

BUGS IN MY HAIR

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By David Shannon

Grades: PreK-3; Ages: 4-8

Themes: humor, growing up, bugs, health/science

Runtime: 8 minutes

COMMON CORE CONNECTIONS:

CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCSS.ELA-Literacy.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- Specifically: **CCSS.ELA-Literacy.W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SUMMARY

When a boy finds lice in his hair, all out war is declared. He learns about the eggs, or nits, that the lice lay, and how they spread. At first he is totally embarrassed, until he learns that many kids in his class are also afflicted. His mom goes on a crusade to eliminate the intruders once and for all. The problem is, lice just aren't that easy to get rid of!

OBJECTIVES

- Students will use context clues to figure out the meaning of unknown words.
- Students will analyze and explain the humor in the movie.
- Students will share facts about lice.

BEFORE VIEWING ACTIVITIES

Activate students' knowledge about lice. Guiding questions:

- What are lice?
- Do you have any experience with lice?
- What do lice eat?

Consider showing students a short informational video about lice, or reading aloud an informational book or passage. Tell students that they are going to see a movie about a boy who gets lice in his hair. Encourage them to watch and listen for how the lice make him feel and what he and his mom have to do to get rid of them.

Tell students that we can figure out the meaning of unknown words by using the clues from the other words on the page and the illustrations. Model an example from a familiar text using the following procedure:

- Read aloud a page from a familiar text that has an unknown vocabulary word.
- Think aloud while reading: "Hmm... I don't know the word _____. Let me see if there are any clues in the text or the pictures to help me."
- Emphasize reading textual clues that help the reader figure out the unknown word and think aloud about how the clues help.
- Point out any illustrations that may provide additional clues.
- Propose a definition and model substituting the word in the sentence from the book to confirm that it makes sense.

Introduce the words **humiliation**, **louse**, and **cures** from the movie.

Encourage students to watch and listen for clues to help them figure out the meaning of these words. Revisit the words after viewing the movie.

AFTER VIEWING ACTIVITIES

Common Core Connection Activities - CCRA.R.1, CCRA.R.9, CCRA.W.8 - (W.1.8):

Read aloud and/or show an informational video about lice to the students.

Suggested resources:

- Dr. Itchy: Emily Finds Out She Has Head Lice:
<https://www.youtube.com/watch?v=kAE458NjsrQ>
- Dr. Itchy: Emily Gets Treated for Head Lice:
<https://www.youtube.com/watch?v=-tpyczKCMcw>
- <http://www.healthline.com/health-slideshow/home-remedies-for-head-lice#1>
- *Head Lice* by Angela Royston
- "Goodbye to Lice":
https://www.readworks.org/sites/default/files/bundles/passages-goodbye-lice_files.pdf

As you read, encourage students to listen for a new and interesting fact that they learned about lice, and to draw a picture or write a sentence about what they learned. Give students an opportunity to share their facts after reading.

Scribe these on a class chart entitled, "Facts About Lice." Reread the chart aloud with the class. Culminate the read aloud by giving each student a blackline master of a head with hair and white circles (representing nits) cut out of construction paper. Have students write one fact on each "nit" and glue it to the hair.

Common Core Connection Activities - CCRA.R.1, CCRA.R.3, CCRA.SL.1:

Re-watch, or read aloud, *Bugs In My Hair*. Before reading or watching, tell students that the author put in some sneaky, funny jokes throughout the story. Ask them to watch and listen for these jokes, and that you will stop the movie, or stop reading, to discuss them. Suggested stopping points and guiding questions:

- "Lice-a-palooza!" Ask: *From the picture, what do you think is happening?* (The lice are playing music and dancing). Tell students: *The author is making a joke about a famous music festival called Lalapalooza, where bands from all over the country perform and people often travel from far away to go to it.*
- "Her problem wasn't on her head, it was in her head." Ask: *What do you think it means to have a problem in your head? Were there really lice in her head? How do you know?*
- "Lice are really hard to get rid of. It was like they took over our whole life!" Ask: *How does the illustrator make lice seem like people in this picture? What do their activities tell you about how the boy and his mom feel about the lice?*
- "If we didn't stop them they might...conquer the world!" Ask: *What is the author comparing the lice to on this page?* (Godzilla)

Common Core Connection Activities - CCRA.R.4:

Revisit the context clues lesson from the Before Viewing Activities.

Replay or read aloud the parts of the movie or book that contain the words **humiliation**, **louse**, and **cures**.

For each word ask:

- What clues in the text or the illustrations can help you figure out the meaning of the word?
- What do you think the word means?
- Substitute your definition to check that it makes sense.

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