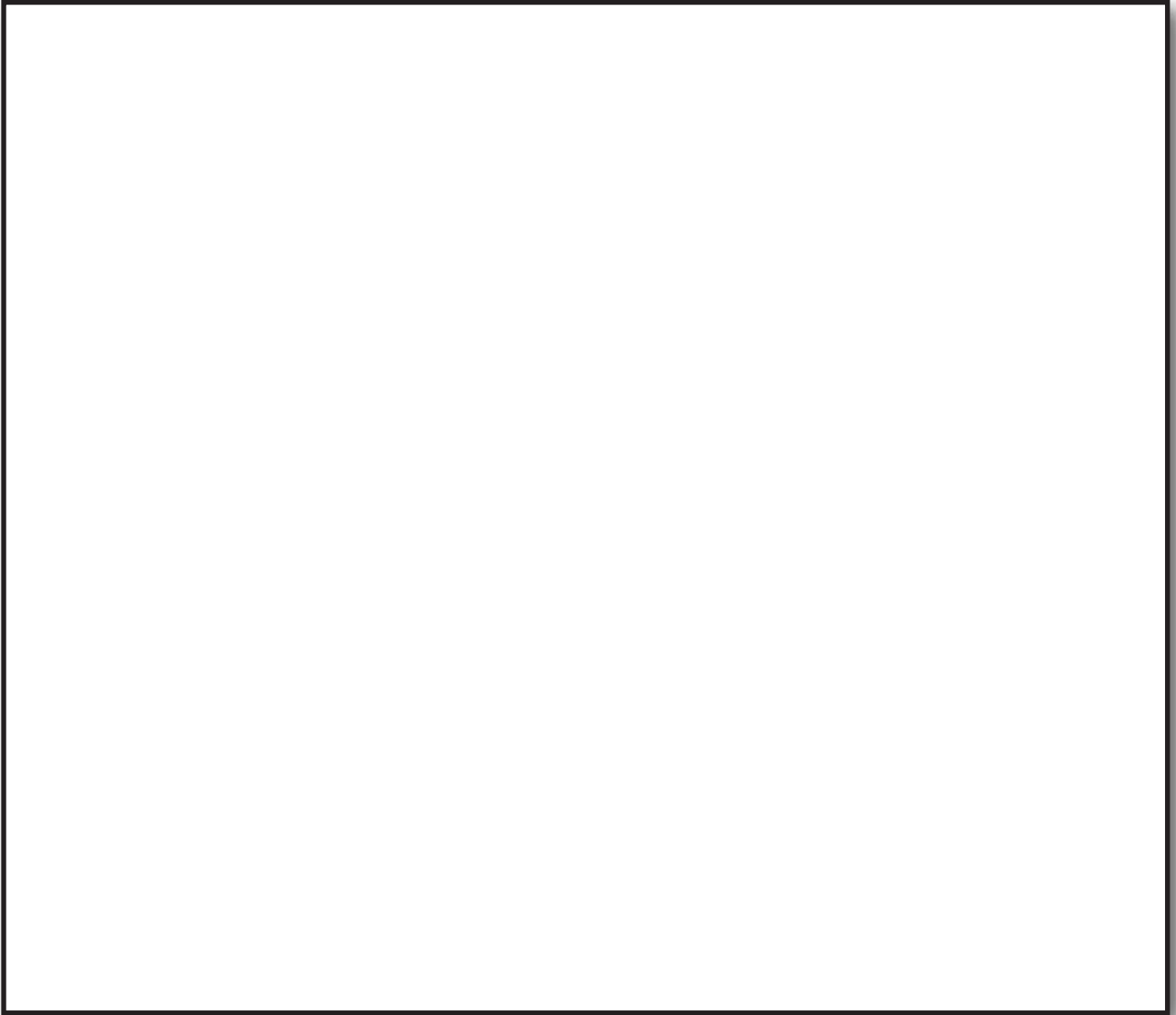
curly hair no hair straight hair
short hair black hair white hair

1 f Hair

Name _____

Choose one person from the book.

1. Draw his picture.



2. Finish the sentence to match your picture.

He has _____ hair.