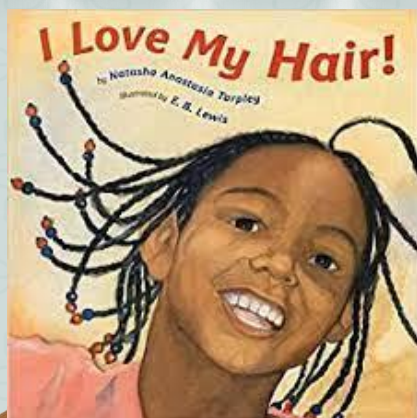


New York State

BOOK
NOOKS

I Love My Hair

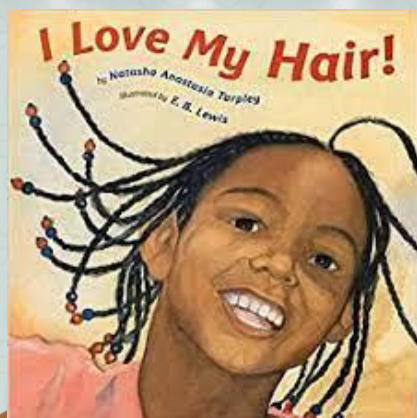
This book explores the experience of a young black girl and having her hair done. It celebrates the connection to family, varying hair styles and the heritage behind African American hair and culture. The realistic pictures engage readers while promoting self confidence.

Title: I Love My Hair!
Author: Natasha Anastasia Tarpley
Illustrator: E. B. Lewis
Publisher: Little, Brown Books for Young Readers

Date published: 2001

Pyramid Model Skill or concept(s)	Self- confidence, building relationships, recognize similarities and differences, work cooperatively
Goal/Objective:	<p>Children will learn about what makes them unique and recognize the qualities in others that make them unique as well.</p> <p>Children will think about the special people and special times in their lives and how that makes them feel</p>
Emotional Vocabulary:	Cry, tease, blessing, proud
Story Time: (Show and Tell It)	
Name of Activity:	Hair Compare!
Supplies needed:	Clipboards with blank sheets of paper, pencils
Ideas of what to say or do.	<p>After reading this story, each child can explore their own hair in terms of look, texture, style and routines with a partner. Using their clipboard and paper, they can record "notes" about what they observe about their own hair and their partner's hair. Students should be prompted to feel their own hair and discuss with their partners if they can also feel their hair. The students can discuss ways that their hair is the same, ways they are different, and share their hair routines. The teachers should visit the pairs and support their work together. After the peer pairs have completed their hair reflections, bring the group together to share some of the similarities and differences they noticed.</p>

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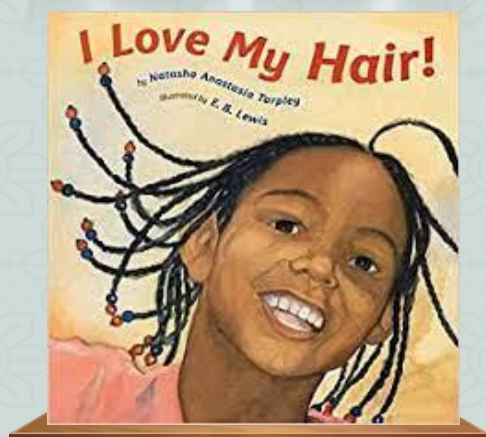
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Ideas of what to say or do (cont.)	This lesson should end with the idea that each of us are special and unique, and our hair is another way we can express who we are!
What Pyramid Model skill or concept is covered?	Recognizing qualities about themselves and others, listening to each other, working collaboratively
Small Group: (Practice It!)	
Name of Activity:	All About Hair!
Supplies needed:	Paper cutouts of people, "hair" materials such as string, markers, yarn, ribbons, pipe cleaners, crayons, etc., scissors and glue
Ideas of what to say or do.	Using a cutout of a person, allow students to decorate their cutout with the hair of their choice. They can choose to create a person that has hair like their own or make a person with hair like the character from a story, a friend or another family member. Be sure to have a range of materials that vary in color and texture (possibly ideas include yarn, pipe cleaners, ribbons, crayons, markers, construction paper, etc.). Students can show their completed hair designs with peers and share why they created the hair styles they choose.
What Pyramid Model skill or concept is covered?	Self-acceptance, recognizing differences and similarities

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Small Group: (Practice It!)

Name of Activity:	Our Special Times
Supplies needed:	Paper, crayons, Feeling Faces chart
Ideas of what to say or do.	<p>When Keyana had her hair done by her mother, this provided a special activity that they could do together often. Students can be prompted to think of a special activity that they do with a family member or close friend and draw a picture of that special time. After drawing their pictures, students can be directed to the Feeling Faces chart to identify how the special time made them feel. Teachers can write the feelings onto the drawing, using the sentence "My special times makes me feel _____". These drawings can be in the classroom or put into a book to be shared in the classroom library.</p> <p>The same activity could be done at home with family members as well.</p>
What Pyramid Model skill or concept is covered?	Identify feelings, focus on relationship building activities

