A Chair for My Mother
Thank you for downloading this product!

This set of lesson plans, resources, and activities is for use with “A Chair for My Mother” by Vera B. Williams. It can be used for whole group, small group, and independent instruction – which makes these resources a smart choice for literacy centers or Reader’s Workshop.

If you have any questions about the resources included in this set please email me at Amy@BookPagez.com. It will be my pleasure to reply and help you in any way I can.

And, if you like these resources and want more, you can hop on over to my website (BookPagez.com) to sign up for my Free Sample Club.

Enjoy!
Amy Mackenzie
Creator of BookPagez.com

This set of resources for use with “A Chair for My Mother” includes the following:

- Retelling and Summarizing Lesson Plan
- Making Inferences Lesson Plan
- Identifying the Author’s Purpose Lesson Plan
- Visualizing Lesson Plan
- Understanding Text Structure Lesson Plan
- Comprehension Strategy Guided Practice Pages
- Reader’s Notebook Prompts (with a Common Core Aligned option)
- Extension Activities
- Interactive Vocabulary Resources
- Running Record Assessment
- Answer Keys
- Word Work Lesson Plan and Activities for Prepositions / Prepositional Phrases
- Common Core State Standard Alignment

This package includes images from the following: Scrappin Doodles
Some Notes About These Resources

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

General Notes

• These lesson plans, resources, and activities are for use with Vera B. Williams’ “A Chair for My Mother.” You will need to get a copy of the book from your school or classroom library, as a copy of the book is not included with this package.
• You can use these resources for whole group, small group and independent instruction.
• A Chair for My Mother is a Guided Reading Level M, which falls within the 2nd grade range. As a result, these resources have been aligned to the Common Core State Standards for 2nd grade.

Notes for the Comprehension Strategy Resources

• The questions in Step 3 (Time to Read) are paired with specific page numbers. Because page numbers are not consistent across all editions and publications, we have numbered the pages using the following system:

Possibility #1:

<table>
<thead>
<tr>
<th>“Once upon a time…”</th>
<th>Page 1</th>
<th>Page 2</th>
</tr>
</thead>
</table>

Possibility #2:

| “Once upon a time…” | Page 1 | Page 2 |

Tip:
Use sticky notes to mark the pages prior to teaching the comprehension strategy lesson.
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 their kitchen table. The girl, the mother, and the grandmother count 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 were, who you were with, what you bought, and so on.
• What types of details are important to include when you retell or 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

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 teacher. Retell and summarize the information using important details, 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.
Retelling and Summarizing

**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 new chair. Where did they go first? What happened when they were looking for a chair?

**Page 28** - What do you think the theme (teamwork, family, love) of this story is? Why do you think so?

**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 elements help you to be a better reader?

**Write** - Glue 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!)
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 new chair. Where did they go first? What happened when they were looking for a chair?
_______________________________________________________
_______________________________________________________
_______________________________________________________

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

Name:____________________________________            ©BookPagez.com
Page 8:
Name three characters that you’ve read about so far. What are they doing? What problem are they trying to solve?
So far I have read about a girl, her mom, and her grandmother. They are saving coins in a jar to buy a new chair.

Page 14:
What major event happened while the girl and her mother were shopping? What details are important to remember about the event?
There was a big fire while the girl and her mother were shopping. The fire burned their entire apartment and ruined everything they had.

Page 18:
What happened when the girl and her mother moved into their new apartment?
When the girl and her mother moved into the new apartment all of their friends and family brought them food and other things for their apartment.

Page 26:
Think about the day that the girl, her mother, and her grandmother bought a new chair. Where did they go first? What happened when they were looking for a chair?
First they went to the bank. Then they went to the store. They tried sitting in lots of different chairs until they found the perfect chair.

Page 28:
What do you think the theme (teamwork, family, love) of this story is? Why do you think so?
Sample answers include: patience / family / kindness / work / loss / strength / teamwork.
A Chair for My Mother: Retelling and Summarizing

Name the problem that the girl, her mother, and grandmother had to solve.

Then explain what the characters did at the beginning, the middle, and the end to solve their problem.

I can tell who, what, where, when, why, and how after reading stories.

CCSS: RL.2.1
A Chair for My Mother: Retelling and Summarizing

Name the problem that the girl, her mother, and grandmother had to solve.

Then explain what the characters did at the beginning, the middle, and the end to solve their problem.
# 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:**

<table>
<thead>
<tr>
<th>First</th>
<th>Next</th>
<th>Then</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>After that</th>
<th>Then</th>
<th>Last</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.
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.

Retelling and Summarizing Lesson Plan and Resources

Reading: Literature

**RL.2.1** - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**RL.2.2** - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**RL.2.3** - Describe how characters in a story respond to major events and challenges.

**RL.2.5** - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**RL.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.

**RL.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.

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.

Writing

**W.2.8** - Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

**SL.2.1b** - Build on others’ talk in conversations by linking their comments to the remarks of others.

**SL.2.2** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**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.

Language

**L.2.6** - 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).
A Chair for My Mother

By: Vera B. Williams

Grade Level: 2 / Guided Reading Level: M

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

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 their kitchen table. The girl, the mother, and the grandmother count 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 are some things that you wish for? How do you feel when you think about the things that you want?
- What would you do if your neighbor's house burned down? What are some things you could do to help?

