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WORDS TO KNOW
High-Frequency Words

second
ball
across
head
heard
large
cried
should

Vocabulary Reader Context Cards

COMMON CORE RE.1.3g recognize and read irregularly spelled words

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Words to Know

Read Together

- ▶ Read each **Context Card**.
- ▶ Ask a question that uses one of the blue words.

1 **second**

The boy is trying to tie his **second** sneaker.

2 **ball**

She practiced until she could hit the **ball** well.

3 **across**

The runners dashed **across** the finish line.

4 **head**

He hit the ball with his **head** to make a goal.

5 **heard**

The children **heard** clapping at the end.

6 **large**

It was not too hard to ride up the **large** hill.

7 **cried**

"We can do it!" **cried** the team.

8 **should**

The teacher said that she **should** try again.

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Read and Comprehend

Read Together

Go Digital

TARGET SKILL

Story Structure A story has different parts. **Characters** are the people and animals in a story. The **setting** is when and where a story takes place. The **plot** tells about the problem the characters have and how they solve it. Use a story map to tell about the characters, setting, and plot.

Characters	Setting
Plot	
Problem:	
How it is solved:	

TARGET STRATEGY

Infer/Predict Use text evidence to figure out more about the story and to think of what might happen next.

PREVIEW THE TOPIC

Weather

Weather can cause problems. Storms can damage homes. Too much rain can lead to floods.

The weather can also help us. Rain helps crops grow. Wind helps us fly kites. What are some other ways that weather helps us? You will find out if the wind helps Frog and Toad in **The Kite**.



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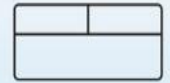
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ANCHOR TEXT



TARGET SKILL

Story Structure Tell about the characters, setting, and plot in a story.



GENRE

A **fantasy** story could not happen in real life. As you read, look for:

- ▶ events that could not really happen
- ▶ animals who talk and act like people

COMMON CORE RL.1.3 describe characters, settings, and major events; RL.1.5 explain major differences between story books and informational books; RL.1.10 read prose and poetry

Meet the Author and Illustrator



Arnold Lobel

Arnold Lobel drew many animals before he came up with the Frog and Toad characters. During vacations with his family in Vermont, Mr. Lobel watched his children play with frogs and toads. Soon the animals were starring in his books.

The Kite

from

Days with Frog and Toad

by Arnold Lobel



ESSENTIAL QUESTION

How can weather change your day?

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The Kite

Frog and Toad went out to fly a kite.

They went to a **large** meadow where the wind was strong.

“Our kite will fly up and up,” said Frog.

“It will fly all the way up to the top of the sky.”

“Toad,” said Frog,

“I will hold the **ball** of string. You hold the kite and run.”

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- Toad ran across the meadow.
He ran as fast as his short legs
could carry him.
The kite went up in the air.
It fell to the ground with a bump.
Toad heard laughter.
Three robins were sitting in a bush.



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- “That kite will not fly,”
said the robins.
“You may as well give up.”



- Toad ran back to Frog.
“Frog,” said Toad,
“this kite will not fly. I give up.”

ANALYZE THE TEXT

Story Structure What problem
do Frog and Toad have?

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“We must make a **second** try,” said Frog. “Wave the kite over your **head**. Perhaps that will make it fly.”



Toad ran back across the meadow. He waved the kite over his head.

The kite went up in the air and then fell down with a thud. “What a joke!” said the robins. “That kite will never get off the ground.”



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🔊 Toad ran back to Frog.
 “This kite is a joke,” he said.
 “It will never get off the ground.”
 “We have to make
 a third try,” said Frog.
 “Wave the kite over your head
 and jump up and down.
 Perhaps that will make it fly.”



🔊 Toad ran across the meadow again.
 He waved the kite over his head.
 He jumped up and down.
 The kite went up in the air and
 crashed down into the grass.

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“That kite is junk,” said the robins.
“Throw it away and go home.”
Toad ran back to Frog.
“This kite is junk,” he said.
“I think we **should** throw
it away and go home.”



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“Toad,” said Frog,
“we need one more try.
Wave the kite over your head.
Jump up and down
and shout UP KITE UP!”
Toad ran across the meadow.
He waved the kite over his head.
He jumped up and down.
He shouted, “UP KITE UP!”

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The kite flew into the air.
It climbed higher and higher.
“We did it!” cried Toad.

“Yes,” said Frog.
“If a running try
did not work,
a running and waving try
did not work,
and a running, waving,
and jumping try
did not work,
I knew that
a running, waving, jumping,
and shouting try
just had to work.”

ANALYZE THE TEXT

Genre: Fantasy How is this story different from **What Can You Do?**



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 The robins flew out of the bush.
But they could not fly
as high as the kite.
Frog and Toad sat
and watched their kite.
It seemed to be flying
way up at the top of the sky.

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COMPREHENSION

Dig Deeper

Read Together

How to Analyze the Text

Use these pages to learn about Story Structure and Fantasy. Then read **The Kite** again.

Story Structure

Characters are the people and animals in a story. The **setting** is when and where a story takes place. Where do Frog and Toad try to fly their kite? Is it day or night? The **plot** is the important events. Think about Frog and Toad's problem. How do they solve it? Use a story map to list the parts of the story.

Characters	Setting
Plot	
Problem:	
How it is solved:	

COMMON CORE RL.1.3 describe characters, settings, and major events; RL.1.5 explain major differences between story books and informational books; RL.1.7 use illustrations and details to describe characters, setting, or events

Genre: Fantasy

Think about the people in **What Can You Do?** from Lesson 27. How are they different from the characters in **The Kite**?

The Kite is a **fantasy**. The story events could not happen in real life. In this story, