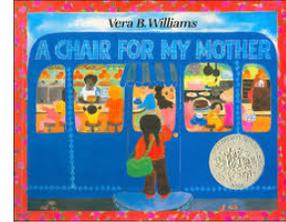


WEEK 2 Day 4



Text Talk
A Chair for My Mother
 Read 2 of 3

Big Ideas	<p>People make exchanges to obtain the goods and services they need and want.</p> <p>People make choices as consumers.</p>
Weekly Questions	<p>What do people need? What do people want?</p>
Content Objective	<p>I can use key details from the text to explain why the chair is important to the main characters. (RL.1.1, RL.1.3)</p>
Language Objective	<p>I can use simple and compound sentences to answer questions about key details in a collaborative discussion. (SL.1.2, L.1.1a)</p>
Vocabulary	<p>change: coins</p> <p>tip: extra money given to someone who has offered a service</p> <p>bargain: a good that is offered at a price lower than expected</p> <p>savings: money someone has set aside, that is not available for spending</p> <p>velvet: a kind of fabric or cloth that is extra soft on one side</p> <p>spoiled: harmed or ruined</p> <p>charcoal: burned wood</p> <p>ashes: gray powder that is left when something has burned</p> <p>bank: a company that keeps, lends, and pays out money that people deposit</p> <p>delivered: brought from one place to another</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>A Chair for My Mother</i>, Vera B. Williams ● text excerpt, one copy for each child ● Sentence Frames for Discussion

	<p>On the whiteboard, write: Why is the chair important to each character in the story? The chair is important to _____, because in the section _____ it says _____.</p>
<p>Opening 1 minute</p>	<p>Set a purpose for reading. <i>Today we will read A Chair for My Mother again. This time we'll pay close attention to the details in the text that help us understand why the chair is so important to people in the family. We'll read some of the key details as a shared reading, and then we'll discuss what we think.</i></p>
<p>Text and Discussion 16 minutes</p> <p>page 8</p>	<p><i>What does velvet feel like?</i></p>
<p>page 10</p>	<p><i>The child and her mother are coming home from buying shoes. What does that tell us about what their life was like before the fire happened?</i></p>
<p>page 18</p>	<p>Read the first paragraph twice.</p> <p><i>Mama says, "There's no good place for me to take a load off my feet." What does she mean by this?</i></p> <p><i>How are the characters uncomfortable without a chair or sofa?</i></p> <p>Remind children to use key details from the text to support their ideas.</p> <p>Think, Pair, Share. <i>Why did the author include the details about the jar in this paragraph?</i></p>
<p>Page 26</p>	<p>Distribute a copy of the excerpt to each child for close reading.</p> <p>Read the page aloud once. Then invite children to read chorally or with echo reading.</p>
<p>Key Discussion 7 minutes</p>	<p>Think, Pair, Share. <i>Why is the chair important to each character in the story? Use the details from the excerpt to support your ideas. You can say, "The chair is important to _____, because in section _____ it says _____."</i></p> <p>As children share in the whole group, refer to the Sentence Frames for Discussion. Encourage children to refer to relevant evidence in a particular</p>

	<p>section of text. For example, “I heard you say that the chair is important to the girl because she can fall asleep on her mother’s lap. What section of the text has some evidence to support that idea?”</p>
<p>Closing 1 minute</p>	<p><i>Now that we’ve read closely to understand why the chair is so important to the characters, we’ll read to have our class debate tomorrow about whether the chair is a need or a want.</i></p>
<p>Standards (Boston)</p>	<p>RL.1.1. Ask and answer questions about key details in a text. RL.1.3. Describe characters, settings, and major events in a story, using key details. SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. L.1.1a. Produce and expand simple and compound sentences.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <ul style="list-style-type: none"> Can children use key details when answering questions about the story? How do children describe the way the events unfold over the course of the story? Do children demonstrate a deepening understanding of needs and wants?

Notes