

First: *Even Monsters Need Haircuts* -

[Fiction]

[slides 2- 16]

- read and/or listen [read at least 4 slides]
- answer comprehension questions
- list the monsters [writing] [slide 16]
- short description [writing] [slide 17]
- expressing a person opinion [slide 18]
- using prepositions [writing] [slide 19]
- lockdown hair [creative] [slide 20-21]

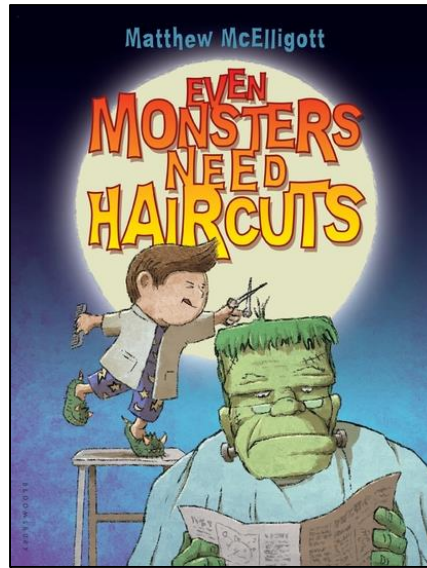
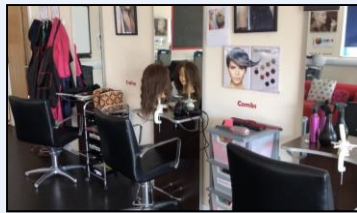
Then: *An Interview With Miss Lennon*

[Non-fiction – watch video]

- watch and discuss [watch video]
- make notes [slides 22-23]

Finally: **My Skills List**

- My Skills Analysis [slide 24]
- Skills I built in lockdown [slide 25]
- + identifying skills I need to work on



What are we learning this week?

Learning Focus: This week we are focusing on two different careers. We will be practising skills reading fiction + non-fiction texts.

First Career: Hairdressing

Text 1: Fiction – *Even Monsters Need Haircuts*

Text 2: Non-Fiction *An Interview With ...*

[a range of S&L., Reading and Writing tasks]

Next Career: Inventor

Text 3: Non-fiction - *Whoosh!*

[see next powerpoint for details]

Finally: Creative Thinking Task

Focus: Explaining an idea in detail

Text 1: ***'Even Monsters Need Haircuts'*** by Matthew McElligott

Fiction = a made up imaginative story

Text 2: ***Interview with a Hairdresser*** Miss Lennon

Non-Fiction = facts and information

Watch both videos on
Meadow High School
Hello youtube channel

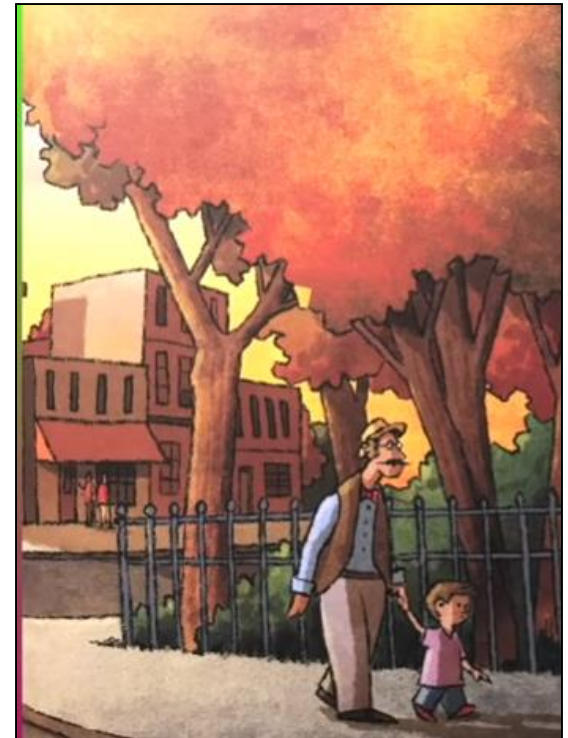
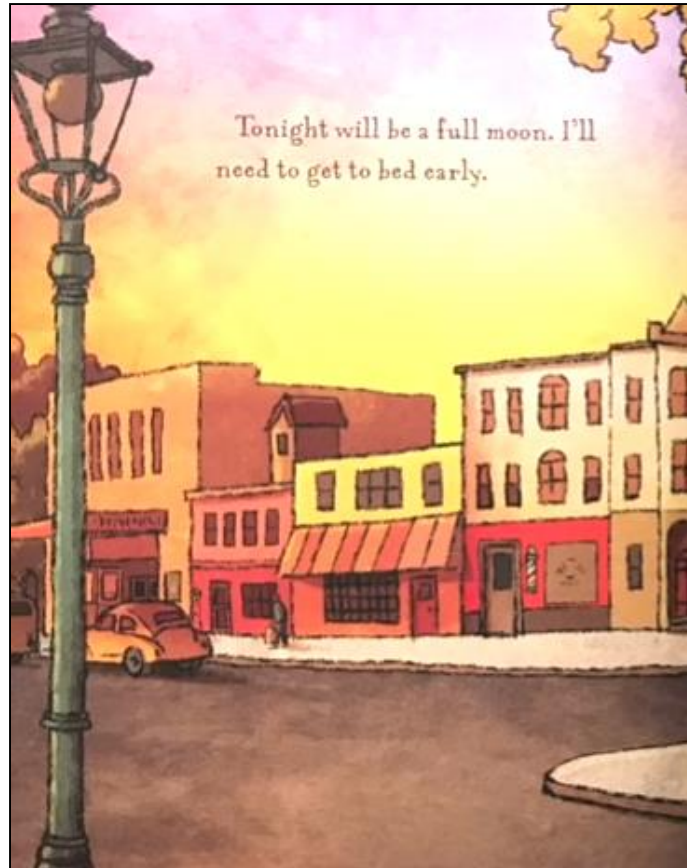
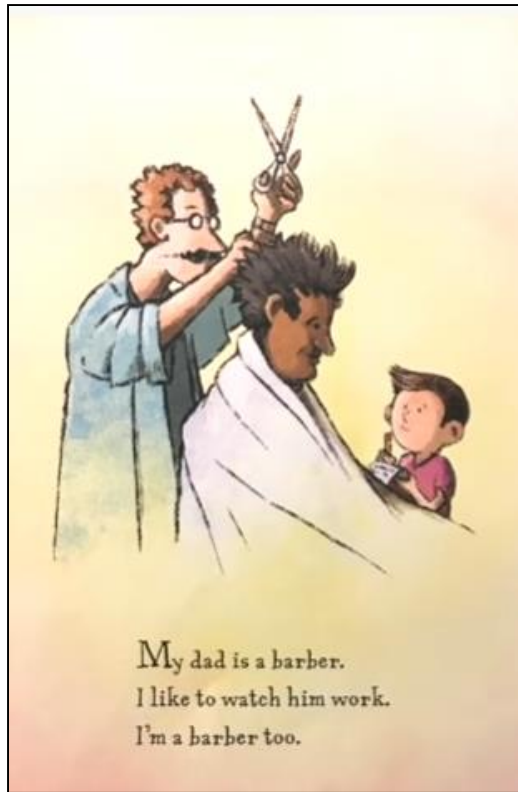
Getting ready to read ...

