



Read Aloud
Bippity Bop Barbershop
 Read 1 of 2, pages 1-16

Big Idea	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
Unit Question	What does it mean to be a member of a community?
Guiding Question	Who and what makes a community?
Content Objectives	I can use key details from the illustrations and words to describe the characters in <i>Bippity Bop Barbershop</i> . (R.11.K.a, R.11.K.c)
	I can answer questions about key words and phrases in the story. (R.7.K)
Language Objective	I can take turns speaking with my partner and listen respectfully when others are sharing. (SL.1.K.b)
Vocabulary	<p>brave: not afraid, showing courage</p> <p>crowded: filled with a lot of things or a lot of people</p> <p>prediction: a guess about what might happen in the future</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Bippity Bop Barbershop</i>, Natasha Anastasia Tarpley ● Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins, “Early Saturday morning...” ● <i>Bippity Bop Barbershop</i> vocabulary cards ● Think, Pair, Share chart <p>On the whiteboard write:</p> <p style="padding-left: 40px;">How is Miles feeling at the barbershop?</p> <p style="padding-left: 40px;">How is Miles’ Daddy an important member of his community?</p>

<p>Opening 1 minute</p>	<p>Introduce the text. <i>Today we are reading a story called Bippity Bop Barbershop. Here it says, “by Natasha Anastasia Tarpley.” What did she do?</i></p> <p><i>Natasha Anastasia Tarpley is the author; she wrote the words. E.B Lewis made the illustrations.</i> <i>Based on the cover and the title, what do you think the setting of the story might be?</i></p> <p>Set a purpose for reading. <i>Today we’ll read the first half of the story. We’ll use details from the illustrations and words to describe the main character, Miles [point to the character on the cover]. We’ll also use details from the text to answer the question: How is Miles feeling at the barbershop? [Refer to the question on the whiteboard.]</i></p>
<p>Text and Discussion 10 minutes page 3</p>	<p><i>The character Miles and his daddy have a secret knock! That sounds fun. The words and illustration on this page show them wearing matching jeans and gym shoes. How do you think Miles feels about his dad? What makes you think that?</i></p> <p>Harvest a few ideas.</p>
<p>page 4</p>	<p><i>Daddy uses the word “brave.” Let’s keep reading to learn what that word means.</i></p>
<p>page 8</p>	<p><i>Daddy has told us what brave means—not afraid, or showing courage. Why do you think he and the other men are telling Miles to be brave today?</i></p> <p>Elicit children’s ideas, and model referencing the text and illustrations to respond.</p>
<p>page 13</p>	<p><i>What does Miles mean when he says “None of the styles I see look like me”?</i></p> <p>Harvest a few ideas. Then read to the end of page 16.</p>
<p>Key Discussion 8 minutes</p>	<p>Show the illustration on page 15, and invite children to Think, Pair, Share. Refer to the steps of the routine as needed. <i>How is Miles feeling at the barbershop? Use the illustration on this page and details from the story to answer this question.</i></p> <p>After the share, ask the second question on the whiteboard. Remind children to think before they talk with their partners. <i>How is Miles’ Daddy an important member of his community?</i></p> <p><i>A prediction is when we use details from the story to think about what might happen next. What predictions do you have about what</i></p>

	<i>Miles will decide at the barbershop? What makes you think that?</i>
Closing 1 minute	<i>Tomorrow we will finish the story and see what happens with Miles at the barbershop!</i>
Standards	<p>R.7.K With prompting and support, ask and answer questions about unknown words in a text.</p> <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>SL.1.K.b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>
Ongoing assessment	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>Do children use key details when answering questions about the story?</p> <p>How do children describe the character?</p> <p>Do children use details from the text to discuss the meaning of key words and phrases?</p>

Notes