



3–5 YEARS

Large Group



Skill and Goal

Oral language

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud.



Key Concepts

New: Waitress
Armchair



Materials Needed

A Chair for My Mother by
Vera B. Williams
Chart paper
Marker



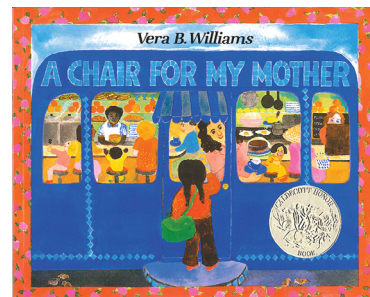
Also Promotes

Social Studies

A Chair For My Mother

by Vera B. Williams

Be Prepared: This is the first of three repeated readings of a book with children. Today's reading focuses on children's understanding of basic information presented in *A Chair for My Mother*. Two novel words will be introduced today: waitress (page 5), and armchair (page 11). Write the following at the top of the chart paper: Words We Understand.



BEGIN: Let's all get ready to listen to a book.

[Display cover of book.]

This is the cover of our book. What do we think our book might be about?

[Follow-up prompt, if needed: "What do we see on the cover of the book?"]

EXPLAIN: We know that reading a book is a good way to learn new words. Books use some words we may not know. We will talk about some words each time we read our book this week.

ACT: Let's look at a chart that will help us as we learn our new words.

[Display chart.]

The title of our chart is: Words We Understand. I will write the words we learn on our chart.

[Point to each word as you say it.]

The title of our book is *A Chair for My Mother*.

[Point to and say the name of the author, who is also the illustrator.]

EXPLAIN: Today let's talk about two words that are in our book. One word is waitress. A **waitress** is a person who serves food and drink to people in a restaurant. Another word in our book is armchair. An **armchair** is a chair with supports for our arms.

ACT: I will write these two words on our chart.

[Point to and say each word as you write it.]

Now we will read our book. We will begin reading right here.

[Point to first text word.]

Read the book without inviting talk until you have finished reading. Elaborate on words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to the text.

ASK: *[Focus discussion of the book on recall and words introduced earlier in the session.]*

- What is our book about? (a mother and her daughter save money to buy a new chair because of the fire in their old home)
- Who were the main characters in our book? (the mother and her daughter)
- What happened first? (the mom and the daughter are saving money by putting their extra coins in a jar)
- What happened next? (the jar holds money to buy a new chair for the mother)
[Point to and read each word on your chart.]
- What is a “waitress?” (a person who serves food and drink to people in a restaurant)
- What is an “armchair?” (a chair with supports for our arms)

[Promote children’s understanding of novel words introduced today by elaborating on children’s comments about a word’s meaning. Reread the book’s sentence with the novel word. Example: “We learned about the word ‘waitress’. Remember, a waitress is a person who serves food and drink to people in a restaurant. ‘My mother works as a waitress in the Blue Tile Diner.’ Point to and describe pictures on pages 5 and 11 that are related to the novel words.]

RECAP: Today we read a book about a mother and her daughter saving money to buy a new chair. We talked about the words “waitress” and “armchair.”

 Scaffolding Tips

Extra support ■ In the discussion of an armchair, encourage children to identify any chair in your room that has supports for the arms.

Enrichment ■ Encourage children to describe types of chairs in their home. Example: “Erika, think about the chairs you have in your home. Do you have chairs that have supports for your arms? Where in your house would you find these chairs?”

 Center Activity

Provide paper, drawing tools, magazines, scissors, and glue. Encourage children to create a collage of chairs or other items people can sit on.

FIRST
READING

DAY
1

Understanding Words *continued*



Family Child Care

Encourage children to explore the chairs that are in the home. Invite children to count the number of chairs with arms and without arms.

How Many Chairs?	
With Arms	No Arms



3–5 YEARS

Large Group



Skill and Goal

Oral language

Children will strengthen their comprehension of information presented in a book read aloud and increase the number of novel words they understand.