During lockdown the shops had to shut. This included the hairdressers. People have had to either let their hair just grow and grow or have a go at being a hairdresser themselves ... or ask someone in their family to help.

I think we have learnt that we really need hairdressers – it is a very important job!

1. **Listen to, read and talk about** this story.
2. **Build your reading/writing skills** by answering the questions and completing the short writing tasks.
3. **Watch the interview with Miss Lennon.**
Focus on building your listening skills - make notes
4. **My Best/Worst Lockdown Hair Day** – draw + label
*Focus on **adding detail** including your feelings*





My dad is a barber. I like to watch him work. **I'm a barber too.**
Tonight will be a **full moon**. I'll need to get to bed early.

Just before midnight, I hear a soft tapping sound.
Vlad is waiting for me at the window.



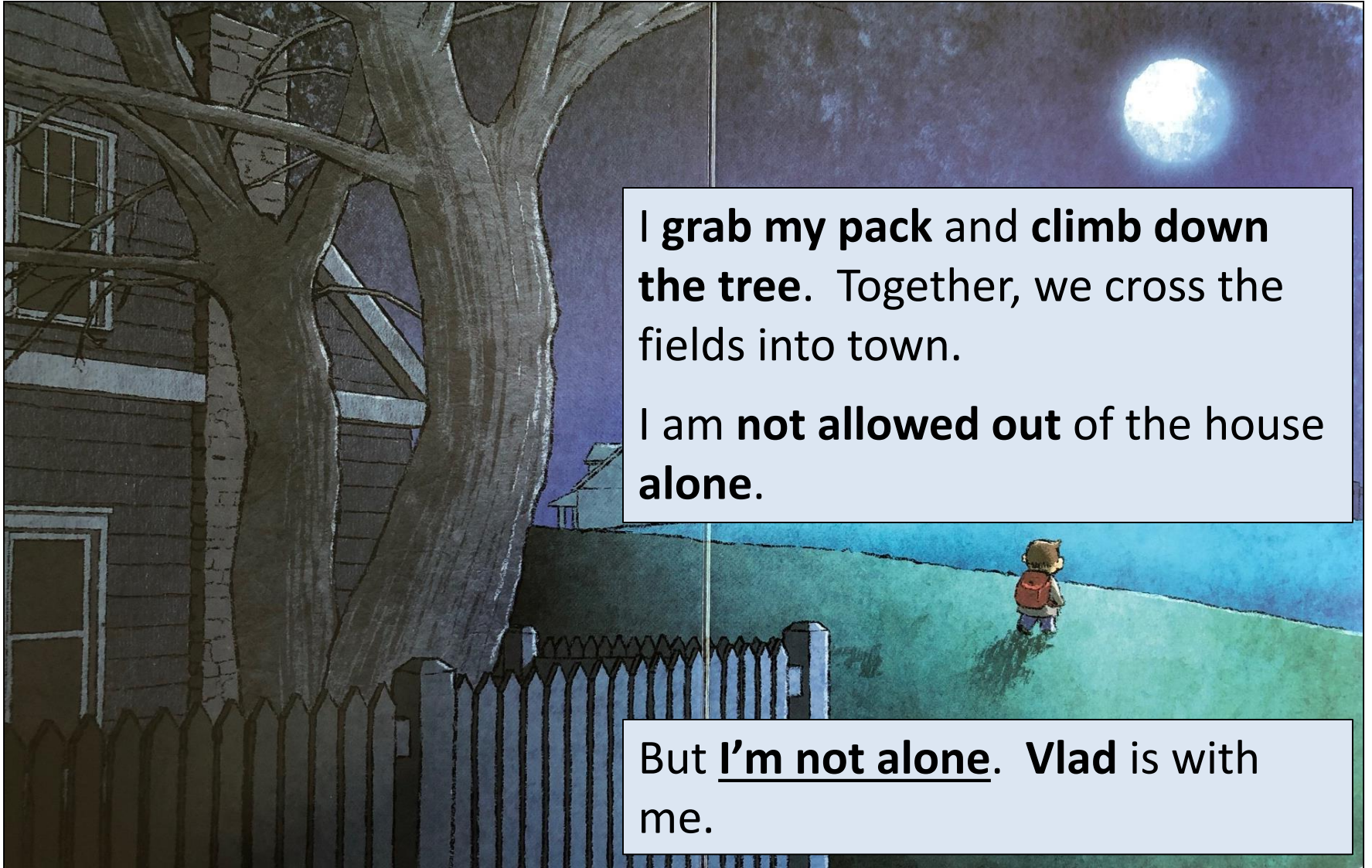
Just before **midnight**, I *hear* a **soft tapping** sound. **Vlad** is waiting for me at the window.



