

Here's What You'll Get in the A Chair for My Mother Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Retelling and Summarizing Lesson Plan

A Chair for My Mother
By: Vera B. Williams
Grade Level: 2 / Guided Reading Level: M

Retelling and Summarizing

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

Summary
A Chair for My Mother is the story of a girl who lives with her mother and grandmother. Unfortunately, they lost everything they had in a house fire. Now they are saving to buy a new chair; a beautiful, fat, soft, armchair. Every day the mother comes home from her job as a waitress and puts her tips on the mother's tips from the diner. They put all of the coins into a big glass jar and save to buy a new chair.

Link to What You Know

- What was the last thing you bought? Turn and tell a partner about the last time you bought something. Tell where you went, who you were with, what you bought, and so on.
- What types of details are important to include when you summarize a story that you've read?

Important Words to Know and Understand

Tulips – A cup shaped flower in a variety of colors
Spoiled – To damage or severely harm

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

Why Readers Retell and Summarize While Reading
Readers retell and summarize to remember the important events, characters, and information in books.

When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.

On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a researcher. Retell and summarize the information using important facts, facts, and vocabulary from the text.

Whether you are retelling and summarizing fiction or non fiction, the most important thing to do is use your own words.

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Guided Reading Level

Retelling and Summarizing Lesson Plan

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Retelling and Summarizing

3
Retell and Summarize While Reading
✓ Think about the important events that happened first, next, then, and last
✓ Notice the names of the characters and
✓ Look for places where characters caused events to happen

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 8 – Name three characters that you've read about so far. What are they doing? What problem are they trying to solve?

Page 14 – What major event happened while the girl and her mother were shopping? What details are important to remember about the event?

Page 18 – What happened when the girl and her mother moved into their new apartment?

Page 26 – Think about the day that the girl, her mother, and her grandmother bought a chair. Where did they go first? What happened when they were looking for a chair?

Page 28 – What do you think the theme (main idea, family, love) of this story is? Why do you think so?

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

Time to Reflect
Think – What type of information did you use when you retold and summarized **A Chair for My Mother**? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?
Talk – Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.
Reflect – Think about the characters, events, and the settings in **A Chair for My Mother**. How does paying attention to the story help you to be a better reader?
Write – Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **A Chair for My Mother**. (Remember to include examples from the book!)

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Key Vocabulary

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Explanation of Strategy

Turn, Talk, and Reflect

Identifying the Author's Purpose

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

3
Identify the Author's Purpose While Reading
✓ Think about the author's purpose
✓ Notice the author's words and phrases
✓ Look for clues about the author's purpose

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

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Making Inferences

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

3
Make Inferences While Reading
✓ Look for clues that help you understand the text
✓ Think about the author's words and phrases
✓ Notice the author's words and phrases

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

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Understanding Text Structure

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

3
Understand Text Structure While Reading
✓ Notice the author's words and phrases
✓ Look for clues about the author's purpose

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

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Visualizing

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

3
Understand Text Structure While Reading
✓ Notice the author's words and phrases
✓ Look for clues about the author's purpose

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

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Answer Key for Retelling and Summarizing with A Chair for My Mother

Your Turn to Practice Retelling and Summarizing with A Chair for My Mother

Page 8: Name three characters that you've read about so far. What are they doing? What problem are they trying to solve?

Page 14: What major event happened while the girl and her mother were shopping? What details are important to remember about the event?

Page 18: What happened when the girl and her mother moved into their new apartment?

Page 26: Think about the day that the girl, her mother, and her grandmother bought a chair. Where did they go first? What happened when they were looking for a chair?

Page 28: What do you think the theme (main idea, family, love) of this story is? Why do you think so?

Answer Key for Making Inferences with A Chair for My Mother

Your Turn to Practice Making Inferences with A Chair for My Mother

Page 8: Name three characters that you've read about so far. What are they doing? What problem are they trying to solve?

Page 14: What major event happened while the girl and her mother were shopping? What details are important to remember about the event?

Page 18: What happened when the girl and her mother moved into their new apartment?

Page 26: Think about the day that the girl, her mother, and her grandmother bought a chair. Where did they go first? What happened when they were looking for a chair?

Page 28: What do you think the theme (main idea, family, love) of this story is? Why do you think so?

