Cross-curricular Activities for Claire’s Hair

Language Arts (aligned with common core)

Literature and Informational Text

Key ideas and details

1. **Characters:** Who are the main characters in Claire’s Hair? If you met Claire, what would she be like? Is she someone you would like to play with? Why? How about Albert? What would you enjoy doing with him? Describe the connection between Claire and Albert. Why are they good friends? What about the relationship between Claire and her mother? Do you have a connection to that?

**Setting:** Where does this story take place?

**Key Details:** What happens in this story?

**Problem/Solution:** What is the problem in the story? Is it solved? How? Can kids solve problems? What is Claire feeling when Albert gets sick? What is Albert feeling like when Claire spells out his name with her hair?

2. What is different about Claire’s hair compared to yours? (Use Venn diagram to **compare and contrast**) Why are there critters living in her hair? Why doesn’t she like having her mom take care of her hair? Do you like it when someone combs or washes or cuts your hair? Why or why not?

3. **Imagination:** Why does Albert laugh when he is with Claire? The book says he uses her hair to swing through the jungle. What does the author mean? Does he really have a jungle to swing through? How about using her hair to escape from the monster in the tower or tying up the neighborhood robbers with Claire’s hair? Is there really a monster and a tower and robbers in their neighborhood?

4. Is this book **fiction or non-fiction**? How do you know?

5. **Re-telling**. (After hearing the story read aloud) With a partner, take turns telling the story. One of you begin. Say “Hair!” when you are ready to have your partner take their turn at telling the next part of the story. Keep this up until you finish the story.

6. **Inferences.** What is inferred about the picture of Albert with no hair. What happened to it? What do you infer about Claire’s reaction to learning about Albert’s hair loss? Why did she cut her hair?

7. **General Discussion:** do you like to laugh? What makes you laugh? What if laughter went away? What make believe thing would bring it back? What REAL thing would bring it back? What is the best part of this story? Would you recommend it to a friend? Why? How many critters can you find living in Claire’s hair? If you had hair like Claire, what would you do with it?

**Craft and structure**

**Unknown Words/phrases:** disgusting, boring, big hairy idea, “lose their hair”, hair salon, hairpiece, empathy, Laughter is the best medicine. Discuss/define them. Bubble write them.

Make a word search of the words. Include them in spelling list.

Author/Illustrator: Name the author and illustrator. Define their roles in telling the story. Look at the last page of the book where their photos and information about them are located. Check out their websites for activities and information: [www.marybleckwehl.com](http://www.marybleckwehl.com) [www.saraweingartner.com](http://www.saraweingartner.com)

**Point of View**: If this story was written from Albert’s point of view, how would it change?

**Integration of Knowledge and Ideas**

How do the illustrations contribute to what is conveyed by the words? (to create a mood, develop a character’s personality/problem)

Compare/Contrast themes of author’s other books: Henry you’re late AGAIN! and Henry you’re hungry AGAIN? (if you don’t have the books, watch the book trailers on author website)

**Connections:**

Text to text. What other books does this remind you of? (books where kids solve the problem or show kindness to others?) Compare/contrast adventures and experiences of characters in familiar stories.

Text to self. Do you know someone who has lost their hair? Have you ever done something kind for another person? What game do you play that uses your imagination?

Text to world. Have you seen someone on tv, in real life or elsewhere without hair or heard about someone who needs help from someone else?

Writing

After hearing Claire’s Hair read aloud and discussing it, choose one scene to draw. Write a sentence or two underneath the picture you drew to tell what is happening in the picture. Share it with a friend. (teacher models this for youngest students)

Add unknown words/phrases to vocab/writing journal. Illustrate the word’s meaning and use it in a sentence.

Write a personal narrative about a time something happened to you or a friend/family member and someone was kind to them and helped them out.

Write Claire’s Hair in sequence order using temporal or sequence words to signal event order. Trade yours with a friend and illustrate each other’s stories.

Write a different ending to the story. Where did Claire and Albert end up when they rolled down the hill?

Mindset

When you are sad, what can you do to make it a better day? If someone else is having a bad day-grumpy, hungry, tired, mad, sad- what can you do to help them have a better day? Brainstorm a class list of things to cheer someone up.

What does kindness feel like, look like, taste like, sound like?

Speaking and Listening

**Telephone game:** Students sit in circle.The teacher starts by whispering a statement about something about an event, character, etc in Claire’s Hair to a student. Each student whispers it to the next one until the statement gets all around the circle. The last student says aloud what they think they heard. Teacher reveals what she started with. Compare the two!

**Interview** Work with a partner. One of you is the reporter and one of you is Claire or Albert. Interview “Claire” or “Albert” and ask them questions about their friendship, hair, etc.

**Retelling** Use retelling activity listed above under Literature and Informational Text.

**Multiple intelligences ideas:** Act out the story. Write acrostic poem using Claire and/or Albert’s names. Write a new poem with a partner about empathy and share with class. Write/sing song about the story.

STEM Science Technology Engineering Math

Research why people lose hair. Illness? Cancer treatments? Share with class.

**Measure** each other’s hair. **Make a graph** for class on hair length.

Use books and online sources to find out how fast hair grows. What makes healthy hair (diet, exercise, etc)

Use materials to **make a hairpiece** on a doll or wooden “head”. Give the Claire Award to the winner!

Make a **slideshow/power point** of different character traits and why diverse traits are a good thing. Or illustrate Claire’s Hair using animal characters, photograph them and share it with class via smartboard or at a learning station (via ipad).

Read **Rapunzel**. Analyze whether her hair would have really grown long enough to cascade down a tower. Would it be strong enough to have someone climb it? How do you think engineers go about testing materials in buildings and products to determine their strength? Invite an engineer in as a guest speaker and have questions ready in advance.

Art/Music

**Coloring Sheets**: there are 2 color sheets the illustrator, Sara Weingartner, created just for you! Download them for free, print them off and get coloring!

Design a **bookmark** for the book. Have your teacher make copies for classmates. After they add color to their bookmark, laminate them.

Draw a **self-portrait** of yourself with Claire’s hair on your head. What would live in your hair? What color would your hair be?

**Invent** a cure for hair loss. Write or tell the class about it.

**Engineering challenge**: Using 25 strands of yarn as “hair” tied between two chair or desk legs, how many objects (like pencils, erasers or some other common small item from your classroom) could the yarn support before it “caved”? Ask the teacher to be the judge.

**Create a poem or story or song** about good character traits kindness, empathy, responsibility, respect etc with a team of people or one other person. Perform it in front of class. Have two parents come in and judge and give awards (everyone gets an award of some kind) for different categories.

**Kindness Pledge**. Ask for volunteers in class to write a pledge and design a banner and hang it in hall. Encourage (on announcements/with an email from teacher) all kids in school to take a pledge of kindness by signing their name to the banner and/or have a writing contest to see who can come up with a creative idea (without spending money!) to help someone .