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| Title | *A Chair for My Mother* |
| Standards | **LAFS.3.L.3.4**  Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  a. Use sentence-level context as a clue to the meaning of a word or phrase.  **LAFS.3.RL.1.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  **LAFS.3.RL.3.7** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).  **LAFS.3.W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  **LAFS.3.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade *4 topics and texts*, building on others’ ideas and expressing their own clearly.  c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.  d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| Vocabulary | * waitress – pg. 2 * tips – pg. 4 * bargain – pg. 6 * pumps – pg. 10 |
| Before Reading | Introduce the book, determine students’ familiarity with the text. Set the purposes for reading:   * Why is the family saving money for a new chair? * How does the family save money? * How did the community help the family?   Option #1 - Introduce vocabulary by locating words and their uses in the text during reading. Model how to use the text (including illustrations) to determine the definition of *waitress*. With students, create definitions, record for later use.  Have students work in pairs to determine definitions of words. Record definitions.  Option #2 – Define words during 1st reading using context and illustrations.  Display the book using the document camera. Group students to share other copies. |
| During Reading | Read the text aloud. Using the Graphic Organizer, student record how the family saves money and how the community helps the family.   |  |  | | --- | --- | | How does the family save money? | How does the community help the family? | |  |  | |  |  |   Questions during reading:   * Who is the narrator? * How does the daughter help her mother? * How does this illustration help you figure out the meaning of the word \_\_\_\_\_\_\_\_\_\_\_\_? * How do you know that the mother works hard? * How does Grandma help out? * What do the illustrations tell you about the characters/setting/plot? * What caused a big problem for this family? * Why is saving money important for the family? * What did community members do to support the family? * What does it mean that the girl counted the coins and wrapped them up? * What are important lessons that can be learned from this story? * How would the story be different if someone else was telling it (Mama, Grandma, neighbor, etc.)? |
| After Reading | Ask students to share their notes.  Questions after reading:   * Why is the family saving money for a new chair? * How does the family save money? * How did the community help the family? * What is the author’s point of view on a community working together? What would you have done differently? * What questions do you have after reading the text?   Explore economic concepts related to the following:   * Resources – help students determine the different types of economic resources within the story   Natural Resources – those found in nature  Capital Resources – those that are used to make goods  Human Resources – the people who offer services   * Good and services   Goods – products produced and sold to consumers  Services – work done for wages   * Opportunity costs – the next best choice we give up when we make a choice * Income – wages earned from working |
| Small Groups | * Review vocabulary, complete definitions. Students reread the text with a partner (up to the point completed that day), discuss questions. * Complete story map – write summary |
| Independent Work | * Work with teams to create vocabulary posters that include the definition, the word used in a sentence, and an illustration. * Read the text independently or with a partner. * Using index cards, create a concentration game using vocabulary and economic terms/vocabulary from the selection. |