



Barbershop



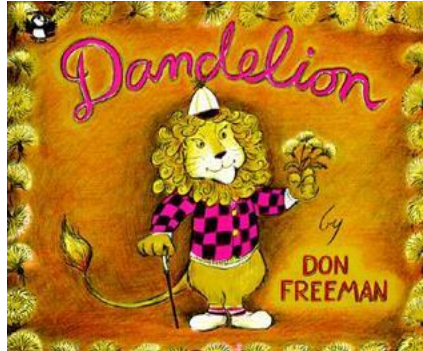
Dramatization

Standards:

CA.DE.PS.1 - 3

CA.DP.PS.1 - 2

ELA.SL.CC.PS.1-3


Materials:

- *Dandelion*
- tools found in a barbershop/salon (i.e., hair dryers, mirrors, etc.) (for hygienic reasons, use pretend versions of combs, brushes, etc.)
- large bowls
- images of barbershops resource
- Beautiful Stuff
- sample appointment book
- writing utensils
- magazines (for waiting area)

Preparation: Set up materials.

Vocabulary:

- barbershop: a store where people get their hair cut
- salon: a store where people get their hair cut or fingernails painted
- shave: to cut hair of a beard or mustache
- schedule: a time when you will do something
- appointment: a time to meet someone
- manicure: clean and polish fingernails

Intro to Centers:

"In *Dandelion*, Dandelion visited Lou's **barbershop** to get his hair cut. What do you notice?"

"Here are images of **barbershops** and **salons**--a store where someone could get a **manicure**--their fingernails cleaned and polished. How are these **barbershops** and **salons** the same as or different from Lou's/from each other?"

"Today in Dramatization, you can create a **barbershop** or **salon** with these materials. What do you notice?"

"You can be the **barbers** or **stylists**--people who work in a **barbershop** or **salon**. You can pretend to be customers like Dandelion at Lou's **barbershop**. You can make a waiting area for your **customers** and a **schedule** for **appointments**--when it is a **customer's** turn to get their **hair cut** or **styled**."

Show illustrations. Children respond.

Show images. Children respond.

Show materials.

During Centers:

Encourage children to create advertisements and signs for the services offered at their barbershop/salon in Writing and Drawing. Model conversations related to the barbershop/salon, i.e., “Oh my, when I look in the mirror, I see I need a haircut! I’d better make an appointment with my stylist! Hello, barbershop, I would like to come in at 3:00 on Saturday for a haircut. Thank you!” Compare and contrast the barbershops/salons children are creating to barbershops/salons in the community/neighborhood.

Guiding Questions during Centers:

- How did you use the materials to create your props/tools?
- How did you decide who would be the barbers/stylists/customers?
- How can customers make an appointment for a haircut/styling/manicure at the barbershop?
- How is a barbershop/salon similar to or different from a hardware/grocery store?

Thinking & Feedback: Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation: Collect photographs and/or videos of the children’s process. You might use videos to launch a discussion during Thinking and Feedback.

Provocation: Invite a family member who works in a barbershop/salon to speak as a guest expert. Visit a neighborhood barbershop/salon. Ask children to generate questions to interview the people who work there.

