

Book Discussion Guide for Pre-K/Early Childhood:
A Repeated, Interactive Read Aloud Plan

Click [here](#) for more details about how to use this book discussion guide.

Text: *Hair Love* by Matthew A. Curry

Overarching Purpose: Over the 3 read aloud span, students will gain understanding about the text through teacher modeling, questioning, and discussion. This understanding of the text will allow students to orally reconstruct the story with prompting and support in the third read aloud. Reconstructing the story allows students to not only retell the story, but also talk about character emotions and use specifically taught vocabulary to demonstrate understanding.

1st Read Objective: With modeling, prompting, and support, TSW ask and answer questions about the story.

2nd Read Objective: With modeling, prompting, and support, TSW ask and answer questions about the story to further their understanding.

3rd Read Objective: With prompting and support, TSW orally reconstruct the story.

Standards Alignment

TN-ELDS (Tennessee Early Learning Developmental Standards)	PK.RL.KID.1 With modeling, prompting, and support, ask, and answer questions about a story read aloud. PK.RL.KID.2 With prompting and support, orally retell familiar stories including details.
---	---

Social Emotional Learning Themes

In this book, Zuri wakes up excited to get ready for a very special person returning home. She particularly wants her hair to be in a certain style for the special occasion. Zuri attempts to comb her hair by herself but runs into problems trying to make it work. Like most people today, she turns to her electronic device to find help. Her father comes to her rescue, and together the two begin the journey of looking for ways to style Zuri's hair. Unfortunately, they find themselves struggling with the amount of hair she has and they both start to get frustrated with the task at hand. As time goes on, the two finally find a way to make it work and are very proud of what they have accomplished together.

this book allows children an opportunity to learn about different types of hair, and the feelings and opportunities that occur when maintaining hair. The book also shows the emotional side of being a parent who must take on all the responsibilities of the family because of the absence of the other. This story will take the students through an emotional journey of joy, frustration, sadness, pride, and excitement. Students will gain an understanding of collaboration, teamwork, and how all things can come together with help.

TN ELDS Social- Emotional Standard(s):	PK.SPC.SA.3 Describe self using several different identifying characteristics and/or unique qualities (e.g., abilities, interests, gender, culture.) PK.SPC.SA.4 Develop a basic awareness of self as an individual, self within the context of family, and self within the context of community. PK.AL.CB.14 Demonstrate a willingness to collaborate with others to solve a problem. AL.PK.CO.12 Seek assistance and/or information when needed to complete a task.
---	--

Vocabulary		
Word <i>In order of appearance</i>	Child-Friendly Definition	Instructional Strategy Use this space to Plan for teaching the vocabulary to student: Point, tell, gesture, and/org synonym for words
Kinks	Something bent tightly together.	The teacher can use a pasta noodle as an example to show how it bends and twist.
Coils	Something winded together tightly.	The teacher can show students how a ribbon coils with the use of scissors. Can also show a mattress spring, slinky, or a similar coiled object.
Puffs	Hair comb into a ponytail.	The teacher can show pictures of different styled hair with puffs.
Parted	Pulling two things away from each other.	The teacher can use a doll head to demonstrate how to part someone hair.
Oiled	Covering the hair with a liquid.	The teacher can bring samples of different oils for the child to explore.
Twisted	Something wrapped around tightly.	The teacher can unravel a piece of rope and show the children how to twist it together.

