

***The Table Where Rich People Sit* by Bryd Barlor**  
ISBN 0689820089 (1998) Grade level: Elementary

**Synopsis:** A young girl worries that her family is poor, and so she calls a meeting to discuss finances. The rest of the family members point out that, while they may not have a lot of money, they are rich in many other ways. Colorful drawings illustrate the text.

**Pre-reading activities:**

**a) Anticipation questions**

Individual Activity: Answer “Yes” or “No”

I feel rich when:

1. Everyone around me cares about me.
2. A friend gives me a hug.
3. Someone buys me the “latest fad” running shoes.
4. I am given extra money.
5. I have more money and materials than the people around me.
6. Someone gives me a great idea.

Have a class discussion about the questions above. What makes us rich?

**b) Illustration activity**

1. What is your definition of being rich?

Draw a picture of the table where rich people sit. Write a sentence about your table.

**Post reading activities:**

**a) Understanding the story**

1. Explain how mother and father think that all the problems in the world could be solved. (The family meets around their table.)
2. What is the problem Mountain Girl presents?
3. How does the family decide to solve the problem?
4. The family makes a list of how much money they have?
5. Work with a partner to record the family’s list.
6. Has your definition of being rich changed after reading the story?

**b) Transforming my thinking**

Looking at your questions – How has your definition of being rich changed?

Complete an “I thought and now I think chart.”

**Extensions:**

Have students complete a T Chart of Needs and Wants

They can compare their chart to a partner’s chart.

Discuss as a large group and try to define needs and wants. Accept all suggestions. Have students reclassify the items on their want/need lists; under new categories, some suggestions are:

- Physical (survival) needs
- Social and emotional needs
- Health needs
- Basic wants, luxuries, etc.

Or you can have students develop their own categories. After they complete this activity, post their classifications. Then have student's gallery walk around the classroom visiting other charts. Do they want to revise them? Check definitions of needs and wants again.