Answer Key for Identifying the Author's Purpose with A Chair for My Mother

Your Turn to Practice Identifying the Author's Purpose with A Chair for My Mother

Page 8: Name three characters that you've read about so far. What are they doing? What problem are they trying to solve?

Page 14: What major event happened while the girl and her mother were shopping? What details are important to remember about the event?

Page 18: What happened when the girl and her mother moved into their new apartment?

Page 26: Think about the day that the girl, her mother, and her grandmother bought a chair. Where did they go first? What happened when they were looking for a chair?

Page 28: What do you think the theme (main idea, family, love) of this story is? Why do you think so?

Answer Key for Understanding Text Structure with A Chair for My Mother

Your Turn to Practice Understanding Text Structure with A Chair for My Mother

Page 2: How is the author using sequence to tell about the things that the girl does? What words does the author use to tell you the order of the things the girl does?

Page 12: How is the author using description to tell about the fire. What words does the author use to describe the fire? How does the author use of this text structure help you understand what you're reading?

Page 14: How is the author using cause and effect? What did the fire cause the girl, her mother and her grandmother to do?

Pages 18 to 28: How is the author using a problem and solution text structure. What is the problem? How did the girl, her mother, and her grandmother solve their problem?

Answer Key for Visualizing with A Chair for My Mother

Your Turn to Practice Visualizing with A Chair for My Mother

Page 4: Notice the way the author describes how the mother and daughter count the mother's tips. Which words help you visualize? Point to the words.

Page 16: Notice all of the details on this page. The author describes what the house looked like after the fire. The author also describes their new apartment. Try to visualize the house and the apartment. What do you see? Which words on the page help you visualize?

Pages 22 to 24: Notice the details on these pages. Try to visualize the shopping trip to pick out a new chair.

Page 28: Notice the words the author uses to describe the way the girl and her mother sit in the chair. Do the pictures in your mind match the ones in the book? How are they the same? How are they different?

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

A Chair for My Mother: Making Inferences

Why was having a new chair important to the little girl? How do you know?

Why was having a new chair important to her mother? How do you know?

I can tell about the points of view of different characters. CCSS: RL.2.6

A Chair for My Mother: Making Inferences

Why was having a new chair important to the little girl? How do you know?

Why was having a new chair important to her mother? How do you know?

I can tell about the points of view of different characters. CCSS: RL.2.6

A Chair for My Mother: Making Inferences

Why was having a new chair important to the little girl? How do you know?

Why was having a new chair important to her mother? How do you know?

I can tell about the points of view of different characters. CCSS: RL.2.6

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A Chair for My Mother: Making Inferences

Why was having a new chair important to the little girl? How do you know?

Why was having a new chair important to her mother? How do you know?

A Chair for My Mother: Making Inferences

Why was having a new chair important to the little girl? How do you know?

Why was having a new chair important to her mother? How do you know?

A Chair for My Mother: Making Inferences

Why was having a new chair important to the little girl? How do you know?

Why was having a new chair important to her mother? How do you know?

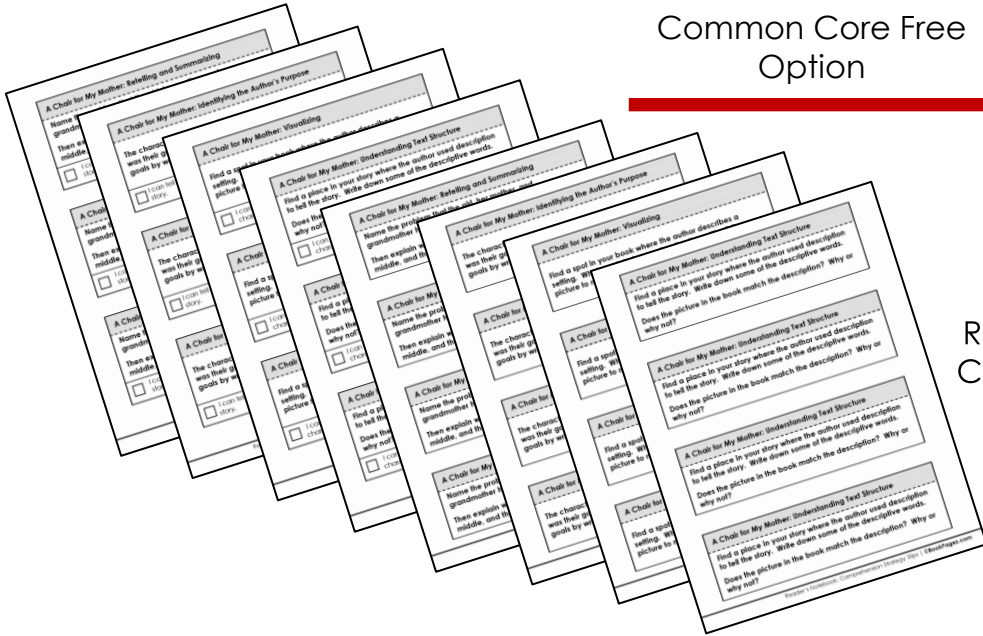
A Chair for My Mother: Making Inferences

