

Focus Question:

What makes cranberries an interesting fruit?

Book Summary

Text Type: Nonfiction/Informational

Cranberries are known for their tartness and deep red color. *Cranberries* provides students an introduction to this fruit, including information about where it grows, what it looks like, and various ways it can be eaten. Vibrant photographs and a repetitive text structure will support beginning readers. The book can also be used to teach students how to determine an author's purpose for writing and to place words in alphabetical order.



Lesson Essentials

Instructional Focus

- ☐ Ask and answer questions to understand text
- ☐ Determine an author's purpose for writing
- ☐ Describe information provided by photographs
- ☐ Discriminate initial consonant /fr/ sound
- ☐ Identify initial consonant fr-blend
- ☐ Recognize and create complete sentences
- ☐ Place words in alphabetical order

Materials

- ☐ Book: *Cranberries* (copy for each student)
- ☐ Author's purpose, complete sentences, alphabetical order worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com. (*) words appear in the lesson but not the book.

- **High-frequency words:** *as, eat, them*
- **Words to Know**
Story critical: *bogs (n.), cranberries (n.), dried (adj.), fruits (n.), sauce (n.), tart (adj.)*
- **Academic vocabulary:** *author (n.)*, purpose (n.)**

Guiding the Reading

Before Reading

Build Background

Display photographs or pictures of various fruits and ask students to name each fruit. Write the word *fruit* on the board and read it aloud to students. Have students work in small groups to illustrate on a piece of chart paper different kinds of fruit. Have each group present their findings to the class. Explain to students that they will be reading about a fruit called a *cranberry*.

Introduce the Book

- Give students their copy of *Cranberries*. Guide them to the front covers and read the title. Have students discuss what they see on the cover. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy:

Ask and answer questions

Explain to students that engaged readers ask and answer questions while they are reading and that one way to organize this information is with a KWLS chart. Create a KWLS chart on the board. Have students share what they already know about cranberries and record this information in the *K* section of the chart. Invite students to review the cover and the photographs in the book to develop questions about the book. Record their questions in the *W* section of the chart.

Introduce the Comprehension Skill:

Author's purpose

- Explain to students that authors have a purpose, or reason, for what they write. Create three columns on the board and label them as follows: *Inform*, *Entertain*, and *Persuade*. Read each label aloud to students. Explain to students that to *inform* means to provide information, to *entertain* means to amuse with a story, and to *persuade* means to convince another to act or feel a certain way. Provide examples of each type of writing for students, such as advertisements, newspaper

Guiding the Reading (cont.)

articles, fairytales, and so on. Identify the author's purpose for each text and record this information on the board.

- Point out to students that an author may write for more than one purpose. Explain that, for example, a magazine article about healthy eating might both inform readers about healthy foods *and* try to convince readers that they should eat healthy food.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and, as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about cranberries. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What are cranberries?* (level 1) page 3
- *Where do cranberries grow?* (level 2) pages 3 and 4
- *How do cranberries grow?* (level 1) page 6
- *How do cranberries taste?* (level 1) page 7
- *What are the different ways people eat cranberries?* (level 2) pages 7–10
- *How are cranberries the same as other kinds of fruit? How are they different?* (level 3) multiple pages

Text Features: Photographs

Explain that photographs are helpful when reading because they provide the reader with important information about the topic. Have students work in small groups to review the photograph on page 4. Ask students: *How does this photograph give you more information about cranberries? How does the photograph help you understand the author's purpose for writing the book?* Have students review

other photographs in the book and discuss as a class why the author chose to include each one.

Skill Review

- Refer back to the KWLS chart on the board and invite students to share any answers they found to their questions posed before reading the book. Record this information in the *L* section of the chart. Ask students what new questions they developed while reading and record this information in the *W* section of the chart. Point out that the *S* section of the chart is for information that they still want to know about cranberries.

- Model evaluating details to determine the author's purpose.