Important Words to Know and Understand

Tips - A small sum of money given to someone who has performed a service

Bargain - To purchase something for a reduced price

2

Why Readers Make Inferences While Reading

When readers make inferences they behave like reading detectives.

Sometimes the author does not give you all of the information you need to understand everything that is happening in a text.

Instead the author gives you clues. You can use the author's clues along with what you already know to make an inference. This is sometimes called “reading between the lines.”

For example, if an author writes; "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. This inference makes sense because you know that if a person's face turns red after making a mistake, it usually means that they feel embarrassed.

Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

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**Make Inferences While Reading**

- Look for clues that tell you how a character might be feeling or what they might be thinking.
- Study the pictures. What do you notice about the characters, setting, and events?

**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 4** - What can you infer about the mother when the author explains that she looks worried when she doesn’t earn a lot of tips? What do you think she is worried about?

**Page 12** - Make an inference about what the little girl in the book might be thinking while watching her house burn down. Explain why your inferences make sense.

**Pages 15 and 16** - What can you infer about the little girl’s neighbors? Look carefully at the pictures. How do the neighbors feel about the girl and her mother? How do you know?

**Page 28** - What can you infer about the reasons why buying a new chair was so important to the girl and her mother and grandmother?

**Time to Reflect**

**Think** - What types of inferences did you make while reading *A Chair for My Mother*? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?

**Talk** - Tell your reading partner about the best inference you made while reading this book? Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

**Reflect** - Think about the extra information you learned while making inferences in *A Chair for My Mother*. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?

**Write** - Glue 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!)
Page 4:
What can you infer about the mother when the author explains that she looks worried when she doesn’t earn a lot of tips? What do you think she is worried about?

_______________________________________________________

_______________________________________________________

_______________________________________________________

Page 12:
Make an inference about what the little girl in the book might be thinking while watching her house burn down. Explain why your inferences make sense.

_______________________________________________________

_______________________________________________________

_______________________________________________________

Pages 15 and 16:
What can you infer about the little girl’s neighbors? Look carefully at the pictures. How do the neighbors feel about the girl and her mother? How do you know?

_______________________________________________________

_______________________________________________________

_______________________________________________________

Page 28:
What can you infer about the reasons why buying a new chair was so important to the girl and her mother and grandmother?

_______________________________________________________

_______________________________________________________

_______________________________________________________

_______________________________________________________
Page 4:
What can you infer about the mother when the author explains that she looks worried when she doesn’t earn a lot of tips? What do you think she is worried about?

I can infer that the mother is worried because if she doesn’t get enough tips, she won’t have enough money. That means that they can’t get a new chair.

Page 12:
Make an inference about what the little girl in the book might be thinking while watching her house burn down. Explain why your inferences make sense.

I can infer that the little girl is feeling scared. My inference makes sense because I know that I would feel scared if I saw my house burn down.

Pages 15 and 16:
What can you infer about the little girl’s neighbors? Look carefully at the pictures. How do the neighbors feel about the girl and her mother and grandmother? How do you know?

I can infer that the little girl’s neighbors care about the girl and her mother and grandmother. They look happy to be sharing their things with them. When people share it means they care about the person they are sharing with.

Page 28:
What can you infer about the reasons why buying a new chair was so important to the girl and her mother and grandmother?

I know that buying new things after you’ve lost them is important because it makes your life better. Having a new chair made them more comfortable and happy. It means that they got over the fire.
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?
# Making Inferences

**Title:** _______________________________________

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

<table>
<thead>
<tr>
<th>What the Text Says</th>
<th>What I Know</th>
<th>What I Can Infer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look for clues in the text or pictures</td>
<td>What do you know about the clue?</td>
<td>Emotions, Thoughts, Cause, Setting</td>
</tr>
</tbody>
</table>

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

Making Inferences Lesson Plan and Resources

Reading: Literature

RL.2.6 - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.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.

RL.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.

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.

Writing

W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

SL2.1b - Build on others’ talk in conversations by linking their comments to the remarks of others.

SL2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL2.3 - 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.

Language

L.2.6 - 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).
Identifying the Author’s Purpose

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 their kitchen table. The girl, the mother, and the grandmother count 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

• Think of a time when you lost something. How did you feel?
• Have you ever saved your money to buy something that you really wanted? What did you save for? How did you feel when you bought the thing that you wanted?

Important Words to Know and Understand

Coins – Small pieces of flat, circular metal used as money. Pennies, nickels, dimes, and quarters are all types of coins
Exchange – To give something in return for something else

Why Readers Identify the Author’s Purpose While Reading

Readers identify the author’s purpose to understand why an author wrote the book. Authors write books because they want to persuade, inform, or entertain their reader.

When you read fiction (stories that are not real), the author usually includes a message or lesson that they want their readers to think about. When the author does this, they are trying to persuade you.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author answers questions about a specific topic. When the author does this, they are trying to inform you.

An author may try to entertain you by being funny, mysterious, or serious. Authors of both fiction and nonfiction can write to entertain you.
Identifying the Author’s Purpose

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 6 - What do you think the author is trying to tell you about the characters in the book? What character traits do you think the author admires?

Page 14 - Why has the author taken the time to tell you about the fire? What does the author want you to understand about what can happen when your home catches on fire?

Page 16 - What message is the author trying to tell you about the community that the little girl, her mother, and her grandmother share? Point to the words in the book that help you identify the author’s message.