First Read Aloud <i>Italicized words are a sample teacher script.</i>		
Book Introduction	Book Reading	After Reading - Discussion
<p>Share the purpose of your read aloud. Introduce Title. Introduce the Character and the problem using illustrations on the front and back cover. Let's read to find out _____.</p>	<p>Model your thinking as a reader, including the students in discussion. Ask and answer questions to prompt and support student comprehension. Follow your vocabulary instruction plan, making sure to explain specific planned vocabulary.</p>	<p>Return to the purpose statement shared in the intro. Today we read to find out _____. Ask the students your overarching question. Prompt and support students in their thinking by including scaffolded, supportive questions to guide them to meet objectives. Expand on student answers when responding and model correct syntax. Encourage students to answer in a complete sentence, modeling sentence starters if needed.</p>
<p><i>Looking at the cover of the book, what do you think that this story is about?</i></p> <p><i>Today we're going to read "Hair Love" by Matthew A. Curry and Illustrated by Vashti Harrison. Have you ever struggled with or know someone who has had a hard time combing their hair? Well, this is a story about a girl named Zuri and her dad who are going to try and style her hair for a special occasion.</i></p> <p><i>Let's read the story to see what happens when they Zuri tries to style her hair for a special occasion.</i></p>	<p><i>I'm thinking Zuri might be too excited to sleep because there is something very special happening today.</i></p> <p><i>What do you think she meant by Presto! When the rain came down on hair? Have you ever heard someone say Presto! Before?</i></p> <p><u><i>Open-ended Questioning:</i></u> <i>Why did Zuri get frustrated with her dad while styling her hair?</i></p> <p><i>What ae some of the things that Zuri and her dad did do to figure out how to style her hair?</i></p>	<p><i>Today we read about Zuri and the challenge she was having to style her hair.</i></p> <p><i>Why was it so important to her to have her hair done today? What are some of the problems that Zuri and was having while getting her hair combed? How was the problem solved?</i></p> <p><i>How did she feel when her hair was styled? How did she feel when her mother saw what they had done?</i></p>

Second Read Aloud <i>Italicized words are a sample teacher script.</i>		
Book Introduction	Book Reading	After Reading - Discussion
<p>Show students the book, reminding them that they have previously read this. Ask some questions about the character and the problem.</p> <p>State your purpose: Today we are going to read to _____</p>	<p>While reading, remember to explicitly teach vocabulary.</p> <p>Model your thinking as a reader, including the students in discussion. Ask and answer questions to prompt and support student comprehension.</p>	<p>Return to the purpose statement shared in the intro. Today we read to find out _____. Ask the students your overarching question.</p> <p>Prompt and support students in their thinking by including scaffolded, supportive questions to guide them to meet objectives. If able, you can ask students questions that go beyond the text.</p> <p>Expand on student answers when responding and model correct syntax. Encourage students to answer in a complete sentence, modeling sentence starters if needed.</p>
<p><i>Who remembers who we were reading about in the story? What are some of the ways that Zuri feels about her hair when it is styled or combed in certain ways? Do you remember who helped her in the story?</i></p> <p><i>Today we are going to read to see how Zuri’s family felt about her hair.</i></p>	<p><i>In the story Zuri decided to comb her hair by herself because her dad was worn-out. What does it mean to be worn-out? Who can give examples of what can make you worn-out? Are there times when you get worn-out after playing with your friends? Why was Zuri’s dad worn-out?</i></p>	<p><i>Today we read about how Zuri’s family felt about her hair. How did her dad feel when Zuri said, “I really need my hair to be special?” How did Zuri’s mom and dad feel about Zuri’s hair?</i></p> <p><u>Supportive Questioning:</u> <i>What are some of the things that Zuri’s dad did to get her hair ready?</i></p> <p><i>How did her mother feel about how Zuri looked? How did she feel about what Zuri’s dad had done to help while she was away?</i></p> <p><u>Challenge Questioning:</u> <i>Where do you think Zuri’s mother has been?”</i></p>

