



WEEK 6 Day 5

Text Talk
***Bippity Bop Barbershop*, Read 2 of 2**
Pages 9-29

Big Ideas	<p>People’s skills, knowledge, and talents are resources that contribute to the marketplace.</p> <p>Many jobs that people do are connected to the resources found in the places where they live.</p>
Weekly Question	What services do people provide and use?
Content Objective	I can use details from the text to explain the central message of the story. (RL.1.2)
Language Objective	I can build on the ideas of my peers in a group discussion about a text. (SL.1.1b)
Vocabulary	<p>awning: a sheet of canvas or other material stretched on a frame to protect from rain and sun.</p> <p>clustered (adj): in a group</p> <p>gleam: to shine</p> <p>drape: to arrange a cloth or clothing loosely around something</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Bippity Bop Barbershop</i>, Natasha Anastasia Tarpley ● Sentence Stems for Discussion Parts 1 and 2 ● <i>Bippity Bop Barbershop</i> excerpt and prompt, copies for each child <p>On the whiteboard, write:</p> <p style="padding-left: 40px;">How does the Barbershop benefit the community?</p> <p style="padding-left: 40px;">How does Mr. Seymour help Miles with more than just a haircut?</p>

<p>Opening 1 minute</p>	<p><i>Today we will read parts of Bippity Bop Barbershop again. Then you'll have a chance to write about the story.</i></p> <p>Set a purpose for reading. <i>As we read today, we'll use details from the story to consider these questions:</i> <i>How does the barbershop benefit the community?</i> <i>How does Mr. Seymour help Miles with more than just a haircut?</i></p> <p><i>As I start reading, think about the first question: How does the barbershop benefit the community?</i></p>
<p>Text and Discussion 6 minutes page 10</p>	<p>Think, Pair, Share. <i>Using details from these two pages, discuss this question with your partner.</i> <i>How does the barbershop benefit the community?</i></p>
<p>page 11</p>	<p>Read the first paragraph twice. <i>What does it sound like at the barbershop? What does this tell us about it's like there?</i></p>
<p>Page 16</p>	<p><i>Keep the second question in your mind as we read the next pages: How does Mr. Seymour help Miles with more than just a haircut?</i></p> <p>Do not elicit responses. This question will be answered in the Key Discussion and Activity.</p>
<p>page 25</p>	<p><i>How is Miles feeling here? How do you know?</i></p> <p>Read to the end of the text.</p>
<p>Key Discussion and Activity 13 minutes</p>	<p>Distribute the excerpt and prompt to children, then gather them for a whole group discussion. Display the Sentence Stems for Discussion Parts 1 and 2.</p> <p><i>Mr. Seymour has a service job. We might think that a barber just gives haircuts, but Miles got more than just a haircut in this story.</i></p> <p><i>How was Miles feeling after his experience at the barbershop? How do you know?</i></p> <p><i>How does Mr. Seymour help Miles with more than just a haircut? As you share your thoughts, be sure to use details from the story to support your ideas.</i></p> <p>Send children off with their excerpt and reading response sheet. Support children as needed in a small group. As they finish writing, invite children to share their written responses with a partner.</p>

<p>Closing, Weekly Question Chart 5 minutes</p>	<p>Refer to the Weekly Question Chart. <i>What services do people provide and use?</i> Read the chart together. Add any essential ideas that may be missing. Identify and color-code 2-3 themes that emerge. Some themes might be: many different kinds of jobs are service jobs; many different kinds of people provide services; services benefit the community in different ways.</p>
<p>Standards (Boston)</p>	<p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. SL.1.1b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. SA 4.1. Identify personal, cultural and linguistic assets.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share as well as their oral reading. Are children able to use key details from the text to answer questions? Do children build on the ideas of their peers during discussion? Do children Observe and analyze children’s written responses. Do they accurately describe one example of work involved in the process of making yarn? Do children explain the importance of the work?</p>

Notes



Text Talk U3 W6 D5