Stop and check your understanding.

Answer the following questions. *[Write the answers in your yellow workbooks.]*

1. What did they boy hear? [2 marks]
2. When is midnight? [2 marks]
3. What animal is Vlad? [2 marks] What do you think might happen next? [3 marks]

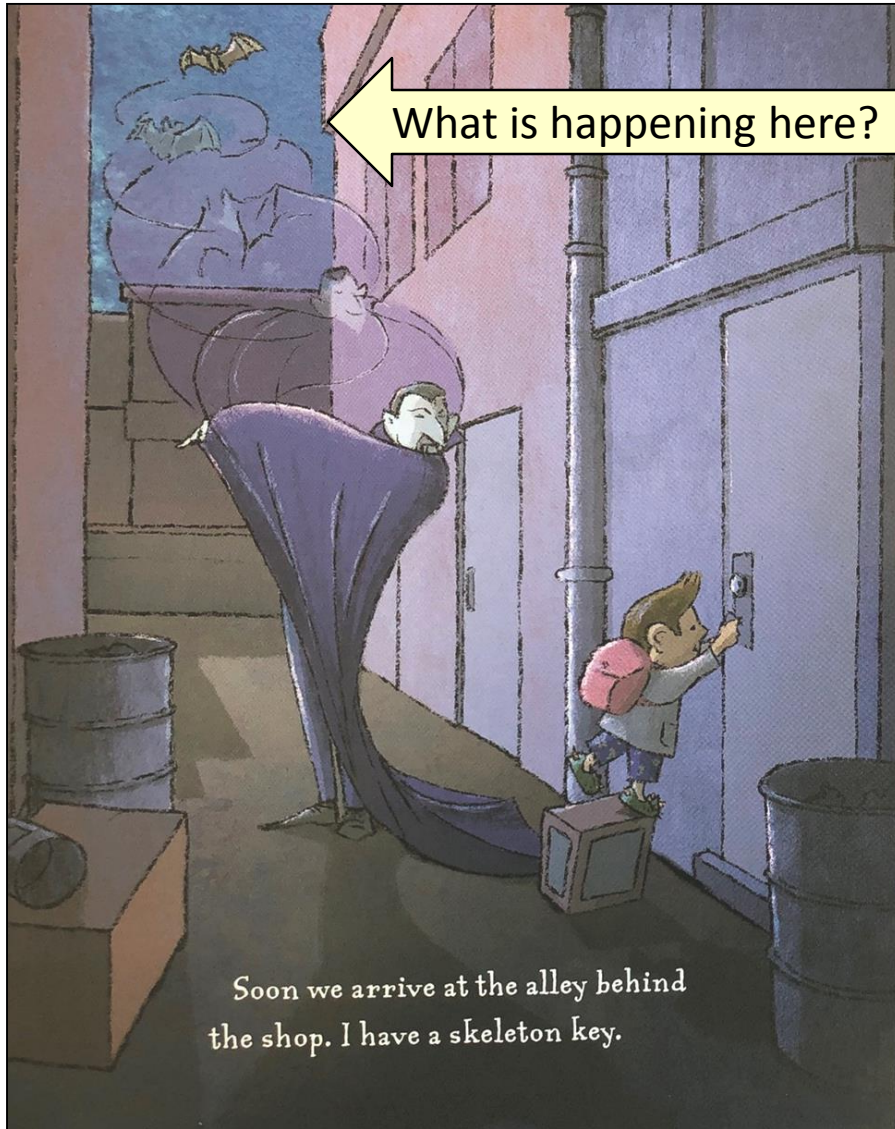


I grab my pack and **climb down the tree**. Together, we cross the fields into town.

