



Text Talk
***Bippity Bop Barbershop*, Read 1 of 2**

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 Objectives	<p>I can use key details in the text to describe the characters and events in the story. (RL.1.3)</p> <p>I can retell the most important events of the story. (RL.1.2)</p>
Language Objective	I can build on the ideas of my peers in a group discussion about a text. (SL.1.1b)
SEL Objective	I can identify the emotions of the story’s main character and describe how they change. (SA 1.1, SA 3.1)
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 <p>On the whiteboard, write: What helped Miles feel brave for his haircut?</p>

<p>Opening 3 minutes</p>	<p><i>Today we will a story by Natasha Anastasia Tarpley called Bippity Bop Barbershop. What’s a barbershop?</i></p> <p><i>A barbershop is a place where people get their haircut. Does a barbershop provide a good or a service?</i></p> <p>Set a purpose for reading. <i>As we read today, we’ll consider what helped Miles feel brave in the story (refer to the question on the whiteboard). Then we’ll retell the most important events so that we’re ready to do more work with the text tomorrow.</i></p>
<p>Text and Discussion 13 minutes</p>	<p><i>How do you think Miles, the little boy, feels about his Daddy? How do you know?</i></p>
<p>Page 3</p>	
<p>page 5</p>	<p>Point out the awning in the illustration.</p>
<p>page 11</p>	<p>Pause after the first paragraph (Jazz music ... freshly cut head). <i>People get their hair cut here, but this paragraph tells us about more than that. What other kinds of things are happening at the barbershop?</i></p>
<p>page 16</p>	<p><i>How is Miles feeling? How do you know? Why might he be feeling that way?</i></p>
<p>page 18</p>	<p><i>Why does he want the same cut as Daddy?</i></p>
<p>Key Discussion 8 minutes</p>	<p>Facilitate a whole group discussion using the Sentence Stems for Discussion Parts 1 and 2. <i>What helped Miles feel brave for his haircut?</i></p> <p>Encourage children to build on their peers’ ideas by using details from the story. <i>Can you think of a time when you needed to feel brave about something? What helped you?</i></p> <p>Turn and Talk. <i>Retell the story with your partner. Partner A will tell the first event, then partner B will tell the next, and so on through the whole story. Help each other remember all the parts.</i></p> <p>Project the text and circulate with a copy of the text to support children’s retelling.</p>

<p>Closing 1 minute</p>	<p><i>Tomorrow we'll read some parts of this story closely so that we can think about the special service that this barbershop provides for the community.</i></p>
<p>Standards (Boston)</p>	<p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3. Describe characters, settings, and major events in a story, using key details. SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SA 1.1. Label and recognize emotions. Express understanding of emotions using different forms of representation. SA 3.1. Identify strategies and techniques for supporting and managing emotions.</p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during whole group and partner conversation.</p> <ul style="list-style-type: none"> Are children able to use details from the story to describe characters and important events? Are children able to retell the major events of the story? Do children build on the ideas of peers in whole group discussion? Do children connect meaningfully to personal experiences and related emotions?

Notes