Why was having a new chair important to the little girl? How do you know?

Why was having a new chair important to her mother? How do you know?

Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Common Core Free Option



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

What is this book about?

Is it fiction or non fiction?

Draw a picture or write a sentence for each box below:

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Inferences

Title: _____

Look for Clues the Text Says	What I Know	What I Can Infer

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Identifying the Author's Purpose

Title: _____

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

To Persuade To Inform To Entertain

I know because...

What do you think author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Visualizing

Title: _____

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below:

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Understanding Text Structure

Title: _____

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
	Page: _____	
	Page: _____	
	Page: _____	
	Page: _____	

Text Structures You might see While Reading:

Description, Compare and Contrast	Sequence	Problem and Solution	Cause and Effect
-----------------------------------	----------	----------------------	------------------

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

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Retelling and Summarizing

Making Inferences

Author's Purpose

Visualizing

Understanding Text Structure

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

A Chair for My Mother
By: Vera B. Williams
Grade Level: 2 / Guided Reading Level: M

Word Work

Instructional Focus:
Prepositions / Prepositional Phrases

Background:
Prepositions relate a location in the physical world. **Prepositions** answer the question of "where."
Prepositional phrases begin with prepositional phrases relates spaces.

Examples:

Prepositions
above
behind
by
inside
outside
over
upon

Materials and Preparation:

- A Copy of *A Chair for My Mother*
- Chart Paper
- Prepositions / Prepositional Phrases (Step 1)
- Prepositions On a Chair
- Optional- Word Detective
- Optional- 2 Colors of Ink

A Chair for My Mother
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Grade Level: 2 / Guided Reading Level: M

Word Work

Step 1: Introduce the Focus of Word Work

Introduce Prepositions / Prepositional Phrases

- Write some examples of prepositions on a piece of chart paper (examples: across, under, at, to, below, in, out).
- Tell students that the words you've written on the chart paper are prepositions.
- Explain that prepositions are words that tell about a location in the physical world. The answer the question of "where."
- Tell students that we use prepositions in phrases to tell where specific nouns are in the physical world.
- Ask questions to prompt students to tell where different items are in the classroom. (Example question: Where is the pencil sharpener? Example answer: The pencil sharpener is next to the sink.)
- Allow students to ask questions. Write the prepositional phrases that the class uses on the anchor chart.

Sample Anchor Chart

Prepositions	Prepositional Phrases
across	across from
below	below the
in	in the
on	on the
over	over the
through	through the
under	under the
with	with the

Step 2: Connect Word Work to Reading

Prepositions / Prepositional Phrases in the Text

- Tell the students that the book they will be reading today has lots of examples of prepositions and prepositional phrases.
- Show them **page 1 of *A Chair for My Mother***.
- Ask the students to listen carefully and look at the words while you read. Instruct them to raise their hands when they hear a preposition.
- After reading page 1, ask the students to identify the prepositions and prepositional phrases they heard. Add the words to the chart paper.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for prepositions. Remind students to be polite and not to interrupt while you read.
- Read ***A Chair for My Mother***.