Key Concepts

New: Tips
Coins
Bargain
Savings
Exchanged
Delivered

Review: Waitress
Armchair



Materials Needed

A Chair for My Mother by
Vera B. Williams

Words We Understand
chart from Day 1

Marker



Also Promotes

Social Studies

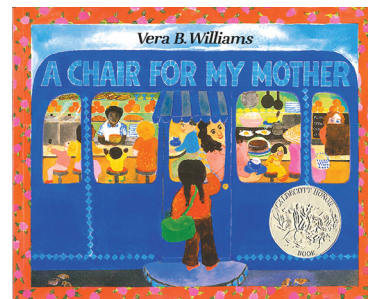
A Chair For My Mother

by Vera B. Williams

Be Prepared: This is the second of three repeated readings of *A Chair for My Mother*. Today's session focuses on children's comprehension of information presented in the book. The session also helps children understand more novel words.

BEGIN: [*Display book cover.*]

This is the book we read on Day 1. The title of our book is *A Chair for My Mother*. Let's talk about what we remember about the book.



- ASK:**
- What is our book about? (a mother and her daughter save money to buy a new chair because of the fire in their old home)
 - Who were the main characters in our book? (the mother and her daughter)
 - What happened first? (the mom and the daughter are saving money by putting their extra coins in a jar)
 - What happened next? (we learn the jar holds money to buy a new chair for the mother)

EXPLAIN: We are going to read our book again. We will stop to talk about what some of the words mean. On Day 1 we talked about some words in our book. The words are written on our chart. Remember, the title of our chart is Words We Understand.

[*Point to chart and to each of the novel words defined on Day 1.*]

ASK: What do we remember about the words we talked about on Day 1?

[*Help children recall the meaning of each novel word defined on Day 1.*]

ACT: [*Point to where to begin to read on the first page of the book.*]

We are going to begin reading here. This is the first word inside our book.

[*Pause during reading to briefly define words identified for today's session using the following approach:*

- *Read the sentence with the novel word. Identify the novel word.*
- *Repeat the sentence in which the word is used.*
- *Then define the novel word and connect the definition to the book.*

Example: "We just heard the word 'bargain.' Did everyone hear it? 'Whenever she gets a good bargain on tomatoes or bananas or something she buys, she puts by the savings and they go into the jar.' When the grandmother buys something at a good price, she puts some of the money she would have spent into the jar. A bargain lets her buy something at a lower cost."

Below are the novel words and their definitions for this session:

- **Tips** (page 7): To give money to a person who provided a service
- **Coins** (page 7): A kind of money
- **Bargain** (page 9): Something sold at a good price
- **Savings** (page 9): Amount of money you did not have to spend on something
- **Exchanged** (page 23): Giving one thing in return for another thing
- **Delivered** (page 27): To take something to a person or a place]

EXPLAIN: We learned six new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand or know about each word. When we understand something, we know what it means or how it works.

[Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:

- *Ask children to describe a picture related to the word. Example: "We are learning what the word tips means. In the book, the mom put her tips into a jar. A tip is when someone gives you money because you performed a service for them. What do we see in this picture (page 6) that tells us what the mom did with her tips?" (there is money at the bottom of the jar)*
- *Define a word without naming it and ask children to identify the word. Example: "What word do we use when we give a person one thing in return for another thing?" (exchange)*
- *Encourage children to think about a novel word in another context. Example: "In our book, the family could not wait for the chair to be delivered to their home and Uncle Sandy used his pickup truck to bring it to their house. To deliver something means that you take something to a person or a place. There are things in our program that are delivered to us. What things might be delivered to our room? What about the food for our breakfast and snack? What is something that is delivered to your home? Your mail? Something you bought online? Can you think of something else?"]*

ASK: Our book was about a mother and her daughter saving money to buy a new chair. The mom and the daughter put the money into a jar and when the jar is full, they have enough money for a new chair. The mother uses the chair to relax in after a long day of work as a waitress. Are there other things a family might save money for?

