

## The Haircut

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<p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: <i>Prediction, Questioning, Clarifying, Summarising, Imagining</i></li> </ul>	<p><b>Decodable words</b></p> <p>the</p>
	<p><b>Tricky words</b></p> <p>haircut</p>
	<p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>

### Group or guided reading

#### Introducing the book

- C** (**Questioning, Prediction**) Read the title and show the picture on the cover. Ask: *Who do you think needs a haircut?* Read the back cover blurb to find out.
- C** (**Clarifying**) Ask the children: *Who cuts your hair? Do you like getting your hair cut?* Look through the story and talk about why Kipper needs a haircut.

#### Strategy check

Remind the children to look carefully at the pictures to find out what is happening in the story.

#### Independent reading

- Ask the children to look through the book and tell the story in their own words.
- C** (**Questioning**) On page 1, ask: *Why is Dad unhappy? Why is Kipper unhappy?*
- C** (**Questioning, Clarifying**) Pages 2 and 3: ask: *Where are they going?* Ask the children what clues there are that the place is a hairdressers'.
- W** Point to and help the children to read the signs, notices and labels in the pictures.
- C** (**Imagining**) Page 4: ask: *Does Kipper like being at the hairdressers? What does it feel like to have your hair washed?*
- C** (**Prediction**) At the end of the book ask: *How does Mum feel? What do you think she will say?*

**Assessment** Check that children:

- notice enough information in the pictures to tell and understand the story
- identify the text in the pictures and attempt to read it.

#### Returning to the text

- C** (**Imagining**) Turn to page 8. Ask: *What do Kipper and Dad think of their haircuts? What does Mum think of them?*
- C** (**Clarifying**) Look at Dad's and Kipper's hair on page 2, then on page 8. Ask: *Which haircuts are the smartest? Which haircuts do you like best and why?*
- C** (**Summarising**) Ask the children to tell you whether it was a good thing that Kipper went to the hairdressers', and why. If necessary, look again at page 1.

## Group and independent reading activities

**Objective** Read simple words by sounding out and blending phonemes all through the word from left to right.

**W** Turn to pages 2 and 3. Help the children to sound out and blend the phonemes to read the words in the picture. Ask: *What is the name of the hairdressers'?* *Can you point to the word 'shampoo' on a bottle in the window?* *What time is the hairdressers' open on Saturday?*

**Assessment** Do the children go to the correct part of the picture to locate the relevant information?

Do they attempt to sound out the phonemes from left to right?

**Objective** Know that print carries meaning and is read from left to right.

**W** Write the following sentence on a board: 'Kipper got a haircut.' Ask the children to read the sentence aloud as you point to each word from left to right. Ask the children to substitute Kipper's name for the name of some of the children in the class. Include some simple and some longer names.

**Assessment** Do the children read the correct word as you point to it?

**Objective** Recognise letter shapes and say a sound for each.

**W** Ask the children to look at pages 6 and 7 and to draw pictures of the things that begin with the sound 'h' ('hairdresser', 'hair', 'hairbrush', 'hairspray'). Help them to write the words under each picture. What do they notice about these words? (They all begin with the word 'hair'.)

**Assessment** Do the children correctly identify objects that begin with the 'h' sound?

**Objective** Show an understanding of the elements of stories, such as main character.

**C (Imagining)** Ask the children to think of an alternative ending to the story, e.g. *What would have happened if Kipper did not want to go to the hairdressers'?* *What would have happened if Kipper did not like his haircut?*

**Assessment** Do the children think of some imaginative ideas which are appropriate to Kipper's character?

## Speaking, listening and drama activities

**Objective** Use language to imagine and recreate roles and experiences.

- Ask the children to work in pairs. Ask one child to be the hairdresser and the other to be the customer. The child playing the customer describes how he/she wants his/her hair cut. The child playing the hairdresser has to ask questions to find out how the customer wants his/her hair cut.

## Writing activities

**Objective** Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation.

**You will need:** paper, pencils, crayons, coloured pencils

- Write the words 'My haircut' on a board for the children to copy.
- Ask them to draw a picture of themselves with a haircut they would like to have.
- Tell them to write their name at the top of the picture.
- Ask them to write the words 'My haircut' at the bottom of the page.

**Assessment** Do the children use correct spelling?

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