Page 28 - How do the little girl, the mother, and the grandmother feel at the end of the book? Why was a new chair so important to the three characters?

Time to Reflect

Think - Vera B. Williams is the author of A Chair for My Mother. What was her purpose for writing this book? Did she write the book to persuade, inform, or entertain you? How do you know?

Talk - Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

Reflect - Think about what you learned while reading A Chair for My Mother. Think about the things you and your reading partner discussed. How does identifying the author’s purpose help you be a better reader?

Write - Glue 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!)
Page 6:
What do you think the author is trying to tell you about the characters in the book? What character traits do you think the author admires?

_______________________________________________________
_______________________________________________________
_______________________________________________________

Page 14:
Why has the author taken the time to tell you about the fire? What does the author want you to understand about what can happen when your home catches on fire?

_______________________________________________________
_______________________________________________________
_______________________________________________________

Page 16:
What message is the author trying to tell you about the community that the little girl, her mother, and her grandmother share? Point to the words in the book that help you identify the author’s message.

_______________________________________________________
_______________________________________________________
_______________________________________________________

Page 28:
How do the little girl, the mother, and the grandmother feel at the end of the book? Why was a new chair so important to the three characters?

_______________________________________________________
_______________________________________________________
_______________________________________________________

Why do you think Vera B. Williams wrote this book?
To Persuade    To Inform    To Entertain

Name:______________________________
Page 6:
What do you think the author is trying to tell you about the characters in the book? What character traits do you think the author admires?

I think the author is telling me that the little girl, her mother, and her grandmother are good at saving money. I think the author admires them because they are hard workers and are good at working together.

Page 14:
Why has the author taken the time to tell you about the fire? What does the author want you to understand about what can happen when your home catches on fire?

The author told us about the fire because she wants us to know that you can lose everything if your house burns down. Fires can be very bad.

Page 16:
What message is the author trying to tell you about the community that the little girl, her mother, and her grandmother share? Point to the words in the book that help you identify the author’s message.

The author wants us to know that the little girl, her mother, and her grandmother have a very loving and friendly community. They share their things with them and bring them food.

Page 28:
How do the little girl, the mother, and the grandmother feel at the end of the book? Why was a new chair so important to the three characters?

They are happy at the end of the book. Having a new chair was important because it meant that they had been strong after the fire and figured out a way to be comfortable again.

Why do you think Vera B. Williams wrote this book? Answers will vary.
To Persuade To Inform To Entertain
The characters in A Chair for My Mother had a goal. What was their goal? What did Vera B. Williams teach you about goals by writing this book?

☐ I can tell how characters in a story respond to challenges in a story.

CCSS: RL.2.3
The characters in *A Chair for My Mother* had a goal. What was their goal? What did Vera B. Williams teach you about goals by writing this book?
<table>
<thead>
<tr>
<th>Identifying the Author’s Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> ______________________</td>
</tr>
</tbody>
</table>

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.
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.

**Identifying the Author’s Purpose Lesson Plan and Resources**

**Reading : Literature**

**RL.2.2** – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**RL.2.3** – Describe how characters in a story respond to major events and challenges.

**RL.2.7** – Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.

**RL.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.

**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.

**Writing**

**W.2.8** – Recall information from experiences or gather information from provided sources to answer a question.

**Speaking & Listening**

**SL.2.1b** – Build on others’ talk in conversations by linking their comments to the remarks of others.

**SL.2.2** – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**SL.2.3** – Ask and answer question about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**Language**

**L.2.6** – 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).
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 their kitchen table. The girl, the mother, and the grandmother count 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

• Think about your favorite food. Close your eyes. What do you see? Turn to a partner and describe your favorite food.
• When you hear the word “fire” what do you see?

Important Words to Know and Understand

Charcoal - A dark gray color
Ashes - the soft gray powder that remains after something has been burned by fire

Why Readers Visualize While Reading

Readers visualize by using the author’s words to make movies in their minds. When readers can “see” what they read, it means they are able to make connections between what they already know about and the text.

When you read a picture book, the illustrator uses the author’s words to create a picture that matches what’s happening in the story. You can use the pictures to help you check that your thinking is on the right track.

When you read a chapter book or other text that does not have pictures, it is helpful to pay attention to all of the describing words in the text. Describing words will help you create mental images in your mind.
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 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 14 - 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 burnt 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?

Time to Reflect

Think - What kinds of words helped you visualize while reading A Chair for My Mother? Were they color words? Were they words that described the way people moved or did things? Did the movie in your mind match some of the pictures in the book?

Talk - Tell your reading partner about a place in the book where you visualized. Did you visualize a setting, the way a charter looked, or an action? Remember to ask your partner to share their mental images too.

Reflect - Think about the words in A Chair for My Mother. How does paying attention to the words an author uses help you to visualize? How does visualizing help you to be a better reader?

Write - Glue 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!)
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 14:
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 burnt 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?
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.

The words “push all of the coins into the jar,” “I count the money into piles,” and “every shiny coin” all help me visualize.

Page 14:
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 burnt house and the apartment. What do you see? Which words on the page help you visualize?

I see a dark black house with smoky rooms. The words charcoal and ashes help me visualize their burned house. Their new apartment is bright with yellow walls and shiny floors.

