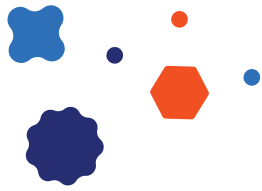


TEACHER READING GUIDE

Bippity Bop Barbershop

written by Natasha Anastasia Tarpley
illustrated by E. B. Lewis



Essential Question: How does identifying a character's feelings help the reader describe the character's thoughts and actions?

BOOK SNAPSHOT

Selected from the New Worlds Reading Initiative Booklist



Text Type: Literary

Genre: Realistic Fiction

Themes/Topics: Identity, Bravery

Lexile: AD630L

SKILLS ALIGNED WITH FLORIDA'S ELA B.E.S.T. STANDARDS

Word Work

ELA.K.F.1.3 (c,d)

Decode and encode CVC words with short o.

Vocabulary

ELA.K.V.1.1

Use grade-level academic vocabulary. (Tier 2)

Comprehension

ELA.K.R.1.1

Describe a character's feelings, thoughts, and actions.

BUILDING BACKGROUND

In the book *Bippity Bop Barbershop*, Miles gets his hair cut at the barbershop for the very first time.

- A *barbershop* is a place where people get their hair cut.
- A *barber* uses special tools to cut and style hair.
 - Use the illustrations to show students the different tools barbers use.
 - *clippers* (p. 14), *scissors* (p. 22), and *pick* (p. 22)
- A *hairstyle* describes how someone's hair is cut.
 - Ask students to draw a self-portrait with any hairstyle.
- Students will discuss their hairstyle and why they chose it with a partner.



STUDENT LEARNING TARGETS

Today I am:
identifying the character's feelings.

So that I can:
describe the character's thoughts and actions.

WORD WORK – DECODE AND ENCODE SHORT O CVC WORDS

ELA.K.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.

c. Decode consonant-vowel-consonant (CVC) words.

d. Encode consonant-vowel-consonant (CVC) words.

Teachers will support students in **decoding** and **encoding** CVC words with the short o vowel sound. Students will practice decoding and encoding words with **phoneme changes** at the initial and final phonemes.

- **Decoding** (reading) words:
 - An example of a decoding prompt: Change the s in *sat* to an *h*. Say each sound: /h/ /ă/ /t/. Blend the sounds together. What word do you have? *hat*
- **Encoding** (spelling) words:
 - An example of an encoding prompt: Change the word *sat* to *hat*. That's right! You had to change the s to an *h*.
- **Phoneme Changes**
 - initial phoneme – change *pot* to *hot*
 - final phoneme – change *hot* to *hop*

Decoding and Encoding Script: Begin with the word bop.

1. Begin with the letters *b-o-p*. Say the sounds of each letter, and blend them together to read the word: /b/ /ô/ /p/. What is our word? Yes, *bop*. **(decode)**
2. If this word is *bop*, can you change a letter to make the word *hop*? **(encode, initial phoneme)**
3. Change the *p* at the end of *hop* to a *t*. Say the sounds of each letter to read the new word. What's the new word? Yes, *hot*. **(decode, final phoneme)**
4. If this word is *hot*, can you make the word *pot*? **(encode, initial phoneme)**
5. Change the *p* to a *b*. Blend the sounds together to read this new word. Yes, *bot*. **(decode, initial phoneme)**
6. If this word is *bot*, can you make the word *cot*? **(encode, initial phoneme)**
7. Change the *t* to a *p*. Blend the sounds together to read the new word. What is the new word? Yes, *cop*. **(decode, final phoneme)**
8. If this word is *cop*, can you make the new word *mop*? **(encode, initial phoneme)**
9. Change the *m* to a *t*. Blend the sounds together to read the new word. What is the new word? Yes, *top*. **(decode, initial phoneme)**
10. If this word is *top*, can you make a new word *tob*? *Tob* is a nonsense word. **(encode, final phoneme)**

Decode		Encode	
Begin with: bop		bop	hop
hop	hot	hot	pot
pot	bot	bot	cot
cot	cop	cop	mop
mop	top	top	tob

TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words.

Examples of Tier 2 vocabulary words for this text are:



brave (p. 10): Someone who is **brave** will try something even if they are afraid. Miles is **brave** while getting his hair cut at the barbershop for the first time.



frightened (p. 26): If something or someone is **frightened**, they are afraid of something that just happened or that they think is about to happen. Miles is **frightened** by the buzzing sound of the clippers used to cut his hair.



pretend (p. 26): When someone **pretends** they are doing something, they imagine they are doing it. Miles **pretends** that he is a superhero while sitting in the chair getting his haircut.



proud (p. 32): When someone feels **proud**, they feel happy about something good they have done. Miles is **proud** of himself for getting a haircut, like his dad, at the barbershop.

ELA.K.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

Text Talk is one instructional routine that can be used to explicitly teach targeted vocabulary words. Steps for incorporating Text Talk:

Step 1: Read and discuss the story with children.

Step 2: Introduce the targeted words one at a time.

Step 3: Ask children to repeat the word.

Step 4: Introduce the child-friendly explanation of the word.

Step 5: Engage children in thinking about and using the meaning of the word.

Step 6: Ask students to repeat the word again.

Step 7: Engage children in activities where they can interact and use the word.

Repeat steps 2–7 for each targeted word.