Examples of Prepositions and Prepositional Phrases found in the Text:

• in the Blue Tile Diner	• after school	• into the jar
• take down the jar	• out of her purse	• into piles
• in the kitchen	• in her old leather wallet	• over it
• in the whole world	• in our other house	• on the roof
• to our block	• outside our house	• on the old kitchen chair
• in a bunch	• into the apartment	• in front of the jar
• off my feet	• at the diner	• to lift down
• put it in	• in front of the jar	• through four stores
• wrapped them all up		• counted them all out

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

A Chair for My Mother
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Word Work

Step 3: Guided Word Work Practice

Interactive Exploration

- Tell the students that they will be playing a game similar to musical chairs called **Prepositions On the Chair**.
- Ask students to arrange their chairs in a circle.
- Give each student a card and a piece of tape. Tell them to tape their card to their chair (optional: write the prepositions on sticky notes).
- Remind the students how to play musical chairs. Explain that you will start the music and they will follow the path around the chairs. When the music stops, they must sit in the closest chair. You will call out a preposition. The student that has the preposition on his or her chair must make up a sentence using that preposition.
- If the student uses the preposition correctly, the music starts again and the play continues. If the students in unable to identify a correct example, he or she is out.
- Continue play until all of the prepositions have been called.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **Prepositions and Prepositional Phrases Word Work**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for **prepositions and prepositional phrases** in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

Word Work Lesson Plan | @BookPagez.com

Interactive Activities

Prepositions on the Chair
Interactive Activity

Directions:
Cut out the preposition cards below. Use the cards for the interactive exploration (Step 3).

about	beyond	save
above	by	since
across	down	than
after	during	through
against	from	to
along	in	toward
among	inside	under

Guided Word Work Practice | @BookPagez.com

Independent Practice Page

Extension Activity

Word Detective: Prepositions and Prepositional Phrases
Extension Activity

Directions:
Be a word detective!
Be on the lookout for **prepositions and prepositional phrases** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | @BookPagez.com

Prepositions and Prepositional Phrases
Word Work Practice Page

Directions:
Choose the preposition from the Word Bank below to complete each sentence.

Word Bank

in	off	after	outside	up	beside
into	out	to	down	through	from

- My mother works as a waitress _____ the Blue Tile Diner.
- I meet my mother there _____ school.
- We put our money _____ the jar.
- I counted the money _____ into piles.
- My mother takes money _____ of her purse.
- We sit _____ the kitchen to count the tips.
- We were walking _____ our house _____ the bus.
- Right _____ our house stood two big fire engines.
- We moved _____ the apartment downstairs.
- There's no good place to take a load _____ my feet.
- The jar is too heavy for me to lift _____.
- Uncle Sandy had to boast me _____ to put the quarter in the jar.
- We shopped _____ four furniture stores.
- We set the chair _____ the window.
- Mama sits _____ and watches TV.
- She can reach right _____ and turn of the light.

Name: _____ Independent Word Work Practice | @BookPagez.com

Assessments

Running Record Assessment:
Use the first 100 words from the text to assess oral reading fluency



Running Record					
Title: A Chair for My Mother		Guided Reading Text Level: M		Word Count: 100	
Name: _____			Date: _____		
Accuracy Rate: (# of words correct/100 words) _____					
Error Rate: (# of incorrect words/100 words) _____					
Self-Correction Rate: (# of words self-corrected/100 words) _____					
Time: (in seconds) _____			Words Per Minute: (100/seconds read x 60) _____		
Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy	
Page	Text	COUNT		INFORMATION USED	
		E	SC	E MSV	SC MSV
2	My mother works as a waitress in the Blue Tile Diner. After school sometimes I go to meet here there. Then her boss Josephine gives me a job too. I wash the salts and peppers and fill the ketchups. One time I peeled all the onions of the onion soup. When I finish, Josephine says, "Good work, honey," and pays me. And every time, I put half of my money into the jar.				
4	It takes a long time to fill a jar this big. Every day when my mother comes home from work, I take down the jar. My mama *...				

Analysis and Comments:

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Common Core Assessment:
One question for each Reading Informational OR Reading Literature standard (1-9)



