

## DAY: 4

**BOOK:** *Uncle Jed's Barbershop*

**AUTHOR:** Margaree King Mitchell

**ILLUSTRATOR:** James Ransome

**DAILY THEMES:** working cooperatively to improve a community; resourcefulness

**FOCUS SKILL:** synthesizing details

### COMMON CORE STANDARDS:

- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- SL.2.1 Participate in collaborative conversations with diverse partners about grade two topics and texts with peers and adults in small and larger groups.
- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

**FOCUS PERFORMANCE OBJECTIVES:** Student should be able to:

- Evaluate relevancy and adequacy of prior knowledge and experiences to guide and revise ongoing interpretations of texts.
- Ask purposeful questions about the text in order to develop interview questions for the character.

**MATERIALS:** chart paper/drawing paper/butcher paper/pencils/crayons/markers/paint and paintbrushes/scissors/glue/materials for decorating "wall of fame" such as glitter, colored paper, etc.

**OPENING ACTIVITY:** Have students share what they can do to help improve their community.

**MAIN ACTIVITY:** Take students on a community walk and have them take note of Black-owned businesses, churches, etc. Then read and discuss the book *Uncle Jed's Barbershop*.

### COOPERATIVE GROUP ACTIVITIES:

**Required:** Have each group develop a list of interview questions they would want to ask Uncle Jed or a community member about their experiences. Then have pairs of students select questions from the list and role-play the dialogue between the person selected and the interviewer.

**Choose at least two:** Have students construct a Venn diagram to compare and contrast their community to the community Uncle Jed lived in (See Appendix for Venn diagram instructions).

Have each group draw and label a map of their community. Then have them present their community maps.