

A Chair for My Mother



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Objective

1. Students will use the strategy of making connections to enhance comprehension
2. Students will learn how families and community members work together to accomplish a task.

Setting

- whole group
- small group

Materials

- *A Chair For My Mother* by Vera B. Williams
- Vocabulary cards for tips and save
- chart paper or white board with marker
- drawing/writing materials

Vocabulary

Weave explanations of target vocabulary into the story-telling and refer to the picture cards during story-telling, if needed.

- Vocabulary to teach explicitly before/after reading: *tips* and *save*
- Vocabulary to clarify during reading by weaving in a simple synonym or short definition: *spoiled* and *bargain*

Guiding Question

“Why is a new chair so important to the family and how do they work together to save for the chair?”

Preparation

- Read *A Chair For My Mother* prior to the lesson.
- Record each during reading talking point on a small sticky note. Place each sticky note in the book at the point it will be used.
- Write/post the Guiding Question so that it's visible to students.
- Gather all materials required for the lesson.

INSTRUCTIONAL PLANNING

GRADE 1 TEKS

Figure: 19 §110.12 (F): The student is expected to make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

§110.12 (9) (B) Students are expected to describe characters in a story and the reasons for their actions and feelings.

GRADE 2 TEKS

Figure: 19 §110.13 (F) The student is expected to make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

§110.13 (9) (B) Students are expected to describe main characters in works of fiction, including their traits, motivations, and feelings.

1 Before Reading

Introduce the book and activate background knowledge:

Today we're going to read a book titled *A Chair for My Mother* by Vera B. Williams. It is about a young girl and her family who are working together to save money so they can buy a new chair. When we save money, we put money in a certain place and keep adding to it until we have enough to spend. This picture shows a person saving money by placing it in a piggy bank. This is similar to how the family in our story saves money to buy a chair. Hmm. How do you think they will work together to save money for the new chair? Pause for 3-5 seconds of think time. Turn and talk

with your partner. Listen in on conversations. After 10-20 seconds of talk time select 2-3 students to share.

Like the family in this book, we have all had a time when we worked together to get a job done. Stories often remind us of things we already know. This is called a connection. Making a connection is when something reminds us of something from our own background knowledge. Remember, our background knowledge is what we know. Good readers make connections as they listen to or read a story because it helps them understand and remember the story better. We will make connections as we read today. I will share some of my connections out loud so you can hear what I am thinking.

As we read *A Chair For My Mother*, I want us to think about this question: Why is a new chair so important to the family and how do they work together to save for the chair? Let's read to find out.

Read the story. See the During Reading portion of the lesson plan for suggested places to stop to clarify vocabulary, think aloud the comprehension strategy, and ask comprehension questions.

2 During Reading

Consider these possible vocabulary elaborations, comprehension think-alouds, and comprehension questions:

Stop on page 3 after the first paragraph (Vocabulary Elaboration): **The word tip has several meanings. Here it means money a customer gives to a waiter or waitress. Mama brings home tips, or money, each day, and her daughter counts all of the coins from her tips.** Continue reading.

Stop at the end of page 3 (Comprehension Strategy Think-aloud): **This reminds me of how my grandfather used to empty his pockets when he came from work. He would dump all the change into a bowl he kept beside his bed.**

Stop at end of page 5 (Comprehension Strategy Think-aloud): **This reminds me of how my mom would sometimes come home from work, sit down on the couch, and fall asleep for a few minutes before cooking dinner.**

Page 5 (Vocabulary Elaboration): Weave in a child-friendly synonym for bargain in sentence 4 without a formal stop. **"Whenever she gets a good bargain, or low price, on tomatoes or bananas ..."**

Stop at end of page 5 (Comprehension Question): **The mom in this story is napping at the kitchen table.** Point to picture. **She must be very uncomfortable. Why do you think she's asleep at the kitchen table?** Pause 3-5 seconds for think time. **Turn and talk to your partner.** Listen in on conversations. After 10-20 seconds of talk time select 1-2 students to share.

Stop at the end of page 11 (Vocabulary Elaboration): **Spoiled**

means that everything was ruined, or is no good. Continue reading.

Stop at end of page 17 (Comprehension Question): **Look at the jar now. It's completely full. What do you think is going to happen now that the jar is full?** Pause 3-5 seconds for think time. **Turn and talk to your partner.** Listen in on conversations. After 10-20 seconds of talk time select 1-2 students to share.

Stop at end of page 23 (Comprehension Question): **They must be so excited to finally have the chair they've been saving so long for. Can you make a connection to how this family is feeling now?** Pause 3-5 seconds for think time. **Turn and talk to your partner.** Listen in on conversations. After 10-20 seconds of talk time select 1-2 students to share.

3 After Reading

Discuss the guiding question:

Remember the question we were thinking about as we read: Why is saving money for a new chair so important to the family and how do they work together? Pause for 3-5 seconds of think time. **Turn and talk with your partner.** Listen in on conversations. After 10-20 seconds of talk time select 2-3 students to share. Clarify important points as provide corrective feedback as needed. Reinforce correct responses by repeating and/or rephrasing.

Consider asking these additional questions:

- **Can you think of a time that you worked with your family or friends to accomplish a task?**
- **What connections did we make while reading? How did thinking about connections help us to understand this story better?**
- **How did the community (neighbors) work together to help the family?**

4 Summarize

Everyone has had a time when they have been asked to help family or friends do something, just like the family and friends in our story. Working together helps things get done more quickly. Sometimes it may take only a few minutes. Other times, it may take many days. If everyone helps in some way, whether big or small, the job will get done.

Teacher Tips

- Be sensitive to what students and their families have experiences. Focus on the theme, working together, and not on the tragedy of the fire in the story.
- Provide examples of times that you worked with others to

accomplish a task. It may be as opening doors, completing a challenging puzzle, working together to clean the kitchen after dinner, yard work, etc. For example, **When I was a little girl, my whole family had to work together to rake up all the leaves in the yard. It was hard work, but it was so much faster because we all worked together and we felt proud when we were done.**

- Discuss the character's feelings throughout the story and relate them to your personal feelings and experiences. It's okay to let students know that helping each other is hard work and not always fun, but the end result makes you feel happy and satisfied.
- Students may have varying experiences with Hurricane Harvey and flooding, or other traumatic events. Refer students to a professional social worker or psychologist if needed.
- Consider reading another book related to feelings and caring for others:
 - *Swimmy* by Leo Lionne
 - *Stone Soup* by Marcus Brown
 - *Frederick* by Leo Lionne
 - *Kevin and Dad* by Irene Smalls



save



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tips



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