



Read Aloud Transcript

Language Arts KA Module 7: Letter Ee

Red is Best

By: Kathy Stinson

Book ISBN #: 0-19-272156-9

Objectives:

- Students will use picture clues to learn new vocabulary words.
- Students will listen for the short e sound in words.
- Students will practice making inferences.
- Students will practice answering comprehension questions.

Before Reading	
Directions	Teacher Script
Hold up the front of the book and say:	<i>Our story today is about a little girl who loves a specific color. The title of the book is "Red is Best." What color do you think is the little girl's favorite?</i>
Pause to call on a student to hear their answer. Say:	<i>Right! Red is her favorite color. Throughout this book, she is going to tell us why certain items are better when they are red. Before we start reading, let's use some picture clues to figure out the meaning of new vocabulary words. This book was written many years ago. Some of the words in this book were common back then, but we may not be familiar with them now. Let's take a look.</i>
Turn to page 2 and hold up the picture. Ask:	<i>What is the girl holding in this picture? Most likely answer: socks</i>

Call on a student to answer. Say:	<i>Socks is a great answer! These look just like socks. In this book, they are called "stockings." Stockings are very similar to socks, but they are longer than socks. Let's look at the next word that may be new to us.</i>
Turn to page 10. Hold up the picture. Ask:	<i>What does the girl have on her hands? Answer: Mittens</i>
Call on a student to answer. Say:	<i>Yes! She is wearing mittens. The author of this book calls them "mitts." When you hear me read the book and I call these "mitts," you will know just what they are! Let's look at one more picture before we start reading.</i>
Turn to page 18 and hold up the picture. Ask:	<i>What does the girl have in her hair? Answer: hair clips</i>
Call on a student to answer. Say:	<i>The girl has hair clips, or barrettes, in her hair. These used to be called hair slides. They are the same as hair clips. Does anyone have hair slides, or clips, in their hair today?</i>
Pause for students to raise their hand. Call on a few students to share so that they are making a connection with the word. Say:	<i>Great! Now that we know just what hair slides are, we can get ready to read the book!</i>
Hold up the cover of the book. Say:	<i>This story, <i>Red is Best</i>, is written by Kathy Stinson. She is the author, so she wrote the words. The illustrator is Robin Baird Lewis. What does the illustrator do?</i>
Call on a student to answer. Say:	<i>Right! The illustrator draws the pictures. As we read this story, we will hear the letter sound we have been working on this week, the short e sound. Who knows what sound the short e makes?</i>

Call on a student to answer. Say:	<i>Yes! Short e says /e/ like "echo" (cup hand around side of your mouth and hold the short e at the beginning of "echo" for students to hear the sound). But the short e sound won't be at the beginning of the word. It will be in the word, so it is trickier to hear! Listen to the title of the book "Red is Best." (Hold the short e sound in the middle of "red" and "best" to help students hear the sound.) Do you hear the short e sound in any of the words in the title?</i>
Call on a few students to answer. Say:	<i>You got it! "Red" and "Best" both have the short e sound in them. As we read this story, listen for words that have the short e sound in them. Raise your hand to tell me about it when you hear one. I'll point out the words if no one hears them! Now it's time to read! Let's find out why this little girl thinks that red is best!</i>

During Reading	
Directions	Teacher Script
Read the first page of the story and say:	<i>What do you think the mom doesn't understand about red?</i>
Call on a few students to answer. Say:	<i>Those are good guesses! Let's keep reading to find out!</i>
Read pages 2-3. Say:	<i>Do you remember what stockings are? Long socks! Now, why does the girl's mom want her to wear white stockings? Answer: Because they look good with that dress.</i>

Call on a student. Say:	<i>Right! And what sound do you hear in the middle of "dress?" [Put emphasis on the short e sound and encourage all the students to answer.] That's the short e sound! Do you think the girl cares if the red stockings match?</i>
Call on a student to answer. Say:	<i>No! Because red is best to this little girl. Let's find out why she likes red so much.</i>
Read pages 4-5. Say:	<i>Pretend you have red stockings on. Show me how high YOU can jump!</i>
Read pages 6-7. Say:	<i>Why does she like her red jacket? Answer: She can pretend to be Red Riding Hood.</i>
Call on a student. Say:	<i>She can't be Red Riding Hood in a blue coat! She has quite the imagination! Let's see what else needs to be red.</i>
Read pages 8-9. Say:	<i>Boots need to be red for this little girl, too! Pretend you have red boots on. Show me the big steps you can take!</i>
Pause for students to take some big steps. Ask:	<i>What sound do you hear in the middle of the word "steps?" [Exaggerate the short e sound when you say the word.]</i>
Call on a student to answer. Say:	<i>Right! The short e sound, just like in "red" and "best!" Let's see what else needs to be red.</i>
Read pages 10-11. Ask:	<i>Do you remember what mitts are? Mittens! Why do you think she needs to wear her red mittens?</i>
Call on a student to answer. Say:	<i>Maybe! Let's read to find out.</i>
Read pages 12-13. Ask:	<i>Why does she love her red mittens? Answer: They make better snowballs.</i>

