

# I Have My Mum's Hair

## GOALS

### Comprehension

**Making predictions:** Help students to use the title and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning and understanding of humour at the end.

Do you look like someone in your family?

### Vocabulary

**High-frequency Words:** I, my, them, have, want, back

**Content Words:** mum, hair, dad, skin, eyes, smile, frown, legs, boots

### Phonemic Awareness

Recognise and produce words with the medial sound: /a/

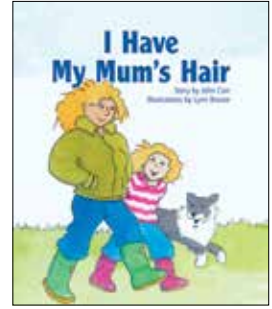
### Phonics

**Letters and Sounds:** a

**Words to Blend and Segment:** dad, mad, cat, hat, can

### Fluency

Practise rereading the story orally with a partner.



What is the girl looking for in her bedroom?

## Before Reading

- Read the title *I Have My Mum's Hair*. Discuss the meaning of *Mum's*. Together look at the illustration on the cover. Ask: Do you notice anything about the mother and daughter that is similar? Do you look like someone in your family? Is your hair the same? Or are your eyes the same colour?
- Reread the title and read the names of the author and illustrator. Talk about their roles.
- Help students to use the title and cover illustration to make predictions about the story.
- Talk/walk through the pictures. Discuss what is similar between the girl and her mum or dad on each page. On page 15 predict the ending.

## Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. On page 2 discuss what Mum and her daughter have the same in the picture. Read the words together: *I have my mum's hair*.
- 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. What was the funny ending? Did you laugh when you read the ending? Why is it funny?

**After reading**

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Is this what students predicted? Would they expect Mum to want her boots back? Why? Was this a clever idea of the author to make a funny ending?
- Reread the story together.

**Phonemic Awareness**

- Recognise and produce words with the medial sound: /a/ Discuss the meaning of the medial/middle sound. Hear the sounds in *can* /c /a/ /n/. Say them separately, then blend together slowly, *can*, emphasising the medial sound /a/.
- Students think of other words with /a/ in the middle, tap, ran, clap. Listen and repeat.

**Phonics**

- Discuss the name and sound of the letter a. Write cvc words *can, cat, hat, dad* and *mad* on the board to practise blending and segmenting the sounds together as a group. Emphasise the /a/ in each word.
- Illustrate using alphabet letters *c, a, n*, touching them as the sounds are made for the word *can*.

**Word Study**

- Talk about the words *I, my, them, have, want, back*. Print the flash cards from the inside front cover. Read them together. Ask students to locate *have* and *my* on a few pages.
- On a piece of paper, have students draw a picture from the story. Write the words: *I have my Mum's/Dad's \_\_\_\_\_*. They find the words in the story and write them in the spaces. They read their sentence to a partner.
- Talk about the possessive apostrophe, *Mum's*, meaning something belongs to Mum. Make a chart showing what the girl has that belongs to her Mum or Dad. Students can use pictures or words. Use the headings Mum's, Dad's on a T-chart. Students retell the story using their chart.

**Fluency**

- Students practise re-reading the story orally with a partner following the model.

**Writing**

- Students write a new story (with help if needed) about themselves and a family member. e.g. *I have my \_\_\_\_\_'s \_\_\_\_\_*. They write the story and illustrate it.

**Home/School Link**

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