Think-aloud: *The book is providing me with many facts about cranberries, and so I know that the author's purpose is to inform. It is important, however, to think about how the author is informing and what information he is choosing to share. For example, the author tells the reader about different ways to eat cranberries but is not trying to convince the reader to try them. The author repeats the sentence "Cranberries taste tart," so I know that this is information he wants me to remember. If the author were trying to convince the reader to eat cranberries, he might have used a sentence such as "Cranberries are the most delicious fruit!" When thinking about the author's purpose for writing, I ask myself: What does the author want me to remember about cranberries? Is the author trying to make me feel a certain way about cranberries?*

- Have students work in small groups to discuss the author's purpose. Invite them to discuss the questions discussed in the Think-Aloud.
- Model how to complete the **author's purpose worksheet**. Have students identify details from the book and circle them. Then, have students discuss the details with a partner and confirm the author's purpose for the book.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer: Author's purpose

Review the author's purpose worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the details they chose, and have students point to the correct purpose on the board. Circle the word *inform*. Engage students in a discussion about how the book might have been written differently if the author's purpose were to entertain or to persuade.

Guiding the Reading (cont.)

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Sample: *Cranberries are an interesting fruit because they grow in bogs, have pink flowers, and can be eaten in a variety of ways.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonological Awareness:

Initial consonant /fr/ sound

- Say the word *from* aloud to students, emphasizing the initial consonant /fr/ sound. Have students say the word aloud and then say the /fr/ sound. Have students practice saying the initial consonant /fr/ sound to a partner. Point out the positioning of the top teeth on the bottom lip as they watch their partner make the sound.
- Say the following word pairs and have students work with a partner to identify the word in each set that contains the initial consonant /fr/ sound: *fright/farm, think/frank, frown/chase, shout/frame*. Remind them to watch your mouth as you say each word.
- **Check for understanding:** Say the following words one at a time and have students jump and sit back down when they hear a word that contains the initial consonant /fr/ sound: *flight, frantic, friend, that, frolic, flap, front*.

Phonics: Initial consonant fr-blend

- Write the word *fret* on the board and read it aloud with students.
- Have students say the /fr/ sound aloud. Then, run your finger under the letters in the word *fret* as students say the whole word aloud. Ask students to identify which letters represent the initial consonant /fr/ sound in the word *fret*.
- Repeat with the word *frog*. Ask students how the words *fret* and *frog* are the same (*they both contain the initial consonant /fr/ sound*).
- Write the following words on the board, leaving out the initial consonant fr-blend: *frank, from, front, frill, frame, and frost*. Invite volunteers to come to the board and add the initial consonant fr- to each word and read the word aloud.
- **Check for understanding:** Have students work with a partner to reread the book and circle all the words

containing the initial consonant fr-blend. Review students' findings as a class.

Grammar and Mechanics: Complete sentences

- Write the following sentence on the board: *Cranberries grow in bogs*. Read the sentence aloud with students. Explain that every sentence has a *subject* and a *predicate*. Point out that the subject tells who or what the sentence is about and the predicate tells what the subject is doing.
- Circle *Cranberries* and explain that *Cranberries* is the subject of the sentence. Underline the rest of the sentence and explain that this part is the predicate because it tells what cranberries do: grow in bogs. Explain that a complete sentence must always include at least one subject and one predicate.
- Cover the word *Cranberries* in the sentence on the board, and read the rest of the sentence aloud. Ask students to discuss with a partner if the sentence makes sense without this word, and why or why not. Now cover the predicate and repeat the process.
- **Check for understanding:** Have students reread pages 7 through 9. Have them circle the subject and underline the predicate in each sentence.
- **Independent practice:** Introduce, explain, and have students complete the **complete sentences worksheet**. If time allows, discuss their answers.

Word Work: Alphabetical order

- Explain the process of putting a list of words in alphabetical order. Remind students to look at the first letter of each word and then decide which word begins with the letter that comes first in the alphabet.
- Write the words *bog* and *vine* on the board and read each word aloud. Underline the first letter in each word. Have a volunteer explain which word would appear first in alphabetical order (*bog*) and why (because *Bb* comes before *Vv* in the alphabet).
- Write the following words on the board: *orange, apple, banana, grape, cranberry*. Read each one aloud and underline the first letter of each word. Have students work in groups to place the words in alphabetical order. Have a volunteer explain his or her reasoning.
- **Check for understanding:** Write the names of several students on the board. Have students work independently to record the names in alphabetical order. Then, have students compare their results in their small groups. Review students' findings as a class.
- **Independent practice:** Introduce, explain, and have students complete the **alphabetical order worksheet**. If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.