READ FOR MEANING – DESCRIBE A CHARACTER’S FEELINGS

ELA.K.R.1.1: Describe the main character(s), setting, and important events in a story.

Clarification 1: In describing the main character, students can describe appearance, actions, feelings, and thoughts of the character. Students will explain what in the text their description is based on.



Before:

Conduct a picture walk with students to activate their schema, build background, and make connections to their knowledge of a barbershop.

Set the purpose for reading:

- Miles, the main character, gets a haircut at the barbershop for the very first time. When people try new things, they may experience different feelings, such as being happy, sad, excited, or nervous.
- Use emojis to introduce the five different feelings that Miles experiences throughout the text.
 - *brave, nervous, scared, proud, excited*
 - For each feeling:
 - Display and describe the emoji. (Use the emojis provided on the last page of this resource, or illustrate and display your own.)
 - For *brave* and *proud*:
 - Provide the student-friendly definition of the feeling.
 - Provide examples of when students may feel these feelings.
 - Ask students to demonstrate each feeling.
 - “Show me what it looks like to be _____.”
 - Invite students to share personal connections to each feeling.
- Students will identify and use the characters’ thoughts and actions to describe the feelings Miles experiences during his visit to the barbershop.

Did You Know?

Bippity Bop Barbershop has an AD630L. When **AD**, or “**Adult Directed**,” appears in front of a Lexile Level, the text is best suited for a read aloud by an adult rather than being read independently by a child. Texts can be labeled as adult directed for reasons such as:

- Challenging Vocabulary
- Text Complexity
- Design Elements
- Layout of Text



During:

First read:

- Help students make inferences, and connect what’s happening in the story to their own experiences or things they know.
- Make observations about what is happening in the story.
- Clarify your understanding, or voice your own “wonderings” about what is happening in the story.

Second read:

Recreate the chart below to track Miles’ feelings, thoughts, and actions in the story. At each stopping point, ask students to choose the emoji that best matches Miles’ feelings. Discuss and record the supporting thoughts and actions.


Model:

- Read p. 4 – 6. (*excited*)
- Think aloud about how Miles’ feelings help you describe the character’s thoughts and actions.
 - What feeling does Miles experience at the beginning of the story?
 - In the story, the author tells us that Miles is *excited* about going with his dad to the barbershop.
 - What is Miles doing? How do these actions show he is *excited*?
 - Miles shows his *excitement* by jumping out of bed. This shows me he is *excited* because I know that I only jump out of bed on the mornings when I am *excited* about what I am doing that day.
 - Miles also shows he is *excited* by dressing like his dad. When I dress like someone, it is because I like who they are and how they look. So, I know that when Miles dresses like his dad, he is *excited* to look like him when they go to the barbershop together.

READ FOR MEANING – DESCRIBE A CHARACTER’S FEELINGS



- What is Miles thinking? How do these thoughts show he is *excited*?
 - In the story, the author tells us that Miles can hardly wait to go to the barbershop. Both actions, jumping out of bed and dressing like his dad, show us that Miles is excited to spend the day with his dad at the barbershop.

What is Miles feeling?	What is Miles doing?	What is Miles thinking?
	<ul style="list-style-type: none"> • He jumps out of bed. • He dresses like his dad. 	<ul style="list-style-type: none"> • He cannot wait to get his haircut at the barbershop.

Guided Practice:

Guide students in identifying Miles’ feelings and describing his thoughts and actions.

Record students’ responses on the graphic organizer.

- Suggested questions to guide discussion:
 - How is Miles feeling?
 - What actions show that Miles is _____?
 - What thoughts show that Miles is _____?

Stopping points:

- Whole group guided practice:
 - p. 19: *nervous*
 - p. 22 – 25: *scared*
- Small-group or partner-guided practice:
 - p. 27 – 28: *brave*
 - p. 32: *proud*

Try This!

Differentiate the writing activity by having students draw the emoji face that shows how they feel instead of writing the word.

I feel:



When:

Draw an image of playing with friends.



After:

- Review the graphic organizer, and discuss why Miles experienced each feeling in the story.
- Engage students in a discussion about how Miles’ feelings, thoughts, and actions increase their understanding of the story.
 - Why do you think Miles feels so many different feelings in this story?
 - How are Miles’ feelings different at the end of the story than at the beginning of the story?
 - Do you experience these feelings sometimes? Why?
- Students will select one of the five feelings and complete the following sentence stem: I feel _____ when _____.
- Ask students to draw a picture depicting the sentence they created.

I feel excited when
I play with my friends.



I feel brave when
I ride a rollercoaster.





Excited



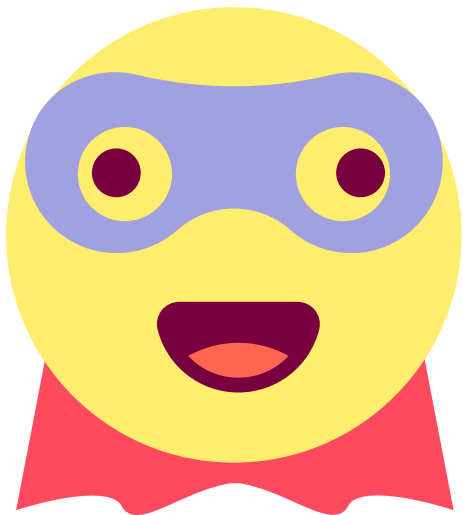
Nervous



Scared



Proud



Brave