[Facilitate a discussion of book connections to children's experiences. Examples:

- "Our book today was about a family saving money to buy a new armchair. They saved their coins so they could buy the new chair. Have you ever saved some coins so you could buy something you wanted? What did you buy with your coins?"
- "Our book today talked about the family loading their new chair into a pickup truck so they could deliver it to their apartment. The family brought the armchair from the store to their home. Is there a time where you and your family had a chair or piece of furniture delivered to your house? What happened? Did you ever move to a new house and your things were delivered to your new house?"
- "Today we learned about coins. A coin is a type of money. Some of us may have coins. What can we do with coins?"]

RECAP: We learned more words today when we read *A Chair for My Mother*. Let's look at our chart to remember the words we are learning to understand. What do we know about each of these words?

[Say and point to each word on the chart. Invite children to say one thing they know about the word.]



Scaffolding Tips

Extra support ■ Describe and demonstrate what it means to exchange something with another person. Provide one child with play money and another child with a toy. Encourage the child with the money to exchange it for the toy the other child has. Explain that when we give money to purchase something, we are exchanging our money for an item. Example: "Trevor has some play money and he would like the toy that Erica has. Trevor can give the money to Erica, and Erica can give Trevor the toy. They exchanged their items."

Enrichment ■ Promote children's comprehension of the story by inviting them to describe one or more of the following pictures: page 6 and page 20, the family is saving their coins in a large jar; page 22, the family is exchanging their coins for paper money to buy a chair. Ask children, "What part of our story about *A Chair for My Mother* is shown in this picture?"



Center Activity

In the dramatic play area, provide play money so children can practice purchasing items.

 Family Child Care

For school-age children, provide a small jar of coins like in the book. Encourage children to think about and guess how much money is in the jar. Invite children to count up the money and compare their answers.

[Note: Be sure children wash hands after handling the money.]



3–5 YEARS

Large Group



Skill and Goal

Oral language

Children will interpret information presented in a book read aloud and will increase the number of novel words they understand.



Key Concepts

New: Block
Spoiled
Hum
Boost

Review: Waitress
Tips
Coins
Bargain
Savings
Armchair
Exchanged
Delivered



Materials Needed

A Chair for My Mother by
Vera B. Williams

Words We Understand
chart from Days 1 and 3
Marker



Also Promotes

Social Studies

A Chair For My Mother

by Vera B. Williams

Be Prepared: This is the third of three repeated readings of *A Chair for My Mother*. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words.

BEGIN: [*Display book cover.*]

We have read our book two times this week. Each time we read the book, we learn something new. The title of our book is *A Chair for My Mother*. Let's talk about what we remember about the book.

- ASK:**
- What is our book about? (a mother and her daughter save money to buy a new chair because of the fire in their old home)
 - Who were the main characters in our book? (the mother and her daughter)
 - What happened first? (the mom and the daughter are saving money by putting their extra coins in a jar)
 - What happened next? (we learn the jar holds money to buy a new chair for the mother)

EXPLAIN: We are going to read our book again. We will stop during our reading to talk about what some of the words mean. Our chart reminds us of the words we are learning to understand.

[*Point to chart.*]

ACT: The author and illustrator of our book is Vera B. Williams.

[*Point to the name as you identify the author and illustrator.*]

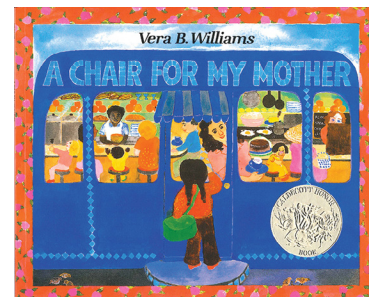
[*Point to where to begin to read on the first page of the book.*]

We are going to begin reading here. This is the first word inside our book.

