



Text Talk
***Something Special for Me*, Read 2 of 3**
 pages 17-30

Big Idea	People make choices as consumers.
Weekly Question	How do we make choices as consumers?
Content Objectives	I can use key details from the text to describe how Rosa’s family and friends were important in helping her make a decision. (R.6.1.a, SEL DM 1.1 - Boston)
Language Objective	I can contribute to a group discussion and build on the ideas of my peers using details from the text. (SL.1.1.b)
SEL Objective	I can describe how a character’s relationships with friends and family impact their decision making (DM 1.1, DM 1.2 - Boston).
Vocabulary	<p>decide: to come to a final resolution about something</p> <p>owner: a person who owns something, like a business</p> <p>expensive: costing a lot of money</p> <p>value (n): the importance of something</p> <p>value (n): how much something is worth</p> <p>evaluate: to determine the worth of something, to assess</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Something Special for Me</i>, Vera B. Williams ● <i>Something Special for Me</i> slides ● Sentence Frames for Discussion, Parts 1 and 2 <p>On the whiteboard, write:</p>

	<p>How are Rosa’s friends and family important in helping her make her decision?</p> <p>Who do you think is the most important friend or family member in Rosa’s process of making her decision?</p>
<p>Opening 1 minutes</p>	<p><i>Yesterday we read the first half of the story, Something Special for Me by Vera B. Williams.</i></p> <p>Set a purpose for reading. <i>When we left off, Rosa was having a hard time deciding what to buy with the money in the jar. Today we’ll keep reading to find out what happens. Then we’ll reread part of the text closely to see how her friends and family were important in helping her make her decision.</i></p>
<p>Text and Discussion 10 minutes</p> <p>page 17</p>	<p><i>Let’s begin reading where we left off yesterday.</i></p>
<p>page 19</p>	<p><i>What does it mean that Josephine is the owner of the Blue Tile Diner?</i></p> <p>Read through to the end of the text with minimal stopping.</p>
<p>pages 29-30</p>	<p><i>If something has value to someone, then it is important to that person. How do the words and illustrations on pages 29 and 30 show the value of the accordion for Rosa?</i></p>
<p>Slides</p>	<p>Project the text on the slides for close reading.</p>
<p>slide 1</p>	<p>Read the guiding question (also on the whiteboard). <i>As we reread these pages, we will consider this question: Who do you think is the most important friend or family member in Rosa’s process of making her decision?</i></p> <p><i>What are we looking to find out?</i> Ask a child to restate the question in her own words.</p>
<p>slides 2- 3, Pages 22- 23</p>	<p><i>What was special about how Rosa’s other grandma played the accordion? What lines of text helped you know that?</i></p> <p><i>As we keep reading, notice how Rosa is inspired by this information.</i></p>
<p>slide 4, page 25</p>	<p>Think, Pair, Share.</p>

	<i>How are Rosa’s friends and family important when she’s trying to decide whether to buy the accordion?</i>
slide 5, page 24	<i>What does this illustration tell us about how Rosa feels about her friends and family?</i>
slide 6, page 26	<i>In this illustration, we see Rosa’s family gathered around her at the music store. Let’s reread to find how each member was important in her decision to buy the accordion.</i>
Slide 7, page 27	<i>What does it mean that some accordions were expensive?</i> <i>What was unique about the accordion that Rosa bought?</i> <i>How did Aunt Ida and Uncle Sandy support Rosa to purchase the accordion?</i>
Key Discussion and Activity 5 minutes	Facilitate a whole class discussion. Use the Sentence frames for Discussion Parts 1 and 2. Read the second question on the whiteboard: Who do you think is the most important friend or family member in Rosa’s process of making her decision? <i>Identify one of Rosa’s friends or family members who you think is most important in helping her make her decision. Why do you think that? Remember to use details from any part of the whole story to support your ideas.</i> <i>We may all have different ideas about this, and that’s fine.</i> <i>You can state your idea, and you can also build on the ideas of classmates by adding more evidence from the story.</i> Hold the book (and/or project the full text) so that children can refer back to relevant key details.
Closing 1 minute	<i>Tomorrow we’ll have a chance to compare this story with the other Rosa story we read, A Chair for My Mother.</i>
Standards	R.6.1.a Describe characters, settings, and major events in a story, including details about who, what, when, where, and how. SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

	<p>(Boston) Economics 25. Give examples of choices people have to make about buying goods and services (e.g., food for the family or a video game; bus fare to get to work or a movie ticket for entertainment) and why they have to make choices (e.g., because they have only enough money for one purchase, not two).</p> <p>(Boston) DM 1.1. Understand the difference between values and choice and identify and use the stages of good decision-making.</p> <p>(Boston) DM 2.1. Apply responsible, constructive choices in daily academic and social situations.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group and partner conversation.</p> <p>How do children describe Rosa’s decision making process?</p> <p>Do children explain the role of Rosa’s friends and family in her decision making process?</p> <p>How do children contribute to partner and whole group discussions?</p> <p>Do children use key details from the text to support their ideas?</p>

Notes