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

I used these words to help me visualize: big chairs, smaller ones, high chairs, low chairs, soft chairs.

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?

Answers will vary.
A Chair for My Mother: Visualizing

Find a spot in your book where the author describes a setting. What words help you visualize the setting? Draw a picture to match your mental image.

☐ I can use words and pictures to help me tell about the characters, setting and plot.  

CCSS: RL.2.7
Find a spot in your book where the author describes a setting. What words help you visualize the setting? Draw a picture to match your mental image.
### 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.
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.

**Visualizing Lesson Plan and Resources**

**Reading : Literature**

**RL.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.

**RL.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.

**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.

**Writing**

**W.2.8** - Recall information from experiences or gather information from provided sources to answer a question.

**Speaking & Listening**

**SL.2.1b** - Build on others’ talk in conversations by linking their comments to the remarks of others.

**SL.2.2** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**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.

**Language**

**L.2.6** - 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).
A Chair for My Mother

By: Vera B. Williams

Grade Level: 2 / Guided Reading Level: M

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 their kitchen table. The girl, the mother, and the grandmother count 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

• Think of a time when you had a problem. What was your problem? How did you solve your problem?
• Think about your bedroom. What color are the walls? What do you have in your room? Turn to a partner and describe your bedroom.

Important Words to Know and Understand

Supper – A light evening meal

Why Readers Notice Text Structure While Reading

Readers pay attention to text structure because understanding how text is organized will help you become a better reader. Authors use following text structures:

Description – when a person, place, thing, or event is described by listing what it looks like, how it works, or what it does

Sequence – when information is given in chronological order (first, next, then, last / morning, afternoon, night)

Problem and Solution – when a problem is explained and a solution is discovered

Compare and Contrast – when an author writes about the ways two or more people, places, or things are alike and different

Cause and Effect – when the author explains why something happened (cause) and what happened (effect)
Understand Text Structure While Reading

- Notice the words an author uses - does the author describe things or explain events?
- Look at the pictures. Sometimes pictures give you clues about text structure.

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 2 - Here the author is using sequence to tell about the things that the little girl does. What words does the author use to tell you the order of the things the girl does?

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

Page 14 - Here the author is using cause and effect. What did the fire cause the little girl, her mother and her grandmother to do?

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

Time to Reflect

Think - How did the different text structures help you to better understand A Chair for My Mother? Why do you think authors use more than one text structure when they tell stories?

Talk - Tell your reading partner about a place where you noticed a description. Explain how you knew the author was using a descriptive text structure.

Reflect - Think about the text structures in A Chair for My Mother. How does paying attention to the way the author organizes text help you to be a better reader?

Write - Glue 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!)
Your Turn to Practice Understanding Text Structure
with A Chair for My Mother

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

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

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

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

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

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

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

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Name:____________________________________                                        ©BookPagez.com
Page 2:
Here the author is using sequence to tell about the things that the little girl does. What words does the author use to tell you the order of the things the girl does?

The author uses the words “After school,” “Then,” and “When I finish” to tell the order that the little girl does her work.

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

Tall orange flames, lots of smoke.

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

The fire turned their house to charcoal and ashes so they had to live with Aunt Ida and Uncle Sandy until they could move into the apartment downstairs.

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

The problem is that they don’t have any furniture. So the little girl, her mother, and her grandmother saved all of their money until they had enough to buy a chair.
A Chair for My Mother: Understanding Text Structure

Find a place in your story where the author used description to tell the story. Write down some of the descriptive words.

Does the picture in the book match the description? Why or why not?

☐ I can use words and pictures to help me tell about the characters, setting and plot.

CCSS: RL.2.7
A Chair for My Mother: Understanding Text Structure

Find a place in your story where the author used description to tell the story. Write down some of the descriptive words.

Does the picture in the book match the description? Why or why not?
**Understanding Text Structure**

**Title:** _______________________________________

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

<table>
<thead>
<tr>
<th>Text Structure</th>
<th>Where the Text Structure was Used</th>
<th>How the Text Structure Helped Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Page:</td>
<td></td>
<td></td>
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<td>Page:</td>
<td></td>
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</tr>
<tr>
<td>Page:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Text Structures You Might See While Reading**

<table>
<thead>
<tr>
<th>Description</th>
<th>Sequence</th>
<th>Cause and Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and Contrast</td>
<td>Problem and Solution</td>
<td></td>
</tr>
</tbody>
</table>
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.

Understanding Text Structure Lesson Plan and Resources

Reading : Literature

**RL.2.4** - Describe how words and phrases (eg, regular beats, alliteration rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**RL.2.5** - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**RL.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.

**RL.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.

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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**W.2.8** - Recall information from experiences or gather information from provided sources to answer a question.

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**SL.2.1b** - Build on others’ talk in conversations by linking their comments to the remarks of others.

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**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.

