



Text Talk
A Chair for My Mother
 Read 3 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 communicate reasons to support an argument about a text. (W.1.1)
Language Objective	I can follow agreed-upon rules for debate. (SL.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 ● text excerpt, one copy for each child ● Sentence Frames for Discussion

	<ul style="list-style-type: none"> ● debate chart from Day 3 (Read 1) ● <i>A Chair for My Mother</i> reading response sheets ● writing tools <p>On the whiteboard, write: Is the chair a need or a want? Give reasons to support your argument. I think the chair is a _____ because _____.</p>
<p>Opening 1 minute</p>	<p><i>Today we will have a debate about whether the chair in A Chair for My Mother is a need or a want. You have already thought about this. Today you'll have a chance to explain your thinking.</i></p> <p>Set a purpose for reading. <i>After we re-read the excerpt we read yesterday, we'll revisit our debate chart. If you thought that the chair is a want, you'll try to convince your classmates who chose "need" to move their name by giving a strong argument. People that chose "need" will try to convince "want" classmates to move their names the other way. Then, you'll have a chance to write your final opinion.</i></p>
<p>Shared Reading 2 minutes</p>	<p>Read the text chorally. <i>This helps us remember how the family used the chair.</i></p>
<p>Key Discussion and Reading Response 17 minutes</p>	<p>Display the debate chart. <i>Notice where you put your name before. If you'd like to change it now, you may.</i> and invite children to silently move their names before beginning the debate.</p> <p><i>As we begin our debate, think about reasons and evidence from the text to convince your classmates who have a different opinion. Remember to use our Agree and Disagree sentences and the sentence frame on the whiteboard: I think the chair is a _____ because _____.</i></p> <p>As children argue their opinions, record clearly stated reasons in each column on the chart.</p> <p>Close the debate when all children have had an opportunity to speak. <i>If you were convinced to move your name to a different column, silently come do so now.</i></p> <p>Send children to seats with reading response sheets. <i>Now you will have a chance to communicate your argument in writing. We have several reasons on our chart and you may think of</i></p>

	<p><i>others. Write a written response to the prompt on the board. Remember to start with the sentence frame, "I think the chair is a _____ (want or need) because _____."</i></p>
<p>Closing 1 minute</p>	<p><i>I can't wait to read your arguments!</i></p>
<p>Weekly Question Chart 5 minutes</p>	<p>Refer to the Weekly Question Chart. <i>This week we have been thinking about this question: What do people need? What do people want?</i></p> <p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code 2-3 themes that emerge. Some themes might be: people need clothing, shelter, food; people want clothing that has a style they prefer, etc.</p> <p>Save this chart for use in Week 5.</p>
<p>Standards (Boston)</p>	<p>W.1.1. Write opinion pieces that introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>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> <p>Do children orally communicate an opinion about the text? Do children provide reasons to support their argument, and are the reasons aligned with evidence from the text? Do children build on the ideas of their peers?</p> <p>Review children's writing.</p> <p>Do children clearly state an opinion about the text? Do children provide reasons to support their argument, and are the reasons aligned with evidence from the text? How do children use both drawing and writing to communicate their ideas?</p>

Notes



Text Talk U3 W2 D5