I am **not allowed out** of the house **alone**.

But I'm not alone. **Vlad** is with me.

Talk to your reading partner. **Have you ever been out in the dark? How did you feel? Who were you with?** [Speak AND Listen - what did your reading partner tell you?]



What is happening here? What creature is Vlad?

vampire

Talk to your reading partner.
Predict what will happen next?
Will the **door open**?
What is behind the door?
Challenge question:
What is a skeleton key?

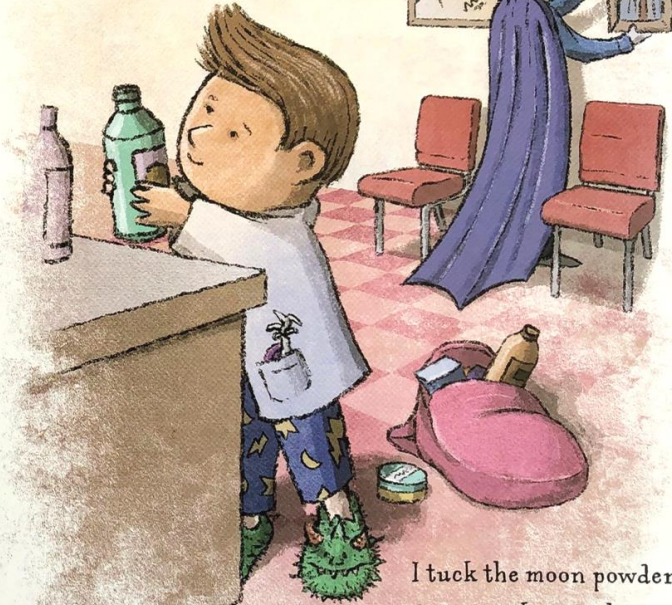
Soon we arrive at the alley behind the shop. I have a skeleton key.



skeleton key = a key that has been filed or cut so that it can unlock lots of different locks.

Soon we arrived at the **alley** behind the shop. I have a **skeleton key**.

I unpack my supplies. The rotting tonic, horn polish, and stink wax go on the counter. The shamp-ewww goes next to the sink.



I tuck the moon powder into my pocket, right next to my tangling brush. I'm ready to begin.

Around twelve thirty, Igor wanders in.



I unpack my supplies. The rotting tonic, horn polish, and stink wax go on the counter. The shamp – ewww goes next to the sink. I tuck the moon powder into my pocket, right next to my tangling brush. I'm ready to begin. Around twelve-thirty, Igor wanders in.

By one o'clock, the shop is full.
It's going to be a busy night.



By one o'clock, the **shop** is full. It's going to be a **busy** night.

4. Talk to your partner: Describe ONE of the monsters in detail – your partner has to point to the monster you are describing. [2 marks speaking + 2 marks listening]



Some customers are **easy**.

Some are more **difficult**.

Some always get the **same thing**.

Some always want to try **something new**.

Talk to your partner:

5. Which of these monsters would you give a hair cut to? Explain why? [4 marks]

Write the answer on slide 18.

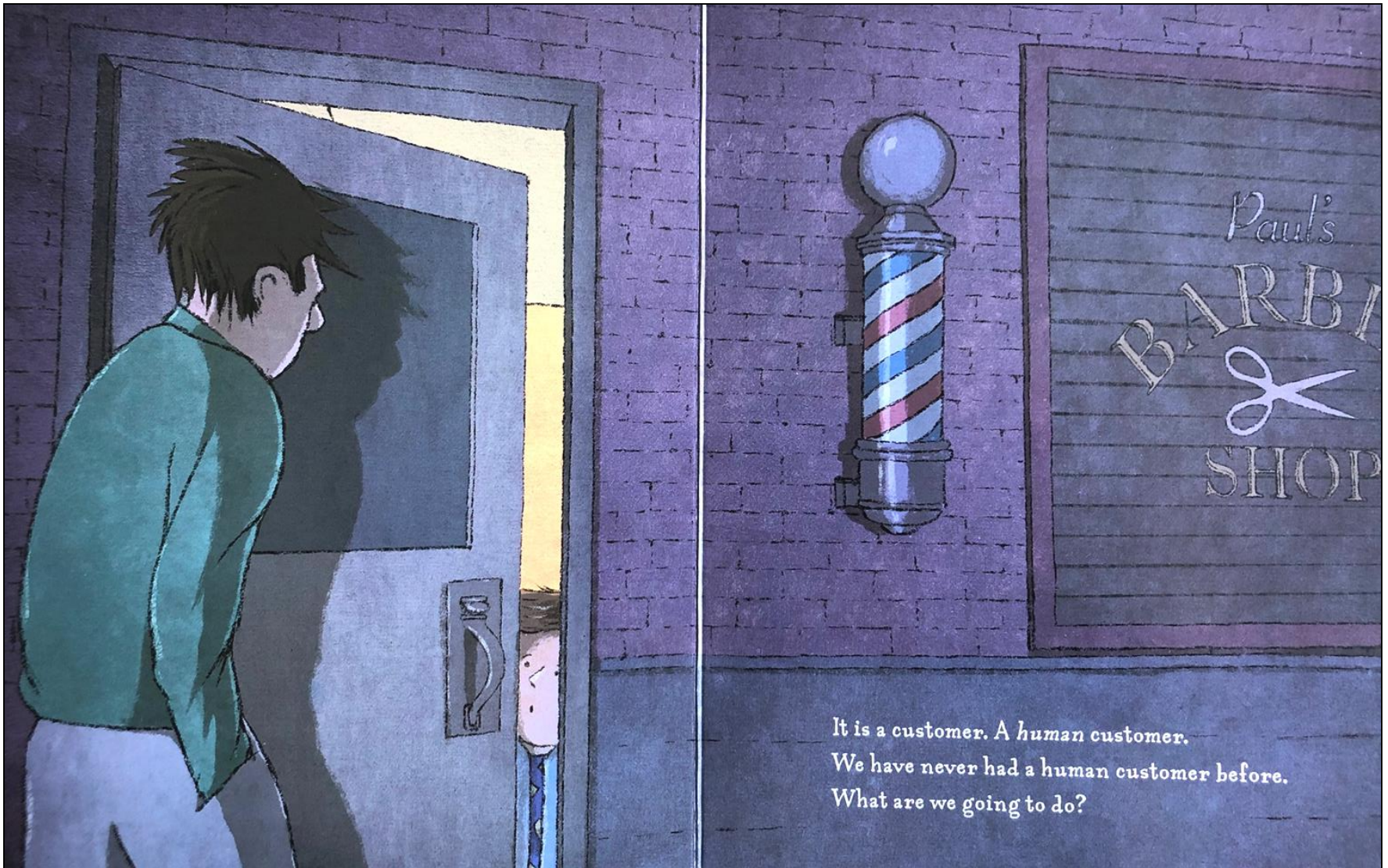
And with some customers, it's tough to know exactly what they want.