Language

**L.2.6** - 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).
**Important Words to Know and Understand in “A Chair for My Mother”**

**Ashes**  
The soft gray powder that remains after something has been burned by fire

**Bargain**  
To purchase something for a reduced price

**Charcoal**  
A dark gray color

**Coins**  
Small pieces of flat, circular metal used as money. Pennies, nickels, dimes, and quarters are all types of coins

**Exchange**  
To give something in return for something else

**Spoiled**  
To damage or severely harm

**Supper**  
Soupy, oatmeal like food that’s usually eaten for breakfast

**Tips**  
A small sum of money given to someone who has performed a service

**Tulips**  
A cup shaped flower in a variety of colors
## Vocabulary Connections

<table>
<thead>
<tr>
<th>Ashes</th>
<th>Bargain</th>
<th>Charcoal</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image of burning stones" /></td>
<td><img src="image2.png" alt="Image of a store sale" /></td>
<td><img src="image3.png" alt="Image of a lump of coal" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coins</th>
<th>Exchange</th>
<th>Spoiled</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image4.png" alt="Image of coins" /></td>
<td><img src="image5.png" alt="Image of exchanging money" /></td>
<td><img src="image6.png" alt="Image of a spoiled chair" /></td>
</tr>
</tbody>
</table>

### Step by Step Directions:
1. Cut on the dotted line.
2. Fold on the solid line.
3. Glue, tape or staple the top of each card to close.
Vocabulary Connections

<table>
<thead>
<tr>
<th>Supper</th>
<th>Tips</th>
<th>Tulips</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Supper Image]</td>
<td>![Tips Image]</td>
<td>![Tulips Image]</td>
</tr>
</tbody>
</table>

Step by Step Directions:
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Vocabulary Connections

Ashes
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Bargain
To purchase something for a reduced price

Charcoal
A dark gray color

Coins
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Exchange
To give something in return for something else

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To damage or severely harm

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<th>Supper</th>
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</tr>
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<tbody>
<tr>
<td>A light evening meal</td>
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<th>Bargain is a/an</th>
<th>Charcoal is a/an</th>
</tr>
</thead>
<tbody>
<tr>
<td>noun verb adverb adjective</td>
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</tr>
<tr>
<td>Definition of Ashes:</td>
<td>Definition of Bargain:</td>
<td>Definition of Charcoal:</td>
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</table>

<table>
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<tr>
<td>Ashes remind me of:</td>
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**Step by Step Directions:**
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Complete the Vocabulary Card
4. Glue the Back of the Bottom Flap into Your Notebook
5. Write the Vocabulary Word on the Front of the Top Flap
## A Chair for My Mother

**By:** Vera B. Williams  
**Grade Level:** 2 / **Guided Reading Level:** M

### Vocabulary Connections

<table>
<thead>
<tr>
<th>Coins are a/an</th>
<th>Exchange is a/an</th>
<th>Spoiled is a/an</th>
</tr>
</thead>
<tbody>
<tr>
<td>noun verb adverb adjective</td>
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<td>noun verb adverb adjective</td>
</tr>
<tr>
<td><strong>Definition of Coins:</strong></td>
<td><strong>Definition of Exchange:</strong></td>
<td><strong>Definition of Spoiled:</strong></td>
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<table>
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<tr>
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<th>Exchange reminds me of:</th>
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<tr>
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</tr>
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**Step by Step Directions:**
1. Cut on the Dotted Line  
2. Fold on the Solid Line  
3. Complete the Vocabulary Card  
4. Glue the Back of the Bottom Flap into Your Notebook  
5. Write the Vocabulary Word on the Front of the Top Flap
**Vocabulary Connections**

<table>
<thead>
<tr>
<th>Supper is a/an</th>
<th>Tips are a/an</th>
<th>Tulips are a/an</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>noun</strong></td>
<td><strong>verb</strong></td>
<td><strong>adverb</strong></td>
</tr>
<tr>
<td><strong>adjective</strong></td>
<td><strong>adjective</strong></td>
<td><strong>adjective</strong></td>
</tr>
</tbody>
</table>

**Definition of Supper:**
- Definition 1
- Definition 2
- Definition 3
- Definition 4
- Definition 5
- Definition 6

**Definition of Tips:**
- Definition 1
- Definition 2
- Definition 3
- Definition 4
- Definition 5
- Definition 6

**Definition of Tulips:**
- Definition 1
- Definition 2
- Definition 3
- Definition 4
- Definition 5
- Definition 6

**Supper looks like this:**

**Tips look like this:**

**Tulips look like this:**

**Supper reminds me of:**
- Reminder 1
- Reminder 2
- Reminder 3
- Reminder 4

**Tips remind me of:**
- Reminder 1
- Reminder 2
- Reminder 3
- Reminder 4

**Tulips remind me of:**
- Reminder 1
- Reminder 2
- Reminder 3
- Reminder 4

**I saw this word in:**
- Word 1
- Word 2
- Word 3
- Word 4

---

**Step by Step Directions:**
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Complete the Vocabulary Card
4. Glue the Back of the Bottom Flap into Your Notebook
5. Write the Vocabulary Word on the Front of the Top Flap
### Word Games
#### with Words from A Chair for My Mother

Graph the number of syllables in each of the words below.

<table>
<thead>
<tr>
<th>Word</th>
<th>Number of Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashes</td>
<td></td>
</tr>
<tr>
<td>Bargain</td>
<td></td>
</tr>
<tr>
<td>Charcoal</td>
<td></td>
</tr>
<tr>
<td>Coins</td>
<td></td>
</tr>
<tr>
<td>Exchange</td>
<td></td>
</tr>
<tr>
<td>Spoiled</td>
<td></td>
</tr>
<tr>
<td>Supper</td>
<td></td>
</tr>
<tr>
<td>Tips</td>
<td></td>
</tr>
<tr>
<td>Tulips</td>
<td></td>
</tr>
</tbody>
</table>

**Read the word below each chair. Then use the code to color the chairs.**

- **Nouns** = red
- **Verbs** = purple
Graph the number of syllables in each of the words below.

