	Lesson Plans for Nestle Collection
	Hygiene (Level 2, 3-5)
	Reading Is Fundamental
	Book Supported: <ul style="list-style-type: none"> • <i>Bugs In My Hair?!</i> by Catherine Stier

INTRODUCTION

Children may love to get dirty, but knowing when and how to clean up can prevent disease and sick days spent out of school. The books in this collection can help students learn more about staying clean and healthy.

Here are some examples of activities to support students' learning:

- Set up a Hygiene Literacy Center in your classroom. Include books from this collection and other books about hygiene. You might also include posters, such as hand washing instructions, and handouts from the CDC or your local pediatrician.
- Invite your school nurse to talk to your class about various hygiene-related best practices.

Materials List:

- Books about hygiene
- Posters and handouts about hygiene

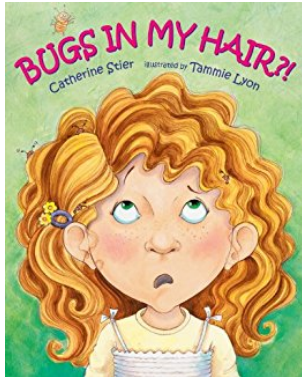
General Objectives for Hygiene Lessons:

Students will:

- understand new vocabulary
- understand best practices for staying clean and healthy
- learn what to do if they face a hygiene challenge

BOOK-SPECIFIC LESSON PLAN 1

Using *Bugs In My Hair?!* by Catherine Stier with the Hygiene Level II Lesson Plan



Bugs In My Hair?! by Catherine Stier (Albert Whitman, 2008) is the story of impeccably groomed Ellie LaFleur's case of head lice. In this funny and informative book, Ellie is horrified to discover she has head lice despite daily use of Princess Luxury Shampoo. Ultimately, Ellie bravely and hilariously rises above her own "hairy" experience to write a guide to head lice for any kids who may one day face the same battle.

Objectives

Students will:

- identify and understand new vocabulary words
- gain basic knowledge of head lice
- use text and illustrations to describe characters

CCSS Alignment

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

NGSS Alignment (None)

Pre-Reading Activities: Read the title and show students the cover. Discuss what the book may be about. Ask, "How does the character appear to be feeling? Why do you think she's feeling that way?"

Reading: Read the book aloud to students. Some of your students may have had head lice in the past, and others may be concerned about getting them, so this is a good opportunity to model empathy and embrace the book's message: "Head lice happen. It's not the end of the world."

Post-Reading:

After reading the book through, go back and answer the following questions as a class.

Post-Reading Comprehension Questions:

How do the author and illustrator show readers that "Ellie LaFleur did things just so"? (The author describes Ellie's extensive nightly grooming routine. The illustrator shows Ellie in her fancy bedroom checking her perfect nails.)

How is Ellie's attitude to the idea that "These things happen" different from Alex and Morgan's? (Alex and Morgan accept that things happen. Ellie says they don't happen to her.)

What happens to Ellie one Friday morning? How does Ellie react? ("Her head began to itch. And itch. AND ITCH." The nurse tells Ellie she has head lice. Ellie shrieks, "BUGS IN MY HAIR?! WHAT DO YOU MEAN?")

Use the illustrations on the next few pages to discuss how Ellie feels. (Upset: She is yelling with her mouth wide open. Worried: She's frowning, looking down, and drawing her eyebrows up.)

What does Ellie have to do to get rid of the lice? (Wash her clothes and bedding, seal other items in an airtight bag, vacuum the floors and furniture, and use a "special get-rid-of-lice" treatment.)

Why does Ellie decide to write a special letter to other kids who get lice? (Reading the papers the school nurse sent home makes her think that she would have felt a lot better if she'd had a special letter from a kid who survived head lice.)

Describe head lice, according to Ellie. (Head lice are about 1/8th of an inch long, eat human blood, and crawl from place to place. You can get them even if your hair is clean. They are gross, but they don't carry diseases.)

What's one way to reduce your risk of getting head lice? (Don't share things that touch your hair.)

What book is Ellie referring to when she jokes about "Little Louse on the Hairy"? (*Little House on the Prairie*)

Compare and contrast the third-person point of view used in most of the text with the first-person point of view in Ellie's letter. (Answers will vary.)

How is Ellie's attitude about the idea that "These things happen" at the beginning of the book different from her attitude at the end? (By the end of the book, Ellie realizes it is true.)

Class Activity: Do a head lice check! Invite your school nurse to come in and share more information about head lice and then to show students how he or she checks for head lice. Students can share information they learned from the book.

ABOUT THIS TITLE
Lexile: AD580L
Interest Level: 5-10 years
Reading Level: 2 nd -5 th
Themes Fiction, Literary Text, Hygiene, Head Lice, School, Family, Hair

Word List:

Category Vocabulary:

Hygiene	Keeping your body clean and healthy
---------	-------------------------------------

Book-Specific Vocabulary:

Head lice	A type of bug that lives in hair
Nits	The eggs laid by lice
Tresses	A fancy word for hair
Louse	The word for a single bug
Locks	Not something for a key, but another word for hair
Treatment	A remedy for a problem