[*Read the book from the beginning. Pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means.*]

[*Pause to briefly define the four words identified for today's session using the following approach:*]

- *Read the sentence with the novel word. Identify the novel word.*



- Repeat the sentence in which the word is used.
- Then define the novel word and connect the definition to the book.

Example: "I just read the word 'boost.' Did everyone hear it? 'He had to boost me up so I could put it in.' The word 'boost' means to push something up from below. Uncle Sandy had to push the little girl up so she could put coins in the jar."

Below are the novel words and their definitions for this session:

- **Block** (page 13): An area of land surrounded by four streets in a city
- **Spoiled** (page 15): To damage or ruin something
- **Hum** (page 9): To sing notes of a song while keeping your lips closed
- **Boost** (page 21): To push something up from below]

EXPLAIN: We learned four new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand or know about each word.

[Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:

- *Ask children to describe a picture related to the word. Example: "Please look at this picture of the apartment after the fire (page 16). The fire spoiled everything in their apartment. What do we see in the picture that shows things were spoiled?" (everything is black and burned and broken)*
- *Define a word without naming it and ask children to identify the word. Example: "In the book, the grandmother would sing the notes of a song without moving her lips when she counted out the money. What's another word for singing notes of a song without moving your lips?" (hum)*
- *Encourage children to think about a novel word in another context. Example: "In our book, Uncle Sandy boosted the little girl up to put coins in the jar. He lifted her up from below. What are some things in our room that we might lift up from below?"]*

ASK: Different types of things happened in our book. Let's talk about why some things may have happened.

[Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. Display pertinent pictures in the book to help children focus on questions you ask. Sometimes it is helpful to introduce topics by first describing (or asking) what happened and then asking "why" questions about what happened. Examples:

- *Display the picture of the child sitting in the chair on the back of the truck. The child's mother would not let her ride home in the chair on the back of the truck. Why?*

Understanding Words *continued*

- *Display the picture of the child sleeping on her mother's lap in the chair. What do you think the child feels or thinks when she sits in the chair with her Mama and Grandma?*
- *Many people gave things to the family after they lost everything in the fire. What do you think they were feeling or thinking when they decided to give something to the family? How do you think the girl and her Mama and Grandma felt when they received things from so many different people?]*

RECAP: We learned more about our book today by talking about why some things happened in our book. We also learned more words today when we read *A Chair for My Mother*. Let's look at our chart to remember all of the words we are learning to understand. Each of these words helps us understand the information in our book.

[Say and point to each word on the chart. Invite children to recall how the word was used in the book. Provide a brief description of the word's use in the book if children cannot recall.]



Scaffolding Tips

Extra support ■ If children find it difficult to respond to an interpretation question, reread or describe the situation directly related to your question. Example: Reread or tell about the neighbors helping the family after the fire. Encourage children to look at the items the neighbors are bringing to the new apartment (pages 18–19). They brought many things for the new home, but the family still needed the armchair. The family was saving money for the chair because that was the thing that the neighbors were not able to help with.

Enrichment ■ Ask children if they are surprised by anything in the book. Were they surprised by the fire in the apartment? Were they surprised by how many things were spoiled by the fire?



Center Activity

Provide a variety of coins for children to look at. Encourage children to talk about what they see on the coins, what size or color the coins are and what might be the same or different about the coins. Encourage children to sort the coins. (if available, provide coins from different countries to enhance their exploration) Or provide small jars for children to fill with the coins. Encourage children to count how many coins fit in each jar.

[Note: be sure children wash hands after handling the money.]

THIRD
READING

Understanding Words *continued*



DAY
5

Family Child Care

Encourage the school-age children to read *A Chair for My Mother* to younger children in your setting by retelling the story, using the book's pictures as a guide. Invite children in or around a comfortable armchair to recreate the illustration on page 30.