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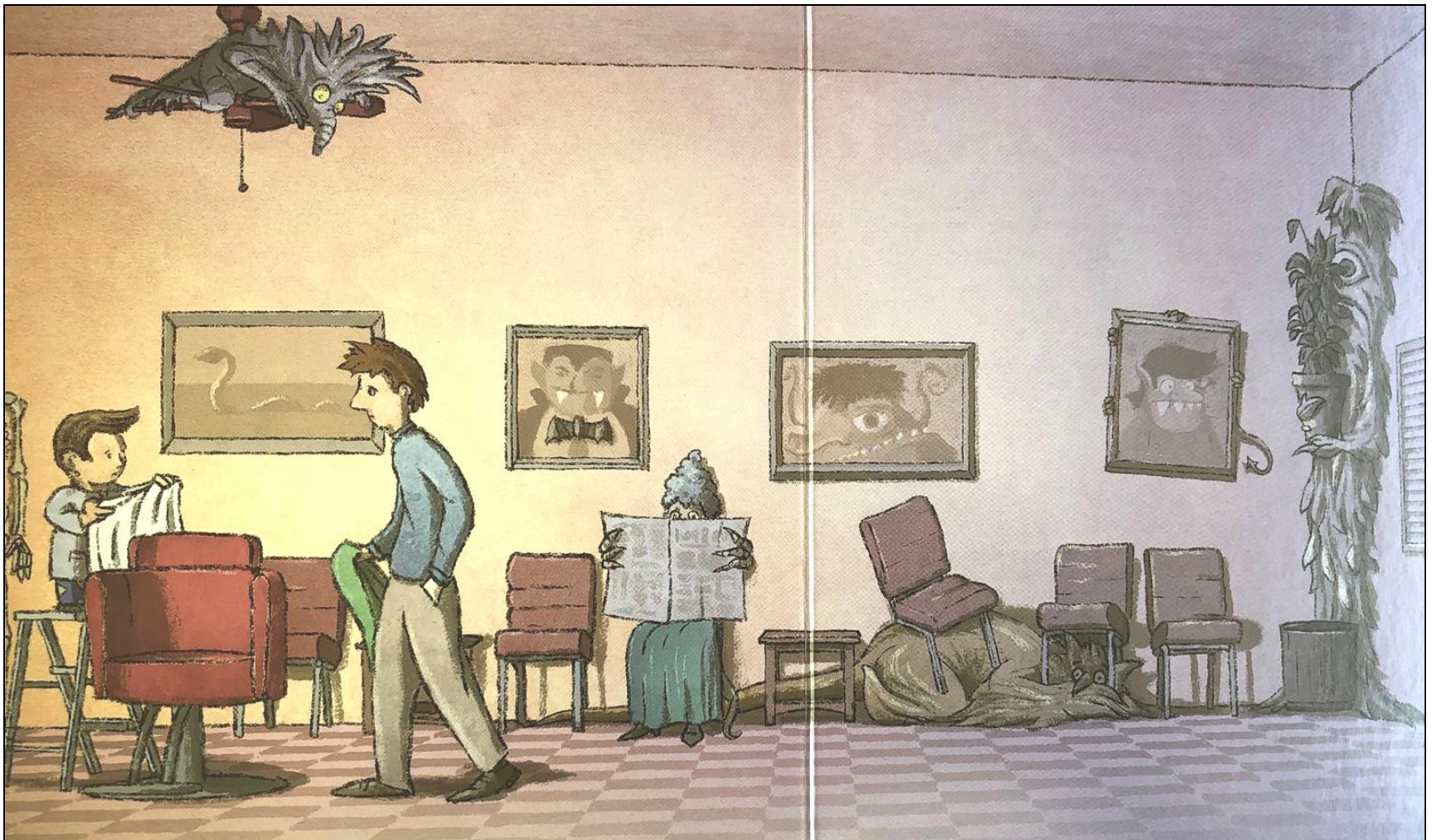
Things are going well. Everyone is getting along. And then it happens. There is a knock at the front door. No one ever knocks on the front door. They all know to come in the back. Who could it be?