Call on a student to answer. Say:	<i>She thinks her red mittens makes better snowballs. How silly! What sound do you hear in the middle of "better?"</i>
Call on a student. Say:	<i>We hear the short e sound again! Now let's keep reading to find out what else needs to be red for this little girl.</i>
Read pages 14-15. Say:	<i>Why do her pajamas need to be red? Answer: They keep the monsters away.</i>
Call on a student to answer. Ask:	<i>Do you think the red pajamas really keep the monsters away, or does she just think they do?</i>
Call on a student to answer. Say:	<i>I think you're right! She has made up her mind that the pajamas do that, so she isn't afraid of monsters at night! Her mom wanted her to wear the yellow pajamas. What sound do you hear in the word "yellow?" [exaggerate the short e sound]</i>
Call on a student to answer. Say:	<i>Right! "Yellow" has the short e sound in it. Great job listening for the sounds in the words! Let's keep reading.</i>
Read pages 16-17. Ask:	<i>Why does she need to drink out of a red cup? Answer: The juice tastes better.</i>
Call on a student to answer. Say:	<i>She thinks the juice tastes better out of her red cup, doesn't she? What sound do you hear in the middle of the word "better?"</i>
Call on a student to answer. Say:	<i>We hear the short e sound! Next, we will read about the hair slides, or hair clips. Think about why those need to be red as we read!</i>
Read pages 18-19. Ask:	<i>Why do her hair slides need to be red?</i>

Call on a student to answer. Say:	<i>Isn't that a funny reason? She thinks the hair slides make her hair laugh. I guess that means her hair is happy when she is wearing red clips! There's one last thing that needs to be red. Let's find out what it is.</i>
Read pages 20-22. Ask:	<i>Why does she like red paint the best?</i>
Call on a student to answer. Say:	<i>Yes! Red paint puts singing in her head! Is there anyone who has a special reason to paint with their favorite color?</i>
Call on a few students to answer. If they are having trouble making the connection with a reason for using their favorite color, have them just share their favorite color.	<i>Those are super ideas!</i>

After Reading	
Directions	Teacher Script
After finishing the story, complete the Red is Best interactive activity. Students will be matching each red item from the story to the answer that shows why it is the best. Say to the students:	<i>In this story, we learned why the little girl loved the color red. She had a reason that all the items in the book needed to be red. You are going to see if you can remember the special reason that each item needed to be red.</i>
Pull up the activity link so that the students can see it. Say:	<i>I am going to post a link to this activity for you to complete. You are going to look at the red object on the left and match it to the reason the little girl said it was the best! Click the item on the left and then click the picture on the right to match them.</i>

Demonstrate how to click an object on the left and a picture on the right on the interactive, but do not make correct matches. Post the link to the matching interactive in the meeting chat box. Say:	<i>I just posted the link to the chat. Click on the link and match each red item with the reason it is the best. When you are done, put your thumb up so that we can discuss the answers as a class.</i>
Give students a few minutes to complete the interactive on their own, then display the interactive and discuss the answers with the students. Say:	<i>Let's look at the interactive together. Why did the stockings need to be red?</i>
After the students answer, match the stockings to the person jumping high. Then say:	<i>Why did the jacket need to be red?</i>
After the students answer, match the jacket to Little Red Riding Hood. Ask:	<i>Why did the boots need to be red?</i>
After the students answer, match the boots with the big steps. Continue this sequence to complete the matching activity: red mittens-better snowballs red pajamas-keeps the monsters away red cup - makes the juice taste better	<i>You did a great job remembering why the main character loves red! As you continue reading this week, remember to ask yourself questions as you read so that you understand the story better. Keep listening for your short e sounds as well!</i>