<table>
<thead>
<tr>
<th>Ashes</th>
<th>Bargain</th>
<th>Charcoal</th>
<th>Coins</th>
<th>Exchange</th>
<th>Spoiled</th>
<th>Supper</th>
<th>Tips</th>
<th>Tulips</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Ashes Chair" /></td>
<td><img src="image" alt="Bargain Chair" /></td>
<td><img src="image" alt="Charcoal Chair" /></td>
<td><img src="image" alt="Coins Chair" /></td>
<td><img src="image" alt="Exchange Chair" /></td>
<td><img src="image" alt="Spoiled Chair" /></td>
<td><img src="image" alt="Supper Chair" /></td>
<td><img src="image" alt="Tips Chair" /></td>
<td><img src="image" alt="Tulips Chair" /></td>
</tr>
</tbody>
</table>

Read the word below each chair. Then use the code to color the chairs. **Nouns = red**  **Verbs = purple**

- Ashes (RED)
- Bargain (NOUN)
- Charcoal (NOUN)
- Coins (NOUN)
- Exchange (VERB)
- Spoiled (VERB)
- Supper (NOUN)
- Tips (NOUN)
- Tulips (NOUN)
A Chair for My Mother

By Vera B. Williams

A new word that I learned in this book is: _______________________________________

It means... It's like...

Step by Step Directions

2. Fold on the Solid Line.
3. Complete the Vocabulary Card.
4. Add Your Vocabulary Card to Your Notebook or Use It As A Bookmark.

Grade Level: 2 / Guided Reading Level: M
Vocabulary Connections

Directions:
Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word
Cripple

A person or animal that is impaired in some way.

Dictionary Definition
Look up the word in the dictionary. Copy the dictionary definition.

She saw to it that I tried to walk every day. “So’s that mean-lookin’ leg don’t go stiff on you and cripple up,” she’d say.

Original Sentence
Copy the sentence in the book where the word appears.

Book Title:
Pink and Say

Visualize
Draw a picture to illustrate the meaning of the word.

I saw a person in a wheelchair with a crippled leg.

Synonyms
What words have nearly the same meaning?

Help
Support
Strong

Antonyms
What words have the opposite meaning?

The bird was a cripple because its wing was broken.

Make It Your Own
Use the word in a new sentence that shows what it means.

I saw a person in a wheelchair with a crippled leg.

Connect to Your Life
When or where have you seen it, heard it, felt it, smelled it, or tasted it?
Directions:
Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Dictionary Definition
Look up the word in the dictionary. Copy the dictionary definition.

Synonyms
What words have nearly the same meaning?

Antonyms
What words have the opposite meaning?

Original Sentence
Copy the sentence in the book where the word appears.
Book Title:

Make It Your Own
Use the word in a new sentence that shows what it means.

Connect to Your Life
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Visualize
Draw a picture to illustrate the meaning of the word.
# Vocabulary Connections

**Directions:**

1. Write a word from your reading that is new to you in the first column.
2. Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
3. Explain why you think your definition makes sense based on the context clues in the text.
4. Write the dictionary definition.
5. Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

<table>
<thead>
<tr>
<th>Word</th>
<th>What I Think the Word Means</th>
<th>Context Clues</th>
<th>Real Definition</th>
<th>✓</th>
</tr>
</thead>
<tbody>
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</table>
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.2.5a** – Identify real-life connections between words and their use (eg, describe foods that are spicy or juicy).

**L.2.6** – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (eg, because).
Instructional Focus:
Prepositions / Prepositional Phrases

Background:
Prepositions relate a location in the physical world. **Prepositions** answer the question of “where.”

**Prepositional phrases** begin with a preposition and end with a noun. A prepositional phrase relates specific information about where something is.

Examples:

<table>
<thead>
<tr>
<th>Prepositions</th>
<th>Prepositional Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>above</td>
<td>above my head</td>
</tr>
<tr>
<td>behind</td>
<td>behind my back</td>
</tr>
<tr>
<td>by</td>
<td>by my side</td>
</tr>
<tr>
<td>inside</td>
<td>inside the box</td>
</tr>
<tr>
<td>outside</td>
<td>outside the window</td>
</tr>
<tr>
<td>over</td>
<td>over the door</td>
</tr>
<tr>
<td>upon</td>
<td>upon my desk</td>
</tr>
</tbody>
</table>

Materials and Preparation:
- A Copy of A Chair for My Mother by Vera B. Williams
- Chart Paper
- Prepositions / Prepositional Phrases Printable (see Sample Anchor Chart in Step 1)
- Prepositions On a Chair Cards (2 sets of cards)
- Prepositions/Prepositional Practice Page (1 per student)
- Optional - Word Detective (1 per student)
- Optional – 2 Colors of Index Cards (see Extend Engagement in Step 2)
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.

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 head. 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
- take down the jar
- in the kitchen
- in the whole world
- to our block
- in a bunch
- off my feet
- put it in
- wrapped them all up
- after school
- out of her purse
- in her old leather wallet
- in our other house
- outside our house
- into the apartment
- at the diner
- in front of the jar
- through four stores
- into the jar
- into piles
- roses all over it
- from the bus
- out of the roof
- on a hard kitchen chair
- to lift down
- counted them all out
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**.
Directions:
Cut out the preposition cards below. Use the cards for the interactive exploration (Step 3).