Things are going well. Everyone is getting along. And then it happens. There is a ***knock at the front door***. They all know to come in the back. **Who could it be?**



It is a customer. A *human* customer.
We have never had a human customer before.
What are we going to do?

It is a customer. A ***human customer***. We have never had a *human customer before*. **What are we going to do?**



Nobody moves as the man walks to the chair. **I am nervous.**
More nervous than I have ever been. And then he asks me...

6. **Talk to your partner then write** : Describe where TWO of the monsters are hiding – extra marks if you use prepositions *e.g. under, next to, on, behind*. [2 marks + bonus 2]



“Can you take a little off the top?” We all have a good laugh over that one.

7. Talk to your partner: Challenge question – Why are the monsters having ‘a good laugh’? [3 marks]

The sun will be up soon, and the monsters
have to go. We sweep up the shop.

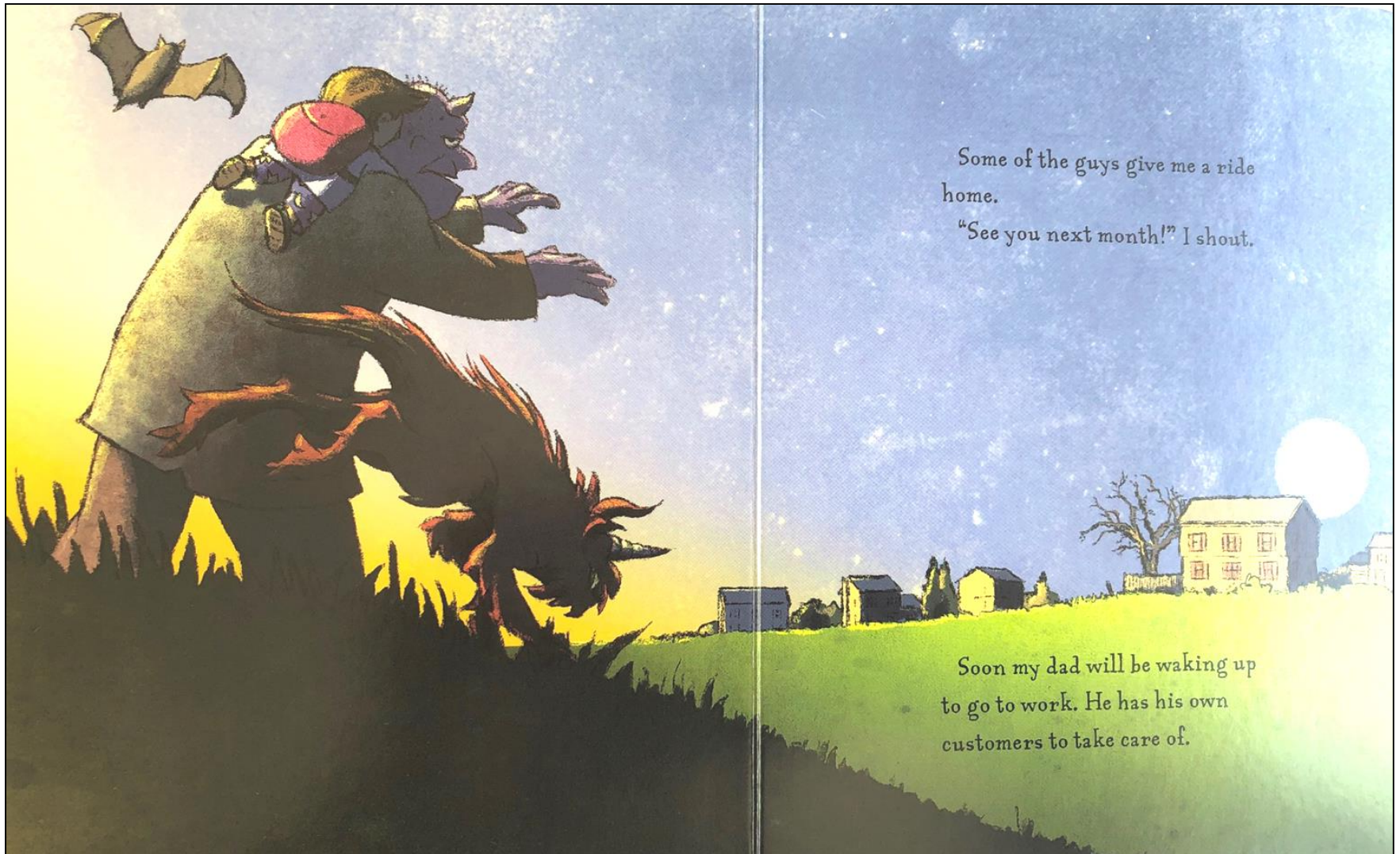


We flip back the pictures and turn out
the lights. It's important that we don't
leave *anything* behind.