Third Read Aloud <i>Italicized words are a sample teacher script.</i>		
Book Introduction	Book Reading	After Reading - Discussion
<p>Show students the book, reminding them that they have previously read this. Ask some questions about the character and the problem. State the purpose for reading.</p>	<p>Show illustrations and ask students what is happening on that page. Allow students to reconstruct the story. Ask students to predict what will happen on the next page. Emphasize vocabulary using instructional strategies. For some words, extend the meaning into a familiar situation not in the story. Read the entire story or just parts of it based on student ability to retell the text.</p>	<p>Reinforce the purpose to students. “Today you were able to reconstruct this story using key details. You told me _____.” Have students evaluate the book. Ask them what parts they like or do not like and why.</p>
<p><i>Today we are going to read the story together. I will show you the pictures and read some of the words, but today it is your turn to reconstruct the story with details.</i></p> <p><i>What is the problem that Zuri is having in the story?</i></p>	<p><i>What is happening here? Do you remember what will happen next?</i></p> <p><i>How are Zuri and her dad feeling in the picture?</i></p> <p><i>Is Zuri’s cat apart of the family? What is Zuri’s cat doing in the picture?</i></p> <p><i>Why is Zuri looking at her ipad?</i></p>	<p><i>Today you were able to retell the using the pictures and words in the story. What do you think were the most important parts of the story? What would you tell a friend about this story?</i></p> <p>If students have not mastered the retelling objective, return to the scaffolded support questions from the first 2 reads.</p> <p style="text-align: center;"><u>Extension Question*:</u> When students have mastered the retelling objective, ask students to apply this story to their own life.</p> <p><i>If you were Zuri, do you think that you could have combed your hair with help from your family? How would you have felt if you couldn’t get your hair ready for a special event?</i></p> <p>*This question can be posed as a turn and talk or writing/drawing activity if your students are ready.</p>

<u>Integrating this book in other centers:</u>	
Library	Have this book available for students to read in the library
Art/STEM/Maker's Space	Using cardboard and other recyclable materials to create combs and other styling materials, create signs for the hair salon. Students can draw self portrait pictures of themselves and how their hair looks.
Writing	Students can write to describe their own hair routine and favorite hairstyles.
Dramatic Play	Set up a styling salon with different materials that can be purchased from the dollar tree or have families donate supplies. Purchase discount mannequins from hair supply stores and attach hair for combing.
Toys and Games	Create a cultural memory matching card game where students can find the match of different people and their styles from around the world.
Blocks	Add signs and people to help students create a community area that has different professional businesses.
Discovery	Set up the area with different materials such as mattress springs, untwisted rope, coiled pasta noodles etc. Students can use the items to discover how things are twisted together.
Sensory	Set up a washing station in the water table area for students with shampoo and conditioner for students to wash dolls' hair with.

Evaluation Alignment	
ECERS-3 (Early Childhood Environmental Rating Scale, 3rd Edition) Alignment	<ul style="list-style-type: none"> - Language and Literacy: 12. Helping children expand vocabulary - Language and Literacy: 13 Encouraging children to use language - Language and Literacy: 14. Staff use of books with children
TEAM (Tennessee Educator Acceleration Model) Alignment:	<i>This guide can be used to provide evidence for indicators in activities and materials, instructional plans, student work, standards and objectives, presenting instructional content, questioning, thinking, and problem solving.</i>
CLASS (Classroom Assessment Scoring System) Alignment:	<i>This guide can be used to help boost performance on CLASS within the Concept Development dimension (analysis and reasoning, creating, integration, connections to the real world), Quality of Feedback (scaffolding, feedback loops, prompting thought processes, providing information), and language modeling (open-ended questions, repetition and extension, advanced language).</i>

References:

Cherry, M. A., & Harrison, V. (2019). *Hair love*. New York: Kokila.

Dickinson, D.K., & Smith, M.W. (1994). Long-term effects of preschool teachers' book readings on low-income children's vocabulary and story comprehension. *Reading Research Quarterly*, 29, 104–122.

Horst, Kathleen M., Stewart, Lisa H., & True, Susan. (2019). Joyful Learning with Stories. *YC: Young Children*, 74, 14. Retrieved from

<https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=edb&AN=135026370&site=eds-live&scope=site&custid=s8863735>

McGee, Lea M., & Schickedanz, Judith A. (2007). Repeated interactive read-alouds in preschool and kindergarten. *The Reading Teacher*. 60(8), 742-751. Retrieved from

<https://www.readingrockets.org/article/repeated-interactive-read-alouds-preschool-and-kindergarten>