



# Barbershop

Standard Connection:

- ELA.RI.PK4.1
- ELA.W.PK4.1c
- M.CC.PK4.1
- M.CC.PK4.2
- SS.FC.PK4.7
- SS.OW.PK4.3
- PD.FM.PK4.6
- PD.SHS.PK4.1
- TH.CN11a.1.PK
- TH.CR1a.1.PK

### Enduring Understanding(s):

- A friend is someone we care for and want to spend time with.
- Friends like to do things together and enjoy each other's company.

### Essential Question(s):

- How do you relate and communicate your feelings, thoughts, and needs to others?
- How do you maintain your sense of self, while compromising and collaborating when necessary?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li>• <i>Dandelion</i></li> <li>• tools found in a barbershop or salon (hair dryers, mirrors, etc.) (for hygienic reasons, use pretend versions of combs, brushes, etc.)</li> <li>• large bowls</li> <li>• images of barbershops (see Resource)</li> <li>• Beautiful Stuff</li> <li>• sample appointment book</li> <li>• writing utensils</li> <li>• magazines (for waiting area)</li> </ul>	<p><b>barbershop:</b> a store where people get their hair cut</p> <p><b>salon:</b> a store where people get their hair cut/styled or fingernails painted</p> <p><b>shave:</b> to cut hair of a beard or mustache</p> <p><b>schedule:</b> a time when you will do something</p> <p><b>appointment:</b> a time to meet someone</p> <p><b>manicure:</b> clean and polish fingernails</p>	

Intro to Centers	
<i>Preparation: Set up materials.</i>	
<p>“In <i>Dandelion</i>, Dandelion visited Lou’s <b>barbershop</b> to get his haircut. What do you notice?”</p>	<p><b>Show illustrations.</b> <b>Children respond.</b></p>
<p>“Here are images of <b>barbershops</b> and <b>salons</b> - a store where someone could get a <b>manicure</b> - their fingernails cleaned and polished. How are these <b>barbershops</b> and <b>salons</b> the same as or different from Lou’s/from each other?”</p>	<p><b>Show images.</b> <b>Children respond.</b></p>
<p>“Today in Dramatic Play, you can create a <b>barbershop</b> or <b>salon</b> with these materials. What do you notice?”</p>	<p><b>Show materials.</b> <b>Children respond.</b></p>
<p>“You can be the <b>barbers</b> or <b>stylists</b> - people who work in a <b>barbershop</b> or <b>salon</b>. You can pretend to be customers like Dandelion at Lou’s <b>barbershop</b>. You can make a waiting area for your customers and a <b>schedule</b> for <b>appointments</b> - when it is a customer’s turn to get their <b>hair cut</b> or <b>styled</b>.”</p>	<p><b>Show materials.</b></p>

### **During Centers:**

Encourage children to create advertisements and signs for the services offered at their barbershop/salon in Creative Writing. Model conversations related to the barbershop/salon (“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 and Feedback:**

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

### **Documentation:**

Take photographs of children during the activity and display them with captions of the children’s words describing their processes. You might use photographs 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.

### **Differentiation/Accommodation:**

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, provide a variety of writing materials for advertisements and signs. Prompt cards, as well as a switch/voice output device, can be provided for barbershop conversations. Graphic organizers can be used for comparison/contrast activities, using picture cards for support.