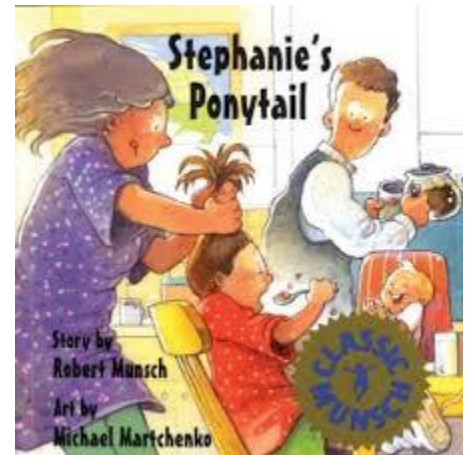


Stephanie's Ponytail

Written by: Robert Munsch

Illustrated by: Michael Martchenko

Stephanie, a fiercely independent child, has her mother create several creative ponytails for her as a way of setting herself apart from the other students in her school. When everyone starts copying what Stephanie does, she asserts herself one last time with hilarious results.



Possible strategies for instruction:

Comprehension:

- **Make a picture or mental image**
 - The author does an excellent job describing each of the different ponytails Stephanie has her mother create. Before reading, distribute dry erase boards and markers to the students. Then, as you are reading Robert Munsch's description of each of her different ponytails, have the students draw what they thought Stephanie looked like.
- **Predict what will happen; use text to confirm.**
 - This story is very repetitive, but also adds a new component to the copycats with every new hairstyle Stephanie has her mom create. After each new ponytail is described, have the students predict who they think will copy Stephanie this time, and list on chart paper. Then, cross-check their predictions with both the text and the pictures to see if they were correct or not.

Accuracy:

- **Cross checking... Do the pictures and/or words look right? Do they sound right? Do they make sense?**
 - Although this book is highly repetitive, it does include various descriptive words and new characters are introduced with each of the new hairstyles Stephanie creates. Have students monitor themselves as they are reading to make sure the words sound right in the sentence. Then, if something doesn't sound right, have them reread the sentence, flipping sounds if necessary or using the supportive illustrations to help them fix their mistake.

Fluency:

- **Use punctuation to enhance phrasing and prosody:**
 - There are several places throughout the book where Robert Munsch includes phrases that lend themselves nicely to this strategy. Model reading each phrase listed below in a “flat” or monotone voice. Then ask students if that is how the phrase should be read, and if it is not, how it should be read and why. Also point out the author’s use of italics and capital letters in the story and what that means in relation to expression. Examples of these phrases and their page numbers are listed below.
 - “Ugly, ugly, *very* ugly” (p.1)
 - “It’s *my ponytail* and I like it” (p.1)
 - “Stephanie, would you like a ponytail coming out the back?”
Stephanie said, “NNNO.” (p.8)
 - “When I come tomorrow, I am going to have...SHAVED MY HEAD!” (p.18)

Expand Vocabulary:

- **Use word parts to determine the meaning of words:**
 - Throughout the story, Robert Munsch uses compound words to help get his meaning across. By pointing out to students that with some compound words you can use the two smaller words within each compound word to determine its meaning, they can apply that strategy with this book using the words listed below. Their corresponding page numbers are also included:
 - ponytail (1)
 - copycats (3)
 - brainless (18)

This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.