



DAY 1

HAIR LOVE

by **MATTHEW A. CHERRY** illustrated by **VASHTI HARRISON**

K
1
2

COMPREHENSION FOCUS
Identifying Main Idea and Details
Problem/Solution/Feelings



SEL CONNECTION
Self-Love

Problem	Character's Actions/Dialogue	Solution

PREPARE

Starting with the title page as page 1 (which includes the title, author, and publisher), use circle stickers or sticky notes and number each of the book's pages. Place a sticky flag on the following pages: 7, 14, 20, 25, and 30.

Create the anchor chart template as shown; it will be completed during the lesson.

STEP 1

EXPLAIN WHAT THE STRATEGY IS AND WHY READERS USE IT

Today, we will be paying attention to the characters in the story and how they solve a problem. The actions they take will help us learn, along with the character, a very important lesson.

STEP 2

INTRODUCE THE NEW BOOK

In this story, Zuri is a young girl who has hair that coils, kinks, and curls every which way. When the story begins, she is excited about a special day ahead of her and wants the perfect hairstyle to go along with it. Let's read to find out how Zuri solves this problem.

STEP 3

READ AND DEMONSTRATE HOW TO USE THE STRATEGY

When we read stories, we can learn important lessons by paying attention to the characters and to what happens as they try to solve their problem. As I read today, we will pay close attention to what the characters say and do in order to solve a problem. After we finish reading, we will think about what the characters did and how the problem was solved to determine the lesson the author wants us to learn.

Read pages 2-7. Let's stop here and think about the characters and setting. The character is who the story is about. This story is about a girl named Zuri and her daddy. The setting is where the story takes place. This story takes place at Zuri's home.

Read pages 8-14. It is a special day for Zuri, and she wants to have the perfect hairstyle. Let's look at the illustration on page 12. I think she must be using her tablet to find a way to do her hair. Now let's look at page 13. What happened to the tablet? Her daddy wants to help Zuri with her hair. Do you have someone help you with your hair? If so, who helps you style your hair? Let's keep reading.

Read pages 15-20. Daddy tries a few things to help Zuri with her hairstyle. Turn to your partner and talk about the things Daddy tries. Let's look at the illustrations on pages 18-19. How is Zuri feeling? Is her problem getting solved?

Read pages 21-25. Zuri has an idea. Daddy gathers tools, they watch a video, and they nail the perfect hairstyle. Together, they solve Zuri's problem. Let's look at the illustration on page 25. How is Zuri feeling?

Read pages 26-30. Zuri is so happy her mom is home. When her mom walks in the door, she immediately notices Zuri's beautiful hair. It says that Zuri then looked at her daddy and beamed. Beamed means she smiled happily.

At the beginning of the story, Zuri talks about how her hair makes her special. Let's look at page 4. Zuri says, I love that my hair lets me be me. At the end of the story, Zuri is full of joy and love from the perfect look that Daddy helped her create. Let's look at page 30; listen as I read this page: My hair is Mommy, Daddy, and me. It's hair love. Zuri's hair helps her to remember that she is special and unique and that she loves herself and her family. What is something unique and special about you that you love? When we express ourselves freely, we feel joy!

Problem	Character's Actions/Dialogue	Solution
wants the perfect hairstyle	Zuri tries to find a style on her tablet Daddy tries to style her hair Daddy puts a hat on her head They gather tools, watch a video Daddy combed, oiled, twisted her hair	worked together to create a perfect hairstyle that made Zuri feel special





HAIR LOVE

by MATTHEW A. CHERRY illustrated by VASHTI HARRISON

STEP 1

REVIEW THE BOOKDo a shared retelling of the story *Hair Love*. Use the anchor chart from Day 1 to guide the retelling.

STEP 2

CHOOSE A WRITING FORMATIf students are below an instructional Level E, choose the **Dictate the Sentences** option. If students are Level E or above, choose the **Prompt and Plan** option.**DICTATE THE SENTENCES****Dictated Sentences:** *I love my hair. I am full of joy!***Interactive Writing:** *Let's write, I love my hair. I am full of joy! Repeat that with me.* As students say the sentences with you, draw a line for each word in the first sentence on a piece of chart paper.

Have students help write the dominant sounds in each word in the first sentence. Use an ABC chart or poster to create the sound-letter link. Share the marker with students and have them help write any familiar sight words on the chart. Demonstrate proper letter formation on a dry-erase easel. As one student writes a letter on the chart paper, have other students practice letter formation by writing it in the air. Every time you write a new word, have students repeat the sentence; this will help them remember the story.

After you write the first sentence, repeat the procedure with the second sentence, drawing a line for each word on the chart paper.

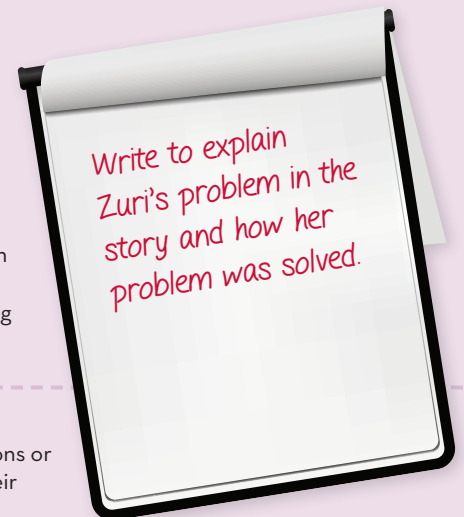
Reread both sentences. Display the chart paper.

PROMPT AND PLAN**Prompt:** *Write to explain Zuri's problem in the story and how her problem was solved.***Plan:** Circle key words on the anchor chart from Day 1. Help students generate sentences using the key words.**Write:** While the students are writing, circulate the room and confer with individuals. Have students use their personal word wall as a spelling reference. Assist students with their plan by referencing the anchor chart from Day 1, orally rehearsing their next sentence, or addressing their individual writing target. Have students share their writing with a partner.

STEP 3

EXTEND AND CONNECT THE LEARNING

When you read other books aloud, discuss the character's problem. Then discuss the actions or events that happen to solve the problem. When we think about how a character solves their problem, it helps students determine the lesson the author wants them to learn.

LITERACY
Footprints