<table>
<thead>
<tr>
<th>about</th>
<th>beyond</th>
<th>save</th>
</tr>
</thead>
<tbody>
<tr>
<td>above</td>
<td>by</td>
<td>since</td>
</tr>
<tr>
<td>across</td>
<td>down</td>
<td>than</td>
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<tr>
<td>after</td>
<td>during</td>
<td>through</td>
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<tr>
<td>against</td>
<td>from</td>
<td>to</td>
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<tr>
<td>along</td>
<td>in</td>
<td>toward</td>
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<tr>
<td>among</td>
<td>inside</td>
<td>under</td>
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</table>
## Prepositions on the Chair

**Interactive Activity**

<table>
<thead>
<tr>
<th>at</th>
<th>over</th>
<th>within</th>
</tr>
</thead>
<tbody>
<tr>
<td>between</td>
<td>round</td>
<td>without</td>
</tr>
<tr>
<td>around</td>
<td>underneath</td>
<td>into</td>
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<tr>
<td>near</td>
<td>unlike</td>
<td>before</td>
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<tr>
<td>off</td>
<td>until</td>
<td>behind</td>
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<tr>
<td>on</td>
<td>up</td>
<td>below</td>
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<tr>
<td>onto</td>
<td>upon</td>
<td>beneath</td>
</tr>
<tr>
<td>outside</td>
<td>with</td>
<td>beside</td>
</tr>
</tbody>
</table>
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

1. My mother works as a waitress ______________ the Blue Tile Diner.
2. I meet my mother there ______________ school.
3. We put our money ______________ the jar.
4. I count the money ______________ into piles.
5. My mother takes money ______________ of her purse.
6. We sit ______________ the kitchen to count the tips.
7. We were walking ______________ our house ______________ the bus.
8. Right ______________ our house stood two big fire engines.
9. We moved ______________ the apartment downstairs.
10. There’s no good place to take a load ______________ my feet.
11. The jar is too heavy for me to lift ______________.
12. Uncle Sandy had to boost me _________ to put the quarter in the jar.
13. We shopped ______________ four furniture stores.
14. We set the chair ______________ the window.
15. Mama sits ______________ and watches TV.
16. She can reach right ______________ and turn off the light.
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

1. My mother works as a waitress __in__________ the Blue Tile Diner.
2. I meet my mother there __after_________ school.
3. We put our money __into________ the jar.
4. I count the money __out________ into piles.
5. My mother takes money __from_______ of her purse.
6. We sit __in_________ the kitchen to count the tips.
7. We were walking __to_______ our house __from________ the bus.
8. Right __outside________ our house stood two big fire engines.
9. We moved __into________ the apartment downstairs.
10. There’s no good place to take a load __off________ my feet.
11. The jar is too heavy for me to lift __down________.
12. Uncle Sandy had to boost me __up_____ to put the quarter in the jar.
13. We shopped __through________ four furniture stores.
14. We set the chair __beside________ the window.
15. Mama sits __down________ and watches TV.
16. She can reach right __up________ and turn off the light.
**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.

<table>
<thead>
<tr>
<th>Word</th>
<th>Book Title</th>
<th>Page</th>
<th>Sentence</th>
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<tbody>
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Name:_________________________________
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.
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
My mother works as a waitress in the Blue Tile Dinner. 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. 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 *…
Here is Your Surprise Sample!

We hope you'll enjoy your Surprise Sample for use with Wilfrid Gordon McDonald Partridge by Mem Fox.

Your Surprise Sample includes the following:

- Identifying the Author’s Purpose Lesson Plan
- Comprehension Strategy Guided Practice Page
- Reader’s Notebook Prompt (with a Common Core Aligned option)
- Answer Key

If you have any questions about this set of resources please email us at Info@BookPagez.com. It will be our pleasure to reply and help you in any way we can.

Enjoy!
Amy Mackenzie
Creator of BookPagez.com

*This lesson plan and activity set includes images from Prettygrafik Design
Some Notes About These Resources

Identifying the Author’s Purpose with Wilfrid Gordon McDonald Partridge

General Notes

• These lesson plans, resources, and activities are for use Mem Fox’s “Wilfrid Gordon McDonald Partridge.” You will need to get a copy of the book from your school or classroom library, as a copy of the book is not included with this package.
• You can use these resources for whole group, small group and independent instruction.
• Wilfrid Gordon McDonald Partridge is a Guided Reading Level K, which falls within the 2nd grade range. As a result, these resources have been aligned to the Common Core State Standards for 2nd grade.

Notes for the Comprehension Strategy Resources

• The questions in Step 3 (Time to Read) are paired with specific page numbers. Because page numbers are not consistent across all editions and publications, we have numbered the pages using the following system:

  Possibility #1:

  “Once upon a time…”
  Page 1  Page 2

  Possibility #2:

  Page 1  “Once upon a time…”  Page 2

Tip:
Use sticky notes to mark the pages prior to teaching the comprehension strategy lesson.
Summary

Wilfrid Gordon McDonald Partridge, is a young boy who lives right next door to a home for the elderly. He loves visiting the people who live there, playing with them and helping them out. When his favorite elderly person, Miss Nancy, loses her memory, he begins a quest to help her find it. After talking with the people at Miss Nancy’s home, he decides to bring her things that help her rediscover her lost memories.

