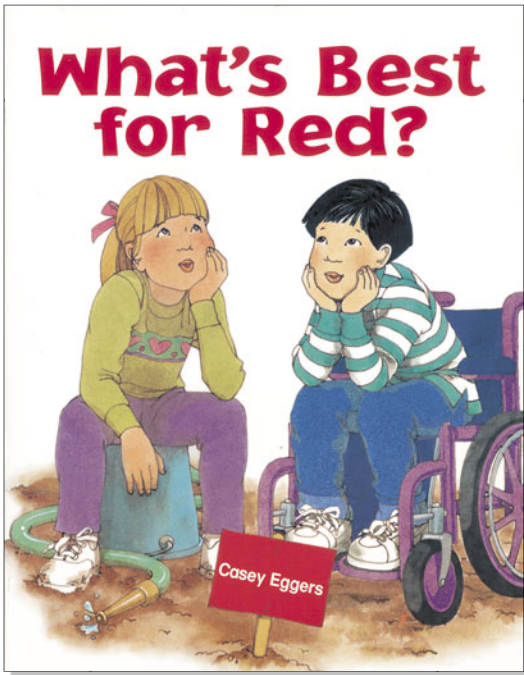


# What's Best for Red?



## What's Best for Red?

This realistic story is about students who decide to grow strawberries in a class garden. On each page, dialogue and repetitive sentence structures support prediction and comprehension. Detailed illustrations clarify specific terms. *16 pages, 444 words*

### Leveling Systems

Avenues: ●● More Fluent Readers

DRA: 16

Fountas and Pinnell: I

Lexile: 260

### In This Guided Reading Lesson:

### Skill Lessons:

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p><b>Plants:</b> blossom pick plant thorn tree</p> <p><b>Food Products:</b> beet cherry jam pie raspberry strawberry</p>	<p><b>Spotlight STRATEGY</b></p> <p>Read Less; Use Visuals</p>	<p><b>What's Best for Orange?:</b> New Story Dramatization</p> <p><b>Fact and Opinion:</b> Interview a Gardener</p>	<p>Make Comparisons (<a href="#">PDF</a>)</p> <p>Relate Main Idea and Details (<a href="#">PDF</a>)</p>

## What's Best for Red?

### Build Background

**What Am I?** Display this verse. Have students say it with you:

I start as a seed.  
I sprout and grow.  
I'm tasty to eat.  
What am I? Do you know?

Hold up a picture of a fruit or vegetable and have students name it. Then have students draw and label their favorite fruit or vegetable and continue the chant.

#### Materials

- pictures of fruits and vegetables

### Build Vocabulary

**Thorny Plants** Display a picture of a rose with thorns. Say: **Some plants have thorns. If you try to pick a rose, the thorns can cut you.** Then display a picture of a tree with blossoms. Say: **Some trees have blossoms. Blossoms are flowers, so people like to pick them.**

Have partners ask and answer questions using each of the Key Vocabulary words. For example:

**Q:** Do you ever pick fruit from trees?

**A:** Yes, I picked oranges once.

**Q:** Did you ever touch a thorn?

**A:** Yes, I touched a rose thorn.

**Let's Go Shopping** Use pictures in *What's Best for Red?* to introduce the Key Vocabulary words. Have students draw and label each food on a card. Students can make more cards of their favorite foods. Have partners role-play shopping. One partner can play the shopper, and the other partner can sell the food.

#### Key Vocabulary

blossom  
pick  
plant  
thorn  
tree

#### Key Vocabulary

beet  
cherry  
jam  
pie  
raspberry  
strawberry

## What's Best for Red?



**Read Less;  
Use Visuals**



# 1 Preview the Book

**Cover, Title Page** These are tools for working in a garden. *Point to each tool on the cover and title page.*

**Pages 2–3** Sometimes it is hard to understand ideas when there are many words. I can use the pictures and read only some of the words to get the idea. The pictures show that each group is thinking about flowers except the last group. I'll read the last sentence to find out about that group.

**Pages 4–5** *Point to the quotation marks.* Whenever a character talks, their words are in quotation marks like these. The last group wants to grow a red **plant**. The boy on page 5 is thinking about a **beet** plant. Let's read what he says.