The **sun** will be **up** soon, and the **monsters** have to **go**. We sweep up the shop. We flip back the pictures and turn out the lights. It's **important** that we don't leave anything behind.

Talk to your partner **then write**: 7. What do they need to do to tidy up? [2 marks]

8. Challenge Question - Why do they need to do this? [3 marks]

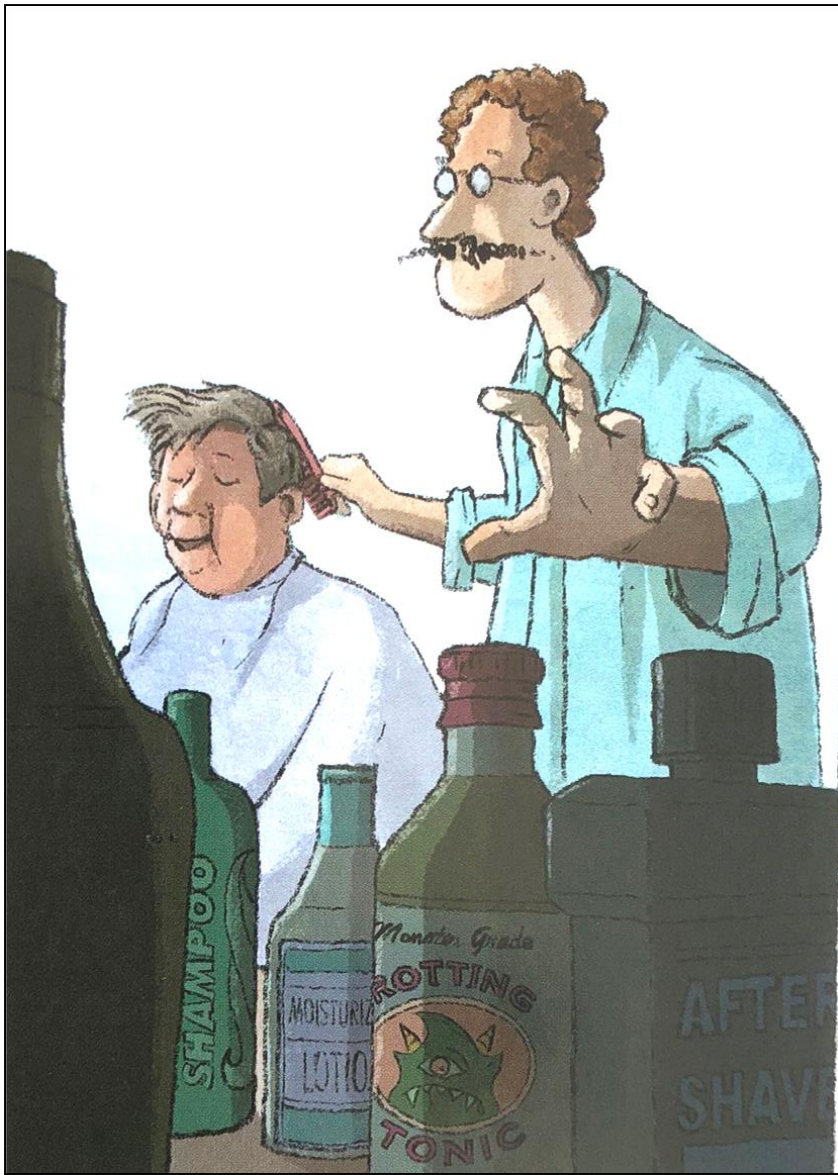


Some of the guys give me a ride home.

"See you next month!" I shout.

Soon my dad will be waking up to go to work. He has his own customers to take care of.

Some of the guys give me a ride home. "See you next month!" I shout. **Soon my dad** will be **waking up** to **go to work**. He has his own customers to take care of.



After all, **even humans need haircuts.**

Reading + Understanding [3 marks]