A Chair for My Mother CCSS Assessment	Name: _____ Score: / 9
Directions: Use what you know about <i>A Chair for My Mother</i> to answer each of the following questions.	
1. Which of these key details is really important to the story? <input type="radio"/> A) Mama works at the Blue Tile Diner. <input type="radio"/> B) The bank changed the coins in for ten-dollar bills. <input type="radio"/> C) Grandma likes to hum. <input type="radio"/> D) The family lost all their things in a house fire.	
2. What is the family's problem and how do they solve it? <input type="radio"/> A) Mama doesn't make enough money at the diner, so she gets angry. <input type="radio"/> B) They do not have a comfortable chair, so they save every penny. <input type="radio"/> C) They could not get a chair delivered, so they had to carry it from the store. <input type="radio"/> D) They don't have anything, so they have to live with other people.	
3. What effect does the fire have on the family? <input type="radio"/> A) They are grateful for all the help and kindness from family and neighbors. <input type="radio"/> B) They are devastated and give up on having a good life. <input type="radio"/> C) The fire doesn't affect them. <input type="radio"/> D) They never give up trying to find out how the fire started.	
4. How do you know this is a story and not a poem? <input type="radio"/> A) It rhymes. <input type="radio"/> B) Poems are always funny, and this is not. <input type="radio"/> C) It is written in sentences and has a beginning, a middle, and an end. <input type="radio"/> D) It has repetition and alliteration.	

CCSS Assessment 2nd Grade Reading Standards for Literature

5. What happens at the end of the story? (RL.2.5) <input checked="" type="radio"/> A) The family enjoys the new chair every chance they get. <input type="radio"/> B) They could not afford the chair they wanted. <input type="radio"/> C) Mama has to use the money for new shoes instead. <input type="radio"/> D) They can't decide on a chair, so they buy curtains instead.
6. What kind of voice would you use when reading the girl's story out loud? (RL.2.6) <input type="radio"/> A) loud and powerful <input type="radio"/> B) shaky and soft <input type="radio"/> C) low, gruff, serious <input checked="" type="radio"/> D) high, gentle, happy
7. How do the illustrations help you understand the characters in <i>A Chair for My Mother</i> ? (RI.2.7) <input type="radio"/> A) The illustrations show how the family is very poor. <input type="radio"/> B) The illustrations show the family only cares about money. <input checked="" type="radio"/> C) The illustrations are bright and colorful showing the characters are happy, even after the fire. <input type="radio"/> D) The illustrations show how sad the characters have been since the fire.
8. Why does Grandma compare herself to Goldilocks in <i>The Three Bears</i> ? (RL.2.9) <input type="radio"/> A) She has blonde, curly hair like Goldilocks. <input checked="" type="radio"/> B) She is trying all the chairs to find the one that is just right. <input type="radio"/> C) She is living in someone else's house. <input type="radio"/> D) All they can afford to eat is porridge.
9. Based on what you've read, what do you think the family will do next? (RL.2.10) <input type="radio"/> A) They will move out of the neighborhood. <input type="radio"/> B) The girl will get a job at the Blue Tile Diner. <input checked="" type="radio"/> C) They will start refilling the jar to buy something else they need. <input type="radio"/> D) They will get rid of the jar and stop saving money.

CCSS Assessment 2nd Grade Reading Standards for Literature | BookPagez.com

Answer Key



Extension Activity

Name: _____ Date: _____

Directions:
Pretend that you are the little girl from **A Chair for My Mother**. Use what you know about the story and the characters to fill in the blanks of the Want Ad below.

WANTED
A New Chair For My Mother

My mom needs a new chair because _____.

The chair must be _____.

_____ . We saved up our money by _____.

When we get the new chair, we will put it in the _____ and will sit it in when we _____.

I will feel _____ when we get the new chair. If you have a chair that looks like the example in my picture, please call _____ at _____.

Example of the chair we're looking for

Extension Activity | @BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

<p style="text-align: center; font-weight: bold;">Common Core State Standards Correlation</p> <p style="text-align: center; font-size: 8px;">A Chair for My Mother Lesson Plans, Resources, and Activities</p> <p style="font-size: 8px;">The lesson plans, resources, and activities for use with "A Chair for My Mother" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Reading and Summarizing Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RI.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine central message, lesson, or moral.</p> <p>RI.2.3 - Describe how characters in a story respond to major events and challenges.</p> <p>RI.2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RI.2.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RI.2.10 - By the end of the year, read and comprehend literature, including stories and in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills</p> <p>RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.2.2 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.2.3 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language</p> <p>L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg. When other kids are happy that makes me happy).</p> <p style="text-align: center; font-size: 8px;">A Chair for My Mother CCSS Alignment @BookPagez.com</p>	<p style="text-align: center; font-weight: bold;">Common Core State Standards Correlation</p> <p style="text-align: center; font-size: 8px;">A Chair for My Mother Lesson Plans, Resources, and Activities</p> <p style="font-size: 8px;">The lesson plans, resources, and activities for use with "A Chair for My Mother" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>The Author's Purpose Lesson Plan and Resources</p> <p>Reading: Literature</p> <p>RI.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine central message, lesson, or moral.</p> <p>RI.2.3 - Describe how characters in a story respond to major events and challenges.</p> <p>RI.2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RI.2.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RI.2.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills</p> <p>RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing</p> <p>W.2.2 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.2.3 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening</p> <p>SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language</p> <p>L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (eg. 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation

A Chair for My Mother Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "A Chair for My Mother" correlate with the following English Language Arts Common Core State Standards for second grade.

