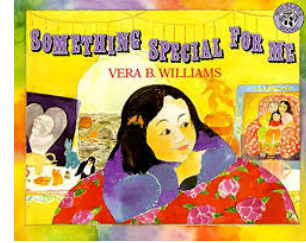


WEEK 7 Day 1



Text Talk
***Something Special for Me*, Read 1 of 3**
 pages 2-17

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| Big Idea | People make choices as consumers. |
| Weekly Question | How do we make choices as consumers? |
| Content Objectives | <p>I can use key details from the text to describe Rosa’s actions and feelings when she goes shopping for a birthday gift. (R.6.1.a, Economics 25-Boston).</p> <p>I can use key details from the text as well as my understanding of story structure to predict the ending of the story (R.8.1.a)</p> |
| Language Objective | I can answer questions about key details in a text read aloud (SL.2.1.a) |
| SEL Objective | I can describe the feelings and behaviors of a character as she makes an important decision. (SR 1.2, DM 1.1 -Boston) |
| Vocabulary | <p>decide: to make a choice after considering multiple possibilities</p> <p>recognize: to identify something familiar</p> <p>exact: precise</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 |

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| | <p>Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins, “Our new chair has...”</p> <ul style="list-style-type: none"> ● chart paper <p>Prepare the Weekly Question Chart with the question: How do we make choices as consumers?</p> <p>On the whiteboard, write:</p> <p>What steps does Rosa take when she’s trying to decide whether to buy something?</p> <p>How does Rosa feel when she’s trying to decide? Why do you think she feels this way?</p> |
| <p>Opening 3 minutes</p> | <p><i>Today we will continue getting to know a character we met earlier in our unit—Rosa, from A Chair for My Mother. Today’s story is called Something Special For Me, and it is also by Vera B. Williams.</i></p> <p><i>Look at the cover. Do you see the chair they bought with the money from the jar? Based on the title and what we know from A Chair for My Mother, what do you predict this story will be about?</i></p> <p>Invite children to briefly turn and talk.</p> <p>Set a purpose for reading, referring to the whiteboard. <i>We will read the first half of the story today and discuss these questions:</i> <i>What steps does Rosa take when she’s trying to decide to buy something?</i> <i>What does Rosa feel when she’s trying to decide? Why do you think she feels this way?</i></p> |
| <p>Text and Discussion 15 Minutes</p> <p>page 9</p> | <p><i>Who are all the people that contributed their earnings to the jar?</i></p> |
| <p>page 11</p> | <p><i>As I continue reading, listen for the steps that Rosa takes as she tries to decide what to buy.</i></p> <p>Read the page. <i>What steps does she take to decide whether to buy the skates?</i></p> |
| <p>page 13</p> | <p><i>What steps does Rosa take to decide what to buy in the department store?</i></p> |

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| | Elicit children’s ideas. As needed, highlight that in both the skate and the department stores Rosa tried something on and imagined herself with her friends. |
| page 15 | Think, Pair, Share. <i>What kind of store are Rosa and her mother in now? What steps does Rosa take this time? Use details from the page to support your ideas.</i> Stop reading here. |
| Key Discussion 6 minutes | Think, Pair, Share. Prompt 1: <i>How does Rosa feel when she’s trying to decide what to buy? Why do you think she feels this way?</i> Prompt 2: <i>What do you think will happen next in the story? What makes you think that?</i> As children share predictions, encourage them to use key details from the story as well as their knowledge of story structure (problem/solution) to make probable predictions. |
| Weekly Question Chart 1 minute | Introduce the Weekly Question chart. <i>Throughout this week, we will be exploring the question, How do we make choices as consumers? We can record our ideas here.</i> <i>In this text so far, Rosa is trying to decide how to spend the money in the jar for her birthday. She doesn’t have enough money to buy herself lots of birthday presents; she has to evaluate the choices and then make just one choice. Let’s add this idea to our chart. We can add more to our chart during the week.</i> |
| Closing 1 minute | <i>One of the words we’ll explore this week is evaluate. As Rosa tries to decide what to buy, she is evaluating it, thinking about its value, or what it is worth to her. Tomorrow we’ll finish the story to find out if Rosa is able to make a decision about how to use the money from the jar!</i> |
| Standards | R.6.1.a Describe characters, settings, and major events in a story, including details about who, what, when, where, and how. R.8.1.a Explain major differences between texts that tell stories and texts that give information, drawing on various text types. SL.2.1.a Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |

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| | <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) SEL SR 1.2. Demonstrate an understanding of thoughts, feelings, behavior and perspectives of oneself and others.</p> <p>(Boston) SEL DM 1.1. Understand the difference between values and choice and identify and use the stages of good decision-making.</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>How do children describe Rosa’s feelings? Do they use details from the text to support their ideas?</p> <p>Do children make meaningful predictions based on key details and predictable story structures?</p> |

Notes