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Diverse Families Bookshelf Lesson Plans and Activities

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## Can I Touch Your Hair?

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## Diverse Families Children's Literature Lesson Plan

Written by: Kasey Rakauskas

STARS Database BOOK URL: <https://stars.library.ucf.edu/diversefamilies/2163/>

Lesson Title	<b>Can I Touch Your Hair?</b> <b>Book Title: Can I Touch Your Hair?</b> <b>Authors: Irene Latham &amp; Charles Waters</b> <b>Illustrators: Sean Qualls &amp; Selina Alko</b>
Content Area(s) and Grade Level(s):	Genre: Poetry & Civic Education Grade: 2 <sup>nd</sup>
Lesson Objective(s):	<ul style="list-style-type: none"><li>• Students will be able to write a poem focused on a topic about an experience in their life with proper grammar and punctuation.</li><li>• Students will engage with the book <i>Can I Touch Your Hair?</i> to further develop their reading comprehension with poetry and relate the book to their own life experiences.</li><li>• Students will read poems aloud to their classmates with proper fluency.</li><li>•</li></ul>
Florida Standards:	<ul style="list-style-type: none"><li>• LAFS.3.RF.4.4 – Read with sufficient accuracy and fluency to support comprehension.</li><li>• LAFS.2.W.2.5 – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</li><li>• LAFS.2.W.3.8 – Recall information from experiences or gather information from provided sources to answer a question.</li><li>• SS.2.C.2.2 – Define and apply the characteristics of responsible citizenship.</li></ul>
Assessment:	<ul style="list-style-type: none"><li>• Project based assessment:</li></ul> <p>After reading the book <i>Can I Touch Your Hair?</i> The students will pick an experience from the examples in the books (use some activities the students used like going to the beach, shopping, family dinner) and write a poem about their own personal experience. The students will read the poems aloud in groups. The book is in free verse, however 2<sup>nd</sup> graders know poetry to rhyme and shouldn't focus on free verse as a style for their poems.</p>

	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul> <p>Walk around the class to observe and guide students while writing their poems and listen to the student read their poems.</p>
<p>Motivating Activity &amp; Anticipatory Set/Access Prior Knowledge:</p>	<p>This assignment is meant to be done with a poetry unit, the students should be familiar with poetry. For an introduction to the lesson, ask the students what it means to be a good friend, a good classmate, and a good citizen.</p>
<p>Procedures:</p>	<ol style="list-style-type: none"> <li>1. Gather students for a group reading. Introduce the book <i>Can I Touch Your Hair?</i> UDL 2.3 - For ELL and ESE students have them sit closer so they can see the book/pictures easier and the teacher can keep their attention.</li> <li>2. The teacher will read the book <i>Can I Touch Your Hair?</i> to the class. Make sure to focus on fluency and annunciation so student can understand the poem. Throughout the reading the teacher can point out any vocabulary to introduce to the class. Also take time to stop and ask the student to point out certain things the characters do that represent being a good person/citizen. UDL 2.1 &amp; 2.2</li> <li>3. When done reading the book, discuss how the characters changed after learning about each other.</li> <li>4. After reading the book introduce the assignment to the students. The students will write a poem about a personal experience like the examples in the book. These examples include, sports, shopping, going to the beach. The students will get the ability to pick which experience they want to write about.</li> <li>5. Break the students into groups according to which topic they want to write about. UDL 8.3 - For ELL students, group them together.</li> <li>6. Provide students with paper to write their poem. The poem should be in complete sentences with proper grammar, capitalization, and punctuation. The teacher can choose which types of poems the students write, the book is in free verse which 2<sup>nd</sup> graders can understand but are not familiar with writing in. Students are familiar with poems rhyming so focus rhyme in poems. The teacher can also decide how long they want the poems to be. Walk around the classroom to observe student working and reiterate instructions on proper punctuation and capitalization.</li> </ol>

	<p>UDL 4.1 - For ELL accommodations let them write shorter poems. It's possible to have all students draw a picture related to their poems.</p> <p>7. Give students about 20 minutes to write their poems. (can change time based on the class).</p> <p>8. After time is up have students read their poems aloud to their groups.</p> <p>UDL 9.1 - Have ELL students do the best they can in English reading their poem or explaining their picture.</p> <p>9. Have student turn in their poem. After evaluating the poems, the teacher can display them in the classroom so students can see their own work and read others.</p>
<p>Materials:</p>	<ul style="list-style-type: none"> <li>• The book <i>Can I Touch Your Hair?</i></li> <li>• Paper for poems. (can design your own to go along with experiences students are writing about.)</li> <li>• Pencils</li> <li>• Drawing materials (crayons or colored pencils) for ELL students.</li> </ul>