

Here Is Hair

GOALS

Comprehension

Reading strategies: Ask students, “What are some of the things that good readers do?” Model how to use picture, print and contextual cues.

Vocabulary

High-frequency Words: is, here, a, some, are

Content Words: hair, mirror, chair, clippers, bear, scissors, everywhere, more

Phonemic Awareness

Recognise and produce words that begin with the same sound: /h/

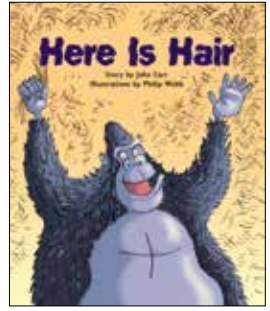
Phonics

Letters and Sounds: h

Words to Blend and Segment: hat, ham, hop, had, hid

Fluency

Choral reading with students pointing to the words as they are read.



The gorilla gives a bear a haircut.

Before Reading

- Read the title to students. Discuss the meaning of *here* and *hair*. Read the names of the author and illustrator. Discuss their roles.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture. Look at the title page illustration. Ask: What is happening here? How is it different to the cover? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening on each page. On page 14, students predict the ending.

Reading the Text

- Read the title together. Model how to use picture, print and contextual cues. On page 2 discuss what is happening in the picture. Ask: What is the gorilla holding? What letter does *mirror* start with? Get your mouth ready to say *mirror* /m/. Locate the letter that has the /m/ sound. Read the words together: *Here is a mirror*. Does the sentence make sense? Does it sound right? Does it match the picture? These are the checks (questions) good readers ask as they are reading.
- Follow this pattern for each page up to page 14, discussing the picture and reading the words together.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending. Have students discuss what they see in the illustration. Read the text together.

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? Do you think the bear was happy with the haircut? How do you know?
- Reread the story together. Notice the rhyming words. (*hair, bear, everywhere, chair*)

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /h/ Hear the beginning sound in *hat* and *had*. Students say the words slowly emphasising /h/. They think of other /h/ words and say them, ham, hop, hair, hid.

Phonics

- Discuss the name and sound of the letter h. Write cvc words *ham, hat, had, hop* and *hid* on the board to practise blending and segmenting the sounds together as a group.
- Hear the sounds in *hat* /h/ /a/ /t/. Say them separately, then blend together slowly, *hat*.
- Illustrate using alphabet letters *h, a, t*, touching them as the sounds are made for the word *hat*.

Word Study

- Talk about the words *is, here, a, some, are*. Print the flash cards from the inside front cover.
- Read them together. Ask students to locate *here, are* and *some* in the text.
- On a piece of paper, students draw a picture from the story. They write the words: *Here is/are – a/some*_____. They find and write the missing words in the story and read their sentence to a partner.
- Discuss how *is/are* are used for one or more than one thing. Discuss *hair/here*. Some words sound the same but are spelt different and have different meanings. Practise using these in different examples, e.g. Here is my hair. I brush my hair. Come over here.

Fluency

- Students choral read the story pointing to the words as they are read. Then they read the story to a partner.

Writing

- Have students write a new story using the same pattern, e.g. "*Here is/are – a/some* _____ . (e.g. apples, bananas, orange, pear) Students write the story and illustrate it.

Home/School Link

Take the book home and any related activity done in class to share with family.