**Pages 6–7** The children are imagining what beets would taste like in **jam** or **pie**. Jam and pie are sweet and made from fruit. A beet is a vegetable. It would not taste good in jam or pie. Since they don't want to grow beets, this boy suggests **cherries**. Do you think growing cherries is a good idea?

**Pages 8–10** The teacher says that cherry **trees** take a long time to grow. See how the children are old here? Look at page 9. Since they can't grow cherries, this girl suggests **raspberries**. Now turn the page. The teacher says that raspberry plants have **thorns**. Thorns are sharp like pins.

**Page 11** This is a **strawberry**. Let's read the page together to see if the group has finally found something to plant.

**Pages 12–13** There are a lot of words on these pages. I'll just read the first sentence on page 12 and look at the picture. I see they are planting strawberries. It's taking weeks for the plants to grow, but soon the **blossoms** start changing.



**Pages 14–16** Finally they have strawberries, and they **pick** enough to make pie and jam. Do you think growing strawberries was a good idea?

## 2 Read the Book

**Independent Reading** Have students read the book silently or to a partner. Observe as each student reads aloud.

- Use the **Good Reader Guide** on pages 7 and 8 to coach students as they read.
- **Spotlight Strategy: Read Less and Use Visuals** Students may find it hard to understand more than one idea when there is a lot of text. Remind these students to reduce the amount of text they read and use visuals if they do not understand.

## 3 Respond to the Book

**What's Best for Orange?** Have students imagine they are one of the groups in the story. Their assignment is to grow something orange that they can eat. Guide them to make a decision. For example, lead them to conclude that they can't grow oranges because orange trees take too long to grow. What else could they grow? After students make a decision, have them act out a new story: "What's Best for Orange?"

**Fact and Opinion** Use a T Chart to compare facts and opinions in the story. Explain: **A fact is something that is true. An opinion is something that you feel or believe.** State a fact from the story and have students tell you where to write it on the chart. Repeat with an opinion. Have students complete the chart with other facts and opinions from the story. Then partners can use the chart to make up questions and role-play an interview with a gardener. The gardener should give both facts and opinions about plants in the story.

### Materials

- T Chart from *Picture It! Big Book*, page 20

Answers will vary. Sample response:

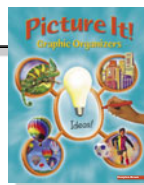
## T Chart

What's Best for Red?

Fact	Opinion
<ol style="list-style-type: none"><li>1. Strawberries are red.</li><li>2. Cherry trees take a long time to grow.</li><li>3. Beets are red.</li><li>4. Raspberry plants have thorns.</li></ol>	<ol style="list-style-type: none"><li>1. Beet jam would taste bad.</li><li>2. Beet pie would taste bad.</li><li>3. Cherries taste good.</li><li>4. Strawberries are the best.</li></ol>

20

Use only a black dry-erase marker.



Picture It! Big Book, page 20

# from What's Best for Red?

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
2	"Let's plant a garden," said Mr. Taft one day to his class. "And let's plant in groups. Group 1 can grow something yellow. Group 2 can grow something blue. Group 3 can grow something pink. And the last group, Group 4, can grow something red."		
3	The groups could not wait to start. Group 1 wanted to grow marigolds. Group 2 wanted to grow Johnny-jump-ups. Group 3 wanted to grow snapdragons. But the last group did not know what to grow.		
4	"Let's grow something we can eat," said Cass. "Yes, let's grow something we can use to make red jam and red pie," said Rusty. "Let's grow something that grows fast," said Matt. "But what?" asked Jill.		
		<b>Total</b>	<b>Total</b>

**Assess Fluency**

**Student reads with appropriate:**

- expression
- intonation
- attention to punctuation
- rate
- phrasing

**Assess Strategy Use**

**Self-Monitors:**

- asks questions
- clarifies
- paraphrases
- uses visuals
- confirms word meaning
- uses punctuation clues
- uses signal words

**Self-Corrects:**

- asks questions
- rereads
- reads on
- searches for new clues
- adjusts reading rate
- translates
- reduces amount read