Vocabulary Lesson Plan and Resources

Language

L.2.4a - Use sentence-level context as a clue to the meaning of a word or phrase.

L.2.4b - Identify real-life connections between words and their use (eg. describe foods that are spicy or juicy).

L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using treatments of recurring conjunctions to signal simple relationships (eg. because).

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Common Core State Standards Correlation

A Chair for My Mother Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with "A Chair for My Mother" correlate with the following English Language Arts Common Core State Standards for second grade.

Word Work Lesson Plan and Resources

Reading: Foundational Skills

RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.

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Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for A Chair for My Mother Super Pack

5 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page


Tu turno para practicar: Volver a contar y resumir
con A Chair for My Mother (Una silla para mi madre)

Página 8:
Nombra tres personajes sobre los que hayas leído hasta ahora. ¿Qué están haciendo? ¿Qué problema están tratando de resolver?

Página 14:
¿Qué evento importante ocurrió mientras la niña y su madre estaban de compras?
¿Qué detalles es importante recordar sobre el evento?

Página 18:
¿Qué pasó cuando la niña y su madre se mudaron a su nuevo departamento?

Nombre: _____



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Page by Page Guided Questions

Answer Key


Volver a contar y resumir
con A Chair for My Mother (Una silla para mi madre)

Página 8:
Nombra tres personajes sobre los que hayas leído hasta ahora. ¿Qué están haciendo? ¿Qué problema están tratando de resolver?
Hasta ahora he leído sobre una niña, su madre y su abuela. Están guardando monedas en un frasco para comprar una silla nueva.

Página 14:
¿Qué evento importante ocurrió mientras la niña y su madre estaban de compras?
¿Qué detalles es importante recordar sobre el evento?
Hubo un gran incendio mientras la niña y su madre estaban de compras. El fuego quemó todo su departamento y arruinó todo lo que tenían.

Página 18:
¿Qué pasó cuando la niña y su madre se mudaron a su nuevo departamento?
Cuando la niña y su madre se mudaron al apartamento nuevo, todos sus amigos y familiares les trajeron comida y otras cosas para su apartamento.

Nombre: _____



Answer Key | ©BookPages.com

Sample answers
written in Spanish

Hacer inferencias

con A Chair for My Mother (Una silla para mi madre)

Página 4:
¿Qué puedes inferir sobre la madre preocupada cuando no gana muy preocupada?
Puedo inferir que ella no tiene suficiente dinero para comprar una silla nueva.

Página 12:
Haz una inferencia sobre lo que la niña sabe. ¿Qué puedes inferir sobre ella?
Puedo inferir que ella sabe que su madre está preocupada porque se preocupa por ella.

Páginas 15 y 16:
¿Qué puedes inferir sobre las viejas imágenes. ¿Cómo se sienten las imágenes?
Puedo inferir que su madre se preocupa por ellas. Cuidan a su madre.

Nombre: _____

Making
Inferences

Visualizar

con A Chair for My Mother (Una silla para mi madre)

Página 4:
Observa los consejos de las palabras. ¿Qué palabras te ayudan a visualizar el dinero en el departamento?

Página 14:
Observa los detalles después del incendio. ¿Qué palabras te ayudan a visualizar el departamento quemado?
Veo una silla quemada y palabras como "apartamento quemado".

Páginas 22 a 24:
Observa los detalles en estas páginas. Intente visualizar el departamento quemado.
Usé estas palabras para visualizar el departamento quemado.

Nombre: _____

Visualizing

Identifica el propósito del autor


con A Chair for My Mother (Una silla para mi madre)

Página 6:
¿Qué crees que el autor trata de contarte sobre los personajes del libro? ¿Crees que el autor admira a alguno de ellos?
Creo que el autor quiere contarnos sobre la vida de la niña y su madre. El autor quiere que podamos entenderlos mejor.

Página 14:
¿Por qué el autor se tomó el tiempo de contarte sobre el incendio? ¿Qué mensaje quiere que entiendas sobre lo que puede ocurrir cuando tu casa se incendia?
El autor quiere que entendamos que debemos estar preparados para cualquier emergencia.

Página 16:
¿Qué mensaje está tratando de decirte el autor sobre la comunidad que él pertenece?
El autor quiere que entendamos que debemos cuidar a nuestra comunidad y ayudarnos mutuamente.

Nombre: _____



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Author's Purpose

Entender la estructura del texto


con A Chair for My Mother (Una silla para mi madre)

Página 2:
Aquí el autor está usando la secuencia para contar sobre las cosas que hace la niña. ¿Qué palabras usa el autor para decirte el orden de las cosas que hace la niña?
El autor usa palabras como "primero", "después", "luego", "entonces".

Página 12:
Aquí el autor está usando la descripción para contar sobre el incendio. ¿Qué palabras usa el autor para describir el fuego? ¿De qué manera el uso del autor de esta estructura de texto te ayuda a comprenderlo que está leyendo?
El autor usa palabras como "fuego", "quemado", "llamas", "hollado".

Página 14:
Aquí el autor está usando causa y efecto. ¿Qué causó el fuego a la niña, su madre y su abuela a hacer?
El incendio causó que la niña, su madre y su abuela se preocuparan por la silla.

Nombre: _____



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Understanding
Text Structure

Writing About Reading with Optional CCSS Alignment

A Chair for My Mother (Una silla para mi madre): Entender la estructura del texto

Encuentre un lugar en la historia donde el autor utilizó la descripción para contar el cuento. Escriba algunas de las palabras descriptivas.

¿La imagen en el libro coincide con la descripción? ¿Por qué o por qué no?

Puedo usar palabras e imágenes para ayudarme a hablar sobre los personajes, el escenario y la trama. CCSS: RL.2.7

A Chair for My Mother (Una silla para mi madre): Entender la estructura del texto

Encuentre un lugar en la historia donde el autor utilizó la descripción para contar el cuento. Escriba algunas de las palabras descriptivas.

¿La imagen en el libro coincide con la descripción? ¿Por qué o por qué no?

Puedo usar palabras e imágenes para ayudarme a hablar sobre los personajes, el escenario y la trama. CCSS: RL.2.7

A Chair for My Mother (Una silla para mi madre): Entender la estructura del texto

Encuentre un lugar en la historia donde el autor utilizó la descripción para contar el cuento. Escriba algunas de las palabras descriptivas.

¿La imagen en el libro coincide con la descripción? ¿Por qué o por qué no?

Puedo usar palabras e imágenes para ayudarme a hablar sobre los personajes, el escenario y la trama. CCSS: RL.2.7

Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPage.com

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

A Chair for My Mother (Una silla para mi madre): Entender la estructura del texto

Encuentre un lugar en la historia donde el autor utilizó la descripción para contar el cuento. Escriba algunas de las palabras descriptivas.

¿La imagen en el libro coincide con la descripción? ¿Por qué o por qué no?

A Chair for My Mother (Una silla para mi madre): Entender la estructura del texto

Encuentre un lugar en la historia donde el autor utilizó la descripción para contar el cuento. Escriba algunas de las palabras descriptivas.

¿La imagen en el libro coincide con la descripción? ¿Por qué o por qué no?

A Chair for My Mother (Una silla para mi madre): Entender la estructura del texto