Link to What You Know

• Think of your favorite memory. Who was there? What were you doing? Why is it your favorite memory?
• Do you keep things from your past? If you do, what sort of keepsakes do you have?
• Why are memories special?

Important Words to Know and Understand

Organ – A piano like instrument in which the sound is created with pipes
Darling – Very dear or dearly loved person

Why Readers Identify the Author’s Purpose While Reading

Readers identify the author’s purpose to understand why an author wrote the book. Authors write books because they want to persuade, inform, or entertain their reader.

When you read fiction (stories that are not real), the author usually includes a message or lesson that they want their readers to think about. When the author does this, they are trying to persuade you.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author answers questions about a specific topic. When the author does this, they are trying to inform you.

An author may try to entertain you by being funny, mysterious, or serious. Authors of both fiction and nonfiction can write to entertain you.
Identifying the Author’s Purpose

**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.

**Cover** - Why do you think the author chose to give the main character of the book such a long name?

**Page 8** - Why do you think the author used such a large picture of Miss Nancy on this page? Why weren’t the other people that Wilfrid knows given such large pictures?

**Page 26** - What is the author trying to tell you about memories? Why do certain items help people remember other people and events from their past?

**Page 28** - Why do you think the author wrote this book? What kind of experiences do you think the author has had that made her want to write a book about memories and friendship between an old and a young person?

**Time to Reflect**

**Think** - Mem Fox is the author of *Wilfrid Gordon McDonald Partridge*. What was her purpose for writing this book? Did she write the book to persuade, inform, or entertain you? How do you know?

**Talk** - Tell your reading partner what this book made you think about. What message did the author share with you? Remember to ask your partner to share their thoughts about the book too.

**Reflect** - Think about what you learned while reading *Wilfrid Gordon McDonald Partridge*. Think about the things you and your reading partner discussed. How does identifying the author’s purpose help you be a better reader?

**Write** - Glue your Strategy Slip into your reader’s notebook. Write about the work you did while reading *Wilfrid Gordon McDonald Partridge*. (Remember to include examples from the book!)
Your Turn to Practice Identifying the Author’s Purpose with Wilfrid Gordon McDonald Partridge

Cover:
Why do you think the author chose to give the main character of the book such a long name?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Page 8:
Why do you think the author used such a large picture of Miss Nancy on this page? Why weren’t the other people that Wilfrid knows given such large pictures?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Page 26:
What is the author trying to tell you about memories? Why do certain items help people remember other people and events from their past?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Page 28:
Why do you think the author wrote this book? What kind of experiences do you think the author has had that made her want to write a book about memories and friendship between an old and a young person?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Why do you think Mem Fox wrote this book?
To Persuade       To Inform       To Entertain

Name:_____________________________________________________

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**Answer Key for Identifying the Author’s Purpose**

**Cover:**

Why do you think the author chose to give the main character of the book such a long name?

*Answers will vary.*

**Page 8:**

Why do you think the author used such a large picture of Miss Nancy on this page? Why weren’t the other people that Wilfrid knows given such large pictures?

*Answers will vary. Sample answers include:* The author used a large picture for Miss Nancy to show that she was the most important older person in Wilfrid’s life.

**Page 26:**

What is the author trying to tell you about memories? Why do certain items help people remember other people and events from their past?

*Answers will vary. Sample answers include:* The author wants us to know that memories are important. Some things can remind us of our past. For example, I have a blue bouncy ball that I got from my best friend’s birthday party. The ball reminds me of the good time I had.

**Page 28:**

Why do you think the author wrote this book? What kind of experiences do you think the author has had that made her want to write a book about memories and friendship between an old and a young person?

*Answers will vary. Sample answers include:* I think the author must have been good friends with an older person when she was little. She wants us to know that old people and young people can be friends. She also thinks memories are important.

**Why do you think Mem Fox wrote this book?** *Answers will vary.*

To Persuade  To Inform  To Entertain
<table>
<thead>
<tr>
<th>Wilfrid Gordon McDonald Partridge: Author’s Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilfrid and Miss Nancy are friends. Wilfrid is young and Miss Nancy is old. What did Mem Fox teach you about friendship in this book?</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

CCSS: RL.2.2
Wilfrid Gordon McDonald Partridge: Author's Purpose

Wilfrid and Miss Nancy are friends. Wilfrid is young and Miss Nancy is old. What did Mem Fox teach you about friendship in this book?
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.
Wilfrid Gordon McDonald Partridge Lesson Plans, Resources, and Activities

The lesson plans, resources, and activities for use with “Wilfrid Gordon McDonald Partridge” correlate with the following English Language Arts Common Core State Standards for second grade.

**Identifying the Author’s Purpose Lesson Plan and Resources**

**Reading : Literature**

- **RL.2.2** - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- **RL.2.7** - Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.
- **RL.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.

**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.

**Writing**

- **W.2.8** - Recall information from experiences or gather information from provided sources to answer a question.

**Speaking & Listening**

- **SL.2.1b** - Build on others’ talk in conversations by linking their comments to the remarks of others.
- **SL.2.2** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **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.

**Language**

- **L.2.6** - 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).