



WEEK 4 Day 2

Read Aloud
Bippity Bop Barbershop
 Read 2 of 2, pages 16-29

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 Objective	I can use key details from the illustrations and words to describe the characters and setting in <i>Bippity Bop Barbershop</i> . (R.6.K.a, R.6.K.b, R.11.K.a, R.11.K.c)
Language Objective	I can describe the characters and setting in the story. (SL.3.K.a)
SEL Objective (Boston)	I can demonstrate awareness that people are members of a family, culture, and community. (SA.5.1)
Vocabulary	brave: not afraid, showing courage crowded: filled with a lot of things or a lot of people
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Bippity Bop Barbershop</i>, Natasha Anastasia Tarpley ● <i>Bippity Bop Barbershop</i> vocabulary cards ● <i>Bippity Bop Barbershop</i> slides for close reading ● projector and screen ● Think, Pair, Share chart <p>On the whiteboard write: Why is the barbershop an important place in Miles' community?</p>
Opening 1 minute	Introduce the text.

	<p><i>Yesterday we read the first half of Bippity Bop Barbershop. How was Miles feeling where we left off?</i></p> <p>Set a purpose for reading. <i>Today we'll continue reading to find out what happens with Miles at the barbershop. We'll continue to use details from the illustrations and words to describe the characters, and we'll also describe the setting. We'll discuss this question: Why is the barbershop an important place in Miles' community? [Refer to the whiteboard.]</i></p>
<p>Text and Discussion 8 minutes page 18</p>	<p>Reread page 16 from the previous session, and then continue.</p> <p><i>Thumbs up if you predicted that Miles would pick a hairstyle just like his Daddy!</i></p>
<p>page 19</p>	<p><i>How is Miles feeling here? How do you know?</i> Harvest a few ideas, directing children's attention to the line, "My heart starts beating fast again."</p>
<p>page 21</p>	<p><i>What does this illustration tell you about how Miles is feeling?</i> Harvest a few ideas.</p>
<p>page 26</p>	<p><i>How is Miles feeling now? How do you know? Look at the illustration and use the words in the story.</i> Harvest a few ideas.</p>
<p>Key Discussion and Activity 10 minutes Slides</p>	<p>Show slide 1 (cover). <i>Let's look back at some important illustrations of the community in the barbershop.</i></p> <p>Show slide 2, but do not read the full text. <i>The text says that the barbershop is crowded, or has a lot of people in it. What do you notice about who is at this barbershop?</i></p> <p>Show slide 3, and read the text. <i>What is it like at the barbershop? Why do these men come to the barbershop, besides to get a haircut?</i></p> <p>Show slide 4, reread the text, and invite children to Think, Pair, Share. Refer to the question on the whiteboard. <i>Why is the barbershop an important place in Miles' community?</i> [Miles can spend special time with his dad; Miles can be around other Black men and boys; community members enjoy each other's company; Miles gets cared for by Mr. Seymour; Miles learns how to</p>

	be brave.]
Closing 1 minute	<i>The characters in our stories have special people and places in their communities. We'll think about the special people and places in our own communities during _____. [other community meeting time].</i> Create a time to facilitate children's connections to and awareness of their own community resources and supports.
Standards	<p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information 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.3.K.a Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SA 5.1. (Boston) Demonstrate awareness of self as a member of a family, culture, and community. Identify systems of support.</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 barbershop?</p> <p>Do children use details from the text to connect the story to the unit topic of community?</p>

Notes
