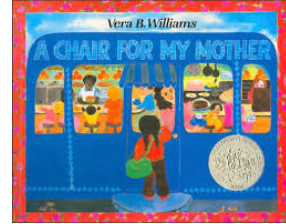


WEEK 2 Day 3



Text Talk
A Chair for My Mother
 Read 1 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	What do people need? What do people want?
Content Objective	I can describe the major events of a story. (RL 1.3)
Language Objective	I can use simple and compound sentences to answer questions about key details in a collaborative discussion. (SL.1.2, L.1.1a)
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 <p>Pre-mark page numbers in the book to correspond with the lesson. Page 2 is the page that begins, “My mother works as a waitress...”</p>

- sticky notes
 - markers
- As children gather for the lesson, have each child write her/his name on one sticky note. Children will hold onto these until needed in the lesson (page 8).
- chart paper
- Prepare the following debate chart. Allow sufficient spaces for sticky notes below “Need” and “Want” and then for writing children’s reasons below (on Day 5).

Is the chair in <u>A Chair for My Mother</u> a need or a want?	
Need	Want
[names]	[names]

On the whiteboard, write:
 Why did the girl, her mama, and grandma start putting money into a jar?
 What happened in the story after they filled up the jar?

<p>Opening 1 minute</p>	<p><i>For now, you’ll hold your sticky note in your lap; we’ll put them on this chart in a few minutes. [Refer to debate chart]</i></p> <p>Set a purpose for reading. <i>Today we’ll read A Chair for My Mother by Vera B. Williams. We’ll read to understand what happens, and we’ll describe the most important events. As I start reading, pay attention to who is telling the story.</i></p>
<p>Text and Discussion 16 minutes</p> <p>page 2</p>	<p><i>Who is telling the story?</i></p>

page 4	<p><i>We know that her mother works as a waitress. Customers leave a waiter or waitress tips—extra money—for the service they give. The tips might be dollars or coins. The word change has different meanings. Here, it means coins, instead of paper dollars. The “change from tips” means the coins from the tips she collects. She probably puts the dollars someplace else, to use for purchases the family needs to make.</i></p>
page 6	<p>Read the sentence that begins “Whenever she gets...” twice. <i>What does this sentence mean?</i> As needed, define the words bargain and savings.</p>
page 8	<p><i>We just started getting to know this family. Do you think that a new chair is a need or want for them?</i></p> <p>Invite children to place their sticky note names on the Debate chart under the “Need” or “Want” column, according to their opinions.</p> <p>Once all the names are on the chart, invite a few children to share their reasons for saying the chair is a need or want. <i>After we finish reading the book you’ll see if you still have the same opinion! Let’s keep reading to understand why a new chair is important to this family.</i></p>
page 10	<p><i>What is happening now? When does this take place?</i></p> <p><i>What clues on this page and the previous page let you know that this part of the story is happening at a different time?</i></p>
Page 16	<p>Think, Pair, Share. <i>We just learned about a really important event that happened to this family. With your partner, retell what happened over the last few pages.</i></p> <p>Display the relevant pages of text (pages 10-16) to support children’s conversations.</p>
page 18	<p><i>What clues on this page now let you know that time has shifted again in the story?</i></p> <p><i>Why does mama bring home the biggest jar?</i></p> <p><i>Let’s keep reading to see what they do with this heavy jar of money.</i> Read to the end of the story with minimal stopping.</p>
Key Discussion 7 minutes	<p>Think, Pair, Share. Refer to the whiteboard.</p> <p>Prompt 1: <i>Why did the girl, her mama and grandma start putting money into a jar?</i></p>

	<p>Prompt 2: <i>What happened in the story after they filled up the jar?</i></p> <p><i>Now that we've read the whole story, does anyone who thought the chair was a "want" now think it's a "need?" Does anyone who thought the chair is a "need" now think it's a "want?"</i></p> <p>Invite children to move their sticky notes if desired. As they do, ask them for evidence from the story that changed their thinking. (This conversation will continue in more depth on Day 5.)</p>
<p>Closing 1 minute</p>	<p><i>Tomorrow we'll read this story again and then the next day we'll have a class debate about whether the chair is a need or want! You'll have an opportunity to try to convince your classmates about why you think the chair is a need or want, and then you'll write an argument to communicate your opinion.</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. RL.1.6. Identify who is telling the story at various points in a text. 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. 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>Ongoing assessment</p>	<p>Listen to children's responses during whole group conversation and Think, Pair, Share.</p> <ul style="list-style-type: none"> Do children use key details when answering questions about the story? How do children describe the major events of the story? Do children demonstrate a deepening understanding of needs and wants?

Notes