SUMMARY Tina cannot understand why her mother loves collecting teacups. Tina later discovers the joy of collecting while searching for a birthday gift for her mother and sees her mother’s teacups in a whole new light.

LEsson VOCABULARY
- collectibles
- credit
- fond
- kaleidoscope
- porcelain
- propped
- rim
- specialize
- suspiciously

INTRODUCE THE BOOK

INTRODUCE THE TITLE AND AUTHOR Discuss with students the title and the author of A Family of Collectors. Ask: Based on the title, do you think the story will be fiction or nonfiction? Why? Then have them look at the cover illustration and talk about how the title might relate to the picture.

BUILD BACKGROUND Ask students if they collect objects such as dolls or baseball cards. What makes those objects so special? Discuss reasons why people collect things in general.

PREVIEW/USE TEXT FEATURES Have students preview the book by looking at the title and illustrations. What predictions can they make about the story based on these features?

READ THE BOOK

SET PURPOSE Have students set a purpose for reading A Family of Collectors. Students’ own interest in collecting objects should guide this purpose. Suggest that they think about what collections can reveal about the interests and personalities of collectors.

STRATEGY SUPPORT: QUESTIONING Remind students that asking key questions before they read a story can help keep them focused. Asking questions during and after reading, and answering the questions they have raised, helps comprehension by getting the reader more involved in what he or she is reading.

Use a graphic organizer to show steps in a process. Help students outline the steps that Tina and her father took to find a gift for Tina’s mother.

COMPREHENSION QUESTIONS

PAGE 6 Early in the book, how did Tina feel about her mother’s collection of teacups? (Tina pretended to like teacups but did not understand her mother’s fascination with them.)

PAGE 8 How did Tina’s father feel about his wife’s teacups? (He supported her hobby as seen in the trip to the collectibles fair.)

PAGE 23 How did Tina’s feelings about her mother’s teacups change by the end of the book? (When Tina bought a collectible kaleidoscope at the fair, she understood why her mother loved collecting pretty objects.)
REVISIT THE BOOK

READER RESPONSE
1. Responses should indicate that Tina has grown to respect her mother’s collection and to become interested in collecting as well.
2. Responses will vary but should show a connection to the story and the idea of making a collection. The answer to the second question should relate to the question(s) the student raised about collections.
3. Responses will vary.
4. Possible response: Buy the kaleidoscope sooner.

EXTEND UNDERSTANDING Tell students that a character is someone who takes part in the events of a story. Character traits are the qualities of a character and are often related to personality. Select a character from the book and invite students to identify his or her traits. Students must tell what elements of the story suggest that the character possesses these traits.

RESPONSE OPTIONS
WRITING Remind students that Tina’s father brought along photos of his wife’s teacups and memorized details about her preferences while shopping for her gift. Invite students to write about a time when they faced a similar challenge (gift-related or not) and what strategies they used to tackle it.

WORD WORK Play a game that will challenge students to identify the correct meanings of vocabulary words. Write the proper definition of each word on a separate index card while providing students with cards where they can write made-up definitions for the vocabulary (the sillier the better). Then read aloud each word along with the correct and made-up definitions for it and have students vote on the proper meaning.

SCIENCE CONNECTION
Tell students that scientists often collect objects and/or living things in order to study them. Ask why it might be helpful for scientists to have such collections on hand.

Skill Work

TEACH/REVIEW VOCABULARY
Have volunteers show how the vocabulary words are used in the book. Then ask them how each word helped them better understand the story and its characters.

TARGET SKILL AND STRATEGY

DRAW CONCLUSIONS Remind students that to draw conclusions about a story means to decide what it means after thinking about facts and details. Have students ask the following questions as they read: Why do some people begin to make a collection of something? What does a collector gain from his or her collection?

QUESTIONING Tell students that questioning is a good way to tap into their curiosity as they read something. Questions can anticipate what a story will be about or why the author wrote it, locate or find new information, and guide the reader to do independent research about the topic of the story. Encourage students to ask themselves relevant questions and to answer them fully as they read.

ADDITIONAL SKILL INSTRUCTION
REALISM AND FANTASY Explain that a realistic story tells about something that could happen, and a fantasy is a story about something that could not happen. Tell students that while they are reading they should identify specific events within A Family of Collectors that indicate the type of story it is. Invite them to discuss how the author could change the book to make it the other type of story.
**Draw Conclusions**

- To draw a conclusion is to think about facts and details and decide something that makes sense about them.

**Directions** Read the following passage from *A Family of Collectors*. Then write two facts and draw a conclusion.

**Dad** was right. The next place had very good prices. We found a pretty cup and saucer that were both in good shape, and they were decorated with gold rims. But when Dad turned the cup over he shook his head.

“If it’s made in France, not England,” he said. “And I think this pattern is very similar to one your mom already has.”

He checked the photos, pulled one out, and pointed. “See? It’s almost the same.”

1. Fact:

2. Fact:

3. Conclusion:

**Directions** Read the following passage. Then write two facts on the lines below. See what conclusion you can draw from them about Tina’s attitude toward collecting.

**Tina** held her kaleidoscope up to the light and looked inside. She felt a dreamy smile spreading across her face, a smile just like the ones on her mom’s face when she looks at her teacups!

4–5. Facts:

6. Conclusion:
Vocabulary

Directions  Choose the word from the box that best completes each sentence. Write the word on the line.

Check the Words You Know

<table>
<thead>
<tr>
<th>collectibles</th>
<th>credit</th>
<th>fond</th>
</tr>
</thead>
<tbody>
<tr>
<td>kaleidoscope</td>
<td>porcelain</td>
<td>propped</td>
</tr>
<tr>
<td>rim</td>
<td>specialize</td>
<td>suspiciously</td>
</tr>
</tbody>
</table>

1. The spoon was resting on the ________________ of the teacup.
2. Tina worked hard to find the perfect present, so she deserves the ________________ for finding such a nice gift.
3. You can see beautiful colors and patterns if you look through a ________________.
4. An antiques market is a great place for buyers to find __________________.
5. The teacher looked at the boy ________________ when he tried to hide candy in his desk.
6. She was especially ________________ of long walks on warm summer nights.
7. Please handle the ________________ dishes carefully, because they break easily.
8. The broom is ________________ against the closet door.
9. I brought my broken antique doll to people who ________________ in repairing toys.