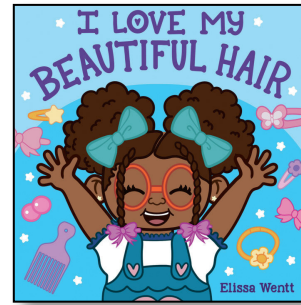


I Love My Beautiful Hair

A little girl is so excited to join her mommy, grandmommy, and auntie for her first trip to the hair salon. She wants to find a special hair style. But with so many options, how can she choose? Luckily, Mommy is there to say, “Your hair is curly like clouds in the sky. It’s beautiful no matter which style you try!”.



*Written and illustrated by
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Instructional Focus

- ▶ **Day 1:** Phonological Awareness: Isolating ending phonemes
- ▶ **Day 2:** Morphology: Understanding the suffix -s
- ▶ **Day 3:** Comprehension: Making connections
- ▶ **Day 4:** Vocabulary: Categorizing words

Curriculum Connections

Foundations of Language

- ▶ Listen and respond.
- ▶ Understand and use new words and develop morphological awareness.
- ▶ Use proper formation patterns to write letters.
- ▶ Identify, isolate, and blend phonemes, and segment simple words into phonemes.
- ▶ Identify simple grapheme-phoneme correspondences.
- ▶ Make connections to a variety of texts.
- ▶ Read and understand simple texts, using background knowledge and beginning knowledge of words, grammar, and sentence structure.
- ▶ Recognize that some suffixes can be pronounced in a different way.
- ▶ Recognize and use their understanding of high-frequency morphemes to gain a deeper understanding of words.

Belonging and Contributing

- ▶ Demonstrate respect for different perspectives and identify areas of connection.

Mathematics

- ▶ Sort objects or data using one attribute.

Accommodations and Modifications

- ▶ Offer picture cards to support multilingual learners.
- ▶ Provide gestures and actions to support with vocabulary words while reading the story.

Equity & Social Justice Considerations for Educators

This book invites readers to celebrate young Black girls' family traditions at a hair salon. It is a story that honours the diverse ways that a child can express themselves. It also centers positive representation of a family engaged in an experience together in the community. While there are many cultures around the world that have diverse traditions and customs related to hair, stories such as this one affirm the diverse hair textures of Black children whose hair may be styled in cornrows, spirals, braids with beads or bows, afro puffs, and more.

In many cultures around the world, hair is deeply connected to one's identity, and in many Black communities, hair is not only considered a form of expression but also served as a way to communicate messaging to others and historically served as maps

to freedom that allowed for escape from slavery but also indicated one's marital status. It is important for all hair to be celebrated and for educators to be mindful of events such as "wacky hair day" a day which excludes, misappropriates, and stigmatizes black hair.

Consider the following questions when engaging with this text:

- ▶ How might we consider the diversity of hair textures?
- ▶ What historical connections about hair might we consider?
- ▶ Whose hair is valued in society? How might we disrupt standards of beauty in general and for hair?

Day 1: Phonological Awareness: Isolating ending phonemes

Before Reading

Materials

- ▶ Handheld mirror
- ▶ Sound-Picture Cards
- ▶ Reproducible

- ▶ Share the title of the book with learners, "I Love My Beautiful Hair" and explain that the character in the story is going to the hair salon. Ask learners to share what they think they might see at a hair salon.
- ▶ Holding up a handheld mirror, explain to learners that you have a mirror just like the stylists use at hair salons. Ask learners to imagine that they are all at the hair salon, and invite them to look in the mirror and share what they believe is beautiful about their hair.

During Reading

- ▶ Share with learners that in the book we will hear words that rhyme. This means that the words have ending sounds that sound the same.
- ▶ Highlight the pages with rhyming words. Invite learners to listen for the ending sounds and then model the similar sound heard. For example, the word *twin* and *pin* are rhyming pairs that both have the ending sound /n/; bows and nose both have the ending sound /z/.
- ▶ Model by segmenting the word into phonemes and isolating the ending sound.

After Reading

- ▶ Explain to learners that hair salons are places where people get their hair cut and styled, and where they care for their hair with styles that celebrate their family, culture, and roots. Say the word cut and invite learners to listen for the ending sound in the word. You may segment the sounds in the word to help them identify the /t/ sound.
- ▶ Share that you are going to play a game where a picture card will be shown and you will say what the picture card shows. If the sound of the word you say for the picture card matches the ending sound /t/, explain to learners that they will use their fingers to make a cutting motion.

Day 2: Morphology: Understanding the suffix -s

Before Reading

Materials

- ▶ Chart paper
- ▶ Numeral Cards
- Reproducible

- ▶ Show learners the cover of the book and share that you are going to play an I Spy game with them.
- ▶ Invite learners to look carefully at the cover and ask, "Can you spy more than one thing on the cover? What do you see? (possible responses: two, puffs, three clips, six bows).

During Reading

- ▶ Explain to learners that they are going to continue playing the I Spy game to look for items in the book.
- ▶ Stop on page 5 and model words that are plurals (e.g., afro puffs, ribbons, bows). Using a Think-Aloud strategy, you may say, "Look! The text tells us about ribbons and bows and I can see there are two bows." Invite a learner to point to the two bows. Record the word bows on chart paper. Then ask, "Where are the ribbons?" Again invite learners to point them out. Record these words on chart paper.
- ▶ Continue pausing on two or three more pages, highlighting plural words and creating a list of the items found in the text.

