



Dramatization: Barber Shop/Hair Salon 3

Children continue to use the Dramatization Center to act out scenes from *Bippity Bop Barbershop* and from their own experiences.

Big Idea	Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.
Guiding Question	What does it mean to be a member of a community?
Vocabulary	<p>community: a group of people who live, work, or do things together</p> <p>brave: not afraid, showing courage</p> <p>crowded: filled with too many things or too many people</p> <p>customer: person who pays for a good or a service</p>
Materials and Preparation	<ul style="list-style-type: none"> Materials used to set up the center in previous weeks <p>Plan to re-introduce the center, if needed, with any new materials, or by inviting an expert (family member or professional community member) to visit the classroom.</p>
Intro to Centers	<p><i>This week you can continue to work in the barbershop/hair salon you have been setting up in the Dramatization Center.</i></p> <p>Introduce and show any new materials and resources. Offer any needed reminders for working in the center.</p>
During Centers	<p>Encourage children to make signs for the entrance and for services they are offering, with paper and writing and drawing tools available in the Dramatization and the Writing and Drawing Centers.</p> <p>As children enact scenarios in the barbershop/salon, talk with them to support connections to the text(s) and to their own experiences. Supply</p>

	<p>relevant vocabulary. Probe for information about children’s experiences with and feelings about hair care.</p> <p>Engage children in conversations about the provision of services at the barbershop/salon: how much services cost, how the exchange of money for service works, what conversation supports that exchange, and why a service costs money.</p> <p>Take photos or record video of children setting up and playing in the center. Take notes on their statements and questions, and use this documentation to engage them in deeper conversations.</p>
Facilitation	<ul style="list-style-type: none"> ● Are there any other props you need? How could you make that? ● What services does the barbershop/salon offer? ● What can you do if a customer asks you for a haircut or hairstyle you are not familiar with? ● Who are you pretending to be? ● Do you get hair cuts? Who cuts your hair?
Standards	<p>SL.1.K.a. Students understand the nature of personal finance as well as key foundational ideas by describing how money has value and can be traded for goods and services.</p> <p>SL.3.K.a Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>Global Connections Students understand the influence of economics on individuals and groups in the United States and the World, including Maine Native Americans, by identifying how individuals, families, and communities are part of an economy.</p> <p>Economics Students understand the nature of economics as well as key foundational ideas by describing how people make choices to meet their needs and wants.</p> <p>Personal Finance Students understand the nature of personal finance as well as key foundational ideas by describing how money has value and can be traded for goods and services.</p>

Notes