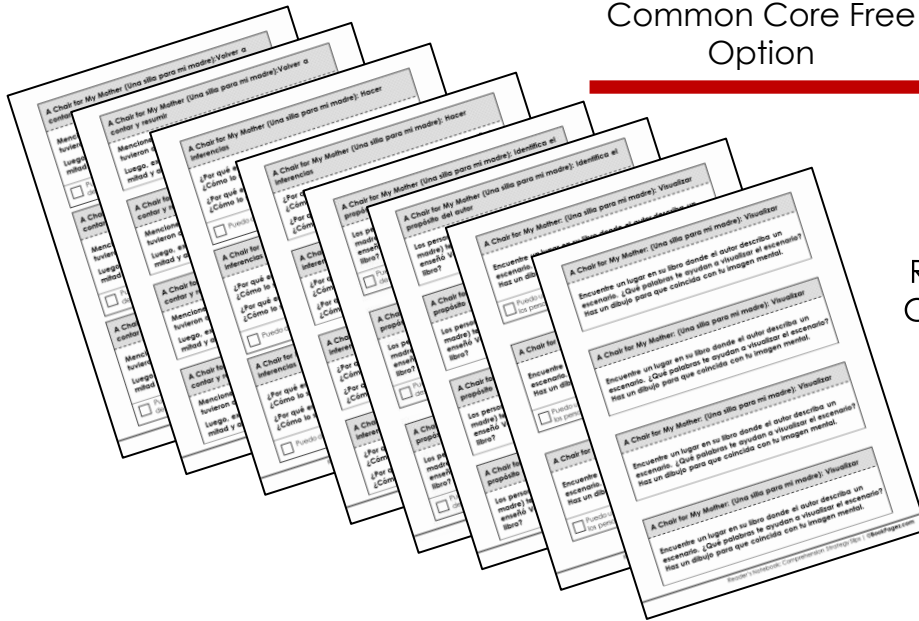
Encuentre un lugar en la historia donde el autor utilizó la descripción para contar el cuento. Escriba algunas de las palabras descriptivas.

¿La imagen en el libro coincide con la descripción? ¿Por qué o por qué no?

Reader's Notebook: Comprehension Strategy Slips | ©BookPage.com

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

Valer a contar y resumir
Título: _____

¿De qué se trata el libro?

¿Es ficción o no ficción?

Haz un dibujo o escribe una oración completa en cada caja.

Primero	Después	Entonces
Después de esto	Entonces	Al final

¿Cuál es la cosa más importante sobre la que habla en el libro?

Instrucciones:
1. Completa todas las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPage.com

Retelling and Summarizing

Hacer inferencias
Título: _____

Lo que dice el texto	Lo que sé	Lo que puedo inferir
Responde al texto en tu dibujo.	¿Por qué sabes esto?	Indicaciones, detalles, conexiones, cosas sencillas.

Instrucciones:
1. Completa las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPage.com

Making Inferences

Identificar el propósito del autor
Título: _____

¿Quién es el autor de tu libro?

¿Cuál fue el propósito del autor al escribir este libro? ¿Cómo lo sabes?

Para persuadir
 Para informar
 Para entretener

Te sé porque...

¿Qué piensas que el autor quería que pensaras mientras estabas leyendo este libro?

Dibuja la cosa más importante en que el autor te hizo pensar mientras estabas leyendo.

Instrucciones:
1. Completa las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPage.com

Author's Purpose

Visualizar
Título: _____

¿Qué página usaste para practicar a visualizar?

Haz un dibujo de tu imagen mental en el espacio abajo.

Escribe algunas de las palabras que el autor usó que te ayudaron a hacer esta imagen en tu mente.

Comparte tu dibujo con alguien. Asígnale de haber dibujado todas las palabras que te ayudaron a visualizar.

Instrucciones:
1. Completa las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPage.com

Visualizing

Entender la estructura del texto
Título: _____

Estructura del texto	Dónde fue usado el estructura del texto	¿Cómo la estructura del texto me ayudó
Página:		
Página:		
Página:		
Página:		

Instrucciones:
1. Completa las preguntas.
2. Contesta cuidadosamente en las líneas de puntos.
3. Pega o engrapa en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPage.com

Understanding Text Structure

Extension Activity

Nombre: _____ La fecha: _____

Instrucciones:

Imagina que eres la niña de **A Chair for My Mother**. Usa lo que sabes sobre la historia y los personajes para completar los espacios en blanco del Anuncio de búsqueda abajo.

BÚSQUEDA

Una silla nueva para mi madre

Mi mamá necesita una silla nueva porque _____

La silla debe ser _____.

_____ . Ahorramos
nuestro dinero con _____

Cuando tengamos la nueva silla, la pondremos en el _____

y lo sentará cuando _____

_____ .

yo sentiré _____

cuando tengamos la nueva silla.

Si tiene una silla que se ve como

el ejemplo en mi foto, por favor

llame _____

A _____ - _____.

Ejemplo de la silla que
estamos buscando