After Reading

- ▶ Draw attention to the chart created and ask learners, "What do you notice about all these words that are exactly the same? You may gesture or invite learners to focus on the end of the words.
- ▶ Learners will notice that all the words end with the letter s. Invite learners to sky write the letter s with their fingers.
- ▶ Share that when we see words that end with the letter s, it means there is more than one thing.
- ▶ Explain that sometimes the letter s makes an /s/ sound like at the end of the word puffs and sometimes it makes a /z/ sound like at the end of the word bows.
- ▶ Explain to learners that they will be going on a hunt for different items found in their classroom. Using the Numeral Cards, invite learners to choose a card and search within the environment for an item or items that correspond with the number they have selected.
- ▶ Ask the learners to share what item(s) they have found in the classroom. Model by saying, "I found two erasers." Record the item on chart paper in its singular form (e.g., 2 eraser). If the word requires an s to make it plural, the learners will write the letter s at the end of the word in a different colour, if the word does not require the letter s they will give a thumbs up to show the word is singular and not plural.

Day 3: Comprehension: Making connections

Before Reading

- ▶ Draw attention to the cover of the book and ask, “How does the little girl feel about her hair?” (e.g., She loves her afro puffs.)
- ▶ Discuss that hair is a way that we may express ourselves to show how we are unique and special. Invite learners to observe real world pictures of Black girls with different hairstyles to show how versatile hair can be.

During Reading

Materials

- ▶ Hair Style Picture Cards Reproducible
- ▶ Loose parts (coloured yarn, pompoms, velour sticks, beads, buttons, etc.); a parameter (wood cookies, ceramic tile, square or circle construction paper)

- ▶ Do a co-constructed picture walk and draw attention to the various ways that the character expresses herself with her hair. Highlight the accessories she might add (e.g., bows, headbands, ribbons, beads, etc.).
- ▶ Draw attention to pages 11 and 12 where the girl and her grandmommy are wearing curlers. Invite learners to predict what their hair might look like.
- ▶ Pause at pages 13 and 14 and ask learners what hairstyle they think would go nicely with the character’s outfit? Model by sharing, “I think cornrows with pink and white beads would look beautiful with the outfit.” Ask learners to share their ideas.

After Reading

- ▶ Share that Black children and communities have always expressed themselves through their hair. Hair is a key part of who they are and how they challenge harmful ideas about their community. It is also a way for Black people to show how they love themselves and their community.
- ▶ Ask learners to share what we can do if someone is being made fun of because of their hair. Record ideas on chart paper or screen.
- ▶ Ask learners, “What hairstyle makes you smile?” Offer a variety of loose parts and a parameter (see Materials list). Have learners create a hairstyle using the materials. Document visually what learners create.

Day 4: Vocabulary: Categorizing words

Before Reading

Materials

- ▶ Hair Salon Items Reproducible

- ▶ Invite learners to share what hairstyles they remember from the story (e.g., afro puffs, cornrows, twisty spirals, etc).
- ▶ Highlight some of the responses they have and show the picture cards with the hairstyles.
- ▶ Through a Think-Pair-Share, have learners talk about a time they visited a hair salon or a time someone styled their hair in a special way.

During Reading

- ▶ Share with learners that they will look at the details in the illustrations to think about what we might see at a hair salon.
- ▶ Conduct a guided picture walk drawing attention to the tools and materials (e.g., combs, shampoo, blow dryers, flat irons, etc).

After Reading

- ▶ Show the learners the remaining picture cards that were not shown. Invite learners to name the items.
- ▶ Play a secret sorting game with the learners. Share that you are going to sort the picture cards in a secret way and they will have to guess how the items were sorted.
- ▶ Begin by sorting the cards into hairstyles and things seen at the hair salon.
- ▶ Remove the hairstyle picture cards and invite the learners to look carefully at the remaining cards and think about how they might sort the cards.
- ▶ Invite a learner to secretly sort the cards and invite other learners to guess the categories.
- ▶ Ask the learners if they can think of a different secret sorting rule and invite another learner to share their idea while others guess the categories.

Additional Foundational Literacy Activities

- ▶ **Fluency:** Invite learners to attend to question marks that are heard while reading by asking them to (e.g., shrug, raise their eyebrows, or show a curious face, etc.) when they notice that your voice is high when using a questioning tone at the end of a sentence.
- ▶ **Phonics:** Use letter cards to play a word chaining game using the letters p, i, n, f, b, t, w. Have children create the words: pin-> fin-> bin-> tin->win->twin.
- ▶ **Phonological Awareness:** Explain to learners that s can make two sounds at the end of words. It can make the /s/ for quiet sounds like a snake and make /z/ buzzy sounds like a bee. Read words from the text that end with the prefix s and have learners use their arms to slither like a snake if they hear the /s/ sound or flap their arms like the wings of a bee if they hear the /z/.

Invitation for Learning

Book: I Love My Beautiful Hair

Question: How might you express yourself?

Materials: plastic beads, metal washers, plastic springs, velour sticks, pompoms, ribbons, metal swirls, peg people, wood cookies

- ▶ How might individuals communicate in different ways?
- ▶ How are people who use adaptive equipment treated? How might we shift stereotypical narratives of individuals who use adaptive equipment?
- ▶ How might we be allies to people with disabilities?



Playful Experiences

- ▶ Invite learners to role play experiences at the hair salon or experiences they wish to have at the hair salon by offering them a variety of loose parts.

Extensions

- ▶ Conduct surveys to graph various hairstyles to determine the popularity of the styles they have selected on a graphing chart.
- ▶ Co-create a book with photos and text that affirm and highlight the various hairstyles of the class.
- ▶ Invite community members who are hair stylists, barbers, locticians, hair braiders, etc. for children to learn more about hair styling.
- ▶ Visit a local hair salon or barber to learn more about the tools and materials they use to create various hair styles.