LIST as many 'monster'-type creatures as you can. *[In the story + others too!]*

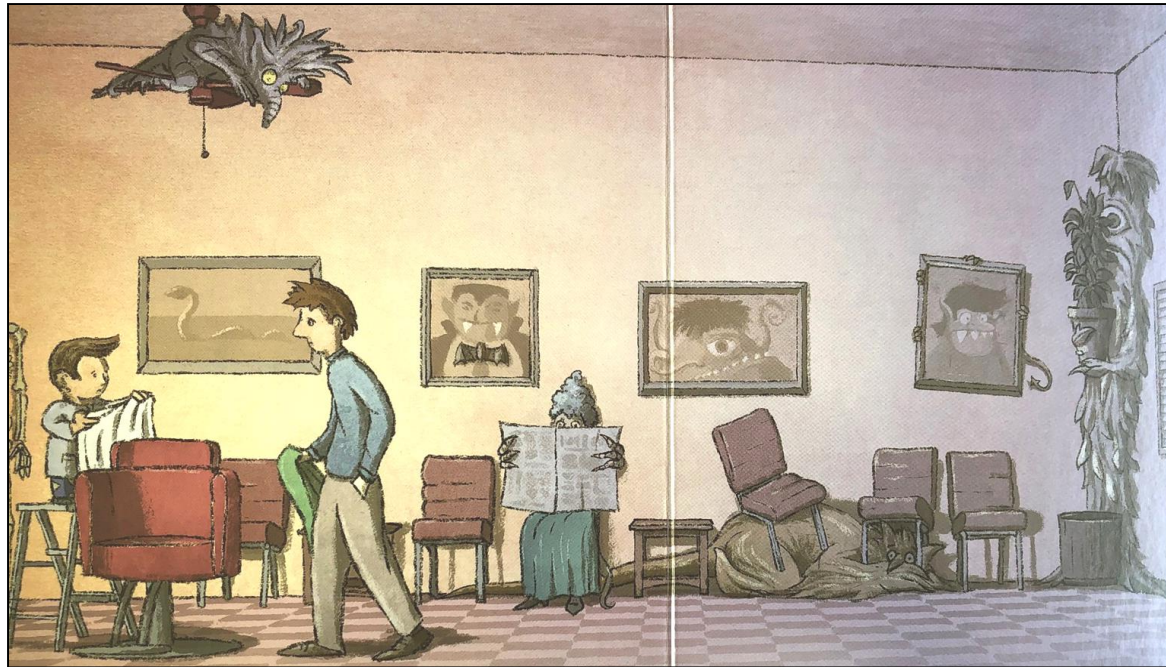
Remember: **Monsters** are 'mythical' = they are **made up** - only exist in stories

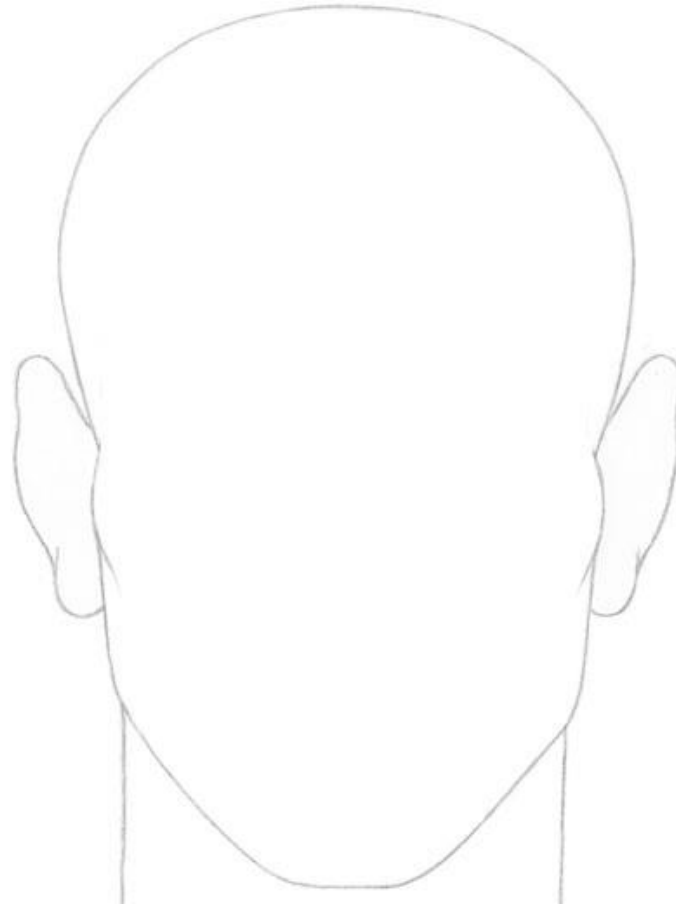
Reading + Understanding Task: Expressing a Personal Opinion
Which of these monsters would you give a hair cut to? Explain why?

[4 marks]



Reading + Understanding Task: Describing Where? Using Prepositions [4 marks]
Carefully describe in detail where TWO of the monsters are hiding. [see slide 12]





My worst or best 'Lockdown Hair Day'

Draw a picture . Extension work: Add labels to explain



My worst or best 'Lockdown Hair Day'

Draw a picture . Extension work: Add labels to explain

World of Work – Hairdresser - Make Notes

Level 1 Jobs [Junior Stylist]

Level 2 Jobs

Level 3 Jobs:

Any other important information:

Watch the video interview and **talk about** the things **Miss Lennon tells us** about the job of a being a hairdresser. Personal skills, practical skills, stages of learning the job.

Re-watch if you need to THEN **Make notes** .



Meadow High School Salon

Miss Lennon teaches the skills students need to help them start their career as a hairdresser OR just get really good at styling hair!



World of Work – Skills Analysis – What Am I Good At?

I am good at

I need to work on

Ideas for types of skills: being kind, listening carefully, being patient, explaining clearly, asking questions, being polite, reading, following instructions, writing notes, making lists, working independently, being organised, being tidy, problem solving, being on time.

World of Work – Skills I Built During Lockdown

Activity: _____

Skills I gained

Activity: _____

Skills I gained

Ideas for types of skills: problem solving, listening carefully, being patient, explaining clearly, asking questions, being polite, reading and understanding, following instructions, working independently, writing lists/making notes, being organised, being tidy.