**Calculate Accuracy Rate**

( 116 words - \_\_\_\_\_ ) ÷ 116 words = \_\_\_\_\_ %  
total errors

**Determine Instructional Needs**

<p><b>If Accuracy Rate Is</b> → <b>Then Have Student</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> below 90% read a lower-level text</li> <li><input type="checkbox"/> between 90–94% continue at this level</li> <li><input type="checkbox"/> 95–100% read a higher-level text</li> </ul>	<p><b>Student needs more coaching in</b></p> <p>_____</p> <p>_____</p>
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# Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
<p>The rocket is going very fast.</p>	<p>The rocket is gro... going very fast.</p> <p><b>Hesitates or self-corrects after a miscue</b></p>	<ul style="list-style-type: none"><li>• Observe or ask questions to discover the strategies the student is using, identify the strategy by name, and praise student's use of it. Then have student read on.</li></ul>
<p>The shuttle orbits the Earth.</p>	<p>The shuttle...?</p> <p><b>"Freezes" when faced with an unfamiliar or long word</b></p>	<ul style="list-style-type: none"><li>• Prompt student to find clues in pictures and/or surrounding context.</li><li>• Encourage use of cognates and/or word families to guess a meaning. Have student try the guess in the sentence.</li><li>• If the word is phonetically regular, cover it and then reveal each syllable or letter pattern as student sounds out the word. Have student pronounce the word and try it in a rereading.</li><li>• Have student skip the word and read on.</li></ul>
<p>No one has been to Mars.</p>	<p>Nobody has been to Mars.</p> <p><b>Substitutes an incorrect word that makes sense</b></p>	<ul style="list-style-type: none"><li>• Ignore if the miscue does not affect comprehension.</li><li>• Validate student's strategic use of picture or context. Point out print cues, such as first letters. As student sees that spoken and printed words do not match, ask him or her to self-correct.</li></ul>
<p>There is no liquid water on the Moon.</p>	<p>There is no little water on the Moon.</p> <p><b>Substitutes an incorrect word that does not make sense</b></p>	<ul style="list-style-type: none"><li>• Direct attention to pictures or other cues in the text. Ask questions to help student revise the first reading independently.</li><li>• Talk about pictures and context to make sure the word is in student's vocabulary. Then have student reread.</li></ul>

# Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
<p>Craters look like dark circles when you look up at the Moon.</p>	<p>Craters look like dark when you look up at the Moon.</p> <p><b>Skips important words</b></p>	<ul style="list-style-type: none"><li>• Repeat and ask: <b>Does it make sense?</b></li><li>• Read together; then have student start over.</li><li>• Have student track the print and sweep a finger to the next line.</li></ul>
<p>There are mountains on the Moon.</p>	<p>There...are mountains...on...the... Moon</p> <p><b>Reads slowly, word-by-word, without comprehension</b></p>	<ul style="list-style-type: none"><li>• Assign a book at an easier reading level, allowing student to build fluency and comprehension.</li><li>• Recall the book's topic and/or title. Ask questions to tie the ideas in the text to the ideas in the preview.</li><li>• Have student paraphrase small but meaningful chunks of text, relating it to own experience.</li></ul>
<p>That's one small step for man, one giant leap for mankind.</p>	<p>That's one small / step for / man, one / giant leap for / mankind</p> <p><b>Reads aloud with poor phrasing</b></p>	<ul style="list-style-type: none"><li>• Highlight punctuation cues. Write out a section of the text. Demonstrate appropriate phrasing and help student mark the text to show how to group words. Then have student reread.</li><li>• Relate text to student's personal experience to help student read with appropriate expression.</li></ul>
<p>The Moon is full tonight.</p>	<p>TheMoonisfulltonight</p> <p><b>Reads quickly, without comprehension</b></p>	<ul style="list-style-type: none"><li>• Model slowing down and pausing to ask yourself questions periodically. Encourage student to apply these strategies.</li></ul>
<p>The Moon is Earth's only natural satellite.</p>	<p>?</p> <p><b>Gets stuck; is unable to use any strategies</b></p>	<ul style="list-style-type: none"><li>• Ask questions to discover why student is stuck.</li><li>• Suggest strategies and supply words.</li></ul>