

OFFICE OF CULTURALLY AND LINGUISTICALLY RESPONSIVE INITIATIVES



Grade Prek/K/1

BPS INSTRUCTIONAL PRIORITIES

As you execute these lessons please remember:

Use of District Approved Materials with Fidelity · All Students Read · All Students Write · All Students Explain Their Thinking · All Students Engage in Grade-Level Content · Differentiation

Lesson Title: Hair Love

LESSON OBJECTIVES

*What are the main standards / objectives targeted in this lesson?
Content & Language*

- Students will be able to analyze the main character, Zuri, by answering how she feels about her hair.
- Students will be able to connect to the character by connecting to a time they were excited.

ESSENTIAL QUESTIONS

- How does Zuri feel about her hair? How do you know?
- What does Zuri love about herself? What do you love about yourself?
- Can you connect to Zuri? Have you ever been too excited to sleep? What do you think will happen on her big day?

NYS STANDARDS

English Language Arts

- PK.R.9: Make connections between self, text, and the world. (RI&RL)
- PK.W.2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning.
- K.R.9: Make connections between self, text, and the world. (RI&RL)
- K.W.2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information.
- 1.R.9: Make connections between self and text (texts and other people/ world). (RI&RL)
- 1.W.2: Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure

Social Studies

- K.1a A sense of self is developed through physical and cultural characteristics and through the development of personal likes, dislikes, talents, and skills.
- K.2 Children, families, and communities exhibit cultural similarities and differences.
- K.2a Each person is unique but also shares common characteristics with other family, school, and community members.

BLACK LIVES MATTER GUIDING PRINCIPLES (5 min)

Discuss one or two of these principles and have students talk about how they connect to them.

Recommended principles for discussion in bold.

- Collective Value means that all Black lives, regardless of actual or perceived sexual identity, gender identity, gender expression, economic status, ability, disability, religious beliefs or disbeliefs, immigration status, or location, matter.
- **Empathy is one's ability to connect with others by building relationships built on mutual trust and understanding.**
- **Diversity is the celebration and acknowledgement of differences and commonalities across cultures.**
- Loving Engagement is the commitment to practice justice, liberation, and peace.
- Restorative Justice is the commitment to build a beloved and loving community that is sustainable and growing.
- **Black Men**: We are committed to building a Black men affirming space. We reject the over sexualization, criminalization and mass incarceration of our Black boys and men. Furthermore, we are committed to dismantling the school to prison pipeline, adultification of Black and brown boys, and the senseless killing of unarmed Black and brown men.

VOCABULARY

- **Beamed** (p.27)- smile wide and happily
- **Excited** (p.8)- very happy and enthusiastic
- **Funky**- (p.4)- unique, different
- **Kinks** (p.1)- a tight curl or twist
- **Proud** (p.3)- feeling pleased about something someone has done

LAUNCH

Pre-Reading strategy to engage students:

1. Explain to students that we will take a "picture-walk" through the book.
2. Hand out prediction sheets (or paper) to students.
3. Paper should have space for drawing their prediction (or writing predictions for students at the writing level)—these will be used again at the end of the story.
4. Tell students that picture-walks help readers make predictions about what will happen in the story.
5. Take the picture-walk by displaying the cover of the book and read the title.
6. Go through the pages showing the illustrations to students—STOP before the ending of the book so the ending is still a surprise.
7. Have students make a prediction as to how they think Zuri feels about her hair by drawing or writing a response.

TEXT

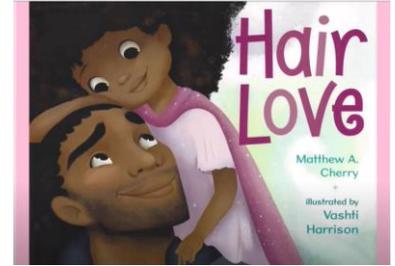
Title: Hair Love

By: Matthew Cherry

Text Link (If Applicable): <https://www.youtube.com/watch?v=eCgwAJ6SO1M>

Summary:

“Zuri loves her hair! She loves the way it makes her feel. She feels like a princess when it is in braids, and a superhero when it is in puffs. There is nothing her hair can’t do! One day, Zuri needs an extra special hairstyle. She sets off to create the perfect look. Her dad volunteers to help, and he creates many different hairstyles for her. Through trial and error and hard work, they eventually create the perfect one! Zuri is ready for her special day.”



PROCEDURAL STEPS

8. Choose 2 or more vocabulary words (depending on level of students) to the class. Have the vocab cards pre-made with words and illustrations. Hang them for display.
9. Introduce the book to the students and explain that the main character, Zuri, is getting excited for her “big day.”
10. Read the book, *Hair Love*, by Matthew Cherry.
 - Model good reading strategies by “thinking aloud” while reading
 - Share examples of using context and picture clues to figure out unknown words.
11. Ask open ended questions and take student responses (use essential questions listed above).
12. When the story ends, have a discussion asking specific, “higher order thinking” questions about characters, events, motivations, etc.
 - When asking these HOT questions, be sure to ask students for text evidence... “How do you know? What makes you think that?”
13. Have students pull out their prediction sheets and ask them if their prediction was correct- either choose a few students to share if their prediction was correct or give them the opportunity for a “Turn and Talk” with a peer.
 - Have them draw or write on the “what really happened” box on their prediction sheet.
14. Tell the students that good readers make text to self connections...ask them connect to Zuri by remembering a time they were too excited to sleep.
15. Independent practice- have students return to their working area to draw or write (depending on level) about a time when they were too excited to sleep.

CLOSURE

16. Have students return to carpet for closing circle. Have them bring their “Too excited to sleep” drawing/writing.
17. Go around the circle to share their work (set a limit in minutes or amount of sentences to ensure all students can share).

DIFFERENTIATION

*How will you incorporate Specially Designed Instruction strategies?
What will the integrated ENL teacher be doing to support instruction?*

- Provide lined paper for students that are able to write.
- Provide peer support or support with an aide as needed.
- Have a help table for students that need extra assistance.
- Provide enrichment activity for fast finishers

SPECIALLY DESIGNED INSTRUCTION

How will you incorporate specially designed instruction strategies?

(Intentionally left blank, for Special Education teachers to add the appropriate SDI for the lesson)

TECHNOLOGY AND VIRTUAL INSTRUCTION

- Use Schoology for sheets, if virtual learning.
- Use smart board or You Tube to display book virtually.
- Use Google slides or other resource to modify for remote learning.

TEACHER REFLECTION

Teacher Thoughts Prior to the Lesson

Teacher Reflection Following the Lesson