Which Way Is Better?

SUMMARY Students read about people choosing one solution over another.

VOCABULARY Concept Words

<table>
<thead>
<tr>
<th>sew</th>
<th>glue</th>
<th>chop</th>
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</thead>
<tbody>
<tr>
<td>saw</td>
<td>staple</td>
<td>tape</td>
</tr>
<tr>
<td>pull</td>
<td>push</td>
<td>buy</td>
</tr>
<tr>
<td>bake</td>
<td>smile</td>
<td>frown</td>
</tr>
</tbody>
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INTRODUCE THE BOOK

BUILD BACKGROUND Explain to students that people make many kinds of big and small choices every day. Encourage them to share about a choice they have made today.

ELL Review definitions of the concept words with students. Have them create gestures for each word.

PREVIEW Invite students to take a picture walk to preview the text and illustrations. Discuss the problem presented on each page and the choices for solving each problem.

READ THE BOOK

SET PURPOSE Have students set a purpose for reading Which Way Is Better? Ask them to think about what makes a good solution.

COMPREHENSION QUESTIONS

PAGE 3 Why is it a better idea to sew on the button instead of gluing it? (Possible response: Sewing is a more secure solution than gluing.)

PAGE 5 Which do you think is better, stapling or taping? Why? (Responses will vary but should be supported with reasons.)

PAGE 7 Why do you think this mother and daughter decided to bake a cake rather than buy one? (Possible responses: It’s cheaper to bake; it’s more fun.)

TEXT-TO-WORLD QUESTION What makes a solution a good solution?

REVISIT THE BOOK

READER RESPONSE Answers

1. Responses will vary but should reflect thought and be supported with reasons.

2. Responses will vary but should indicate that both solutions have pros and cons.

3. Responses will vary but should generally state that the problem has been solved.

EXTEND UNDERSTANDING Ask students to think about the kinds of decisions the President of the United States must make. Have them consider how he decides what a good solution is. Explain that the President has many advisors to help him think about all the possible solutions to a problem.

RESPONSE OPTIONS

SPEAKING Have students choose one page on which they would have reached a solution different from the ones suggested in the book. Have students share what they would have done and why.

SOCIAL STUDIES CONNECTION Have each student write a scenario in which a person must choose between two solutions. If students illustrate their scenarios, help them label their pictures. Then have students survey and interview their classmates to see which solution the class thinks is a better solution.

GRAPHIC ORGANIZER, PAGE 22 Have students complete the chart to show the factors they consider when making a decision. (Possible responses: Which is easier? Which will make me happier? Which is safer? Which will have a longer-lasting result?)
Complete the chart to tell what you think about when you are making a choice.

How do you make a choice?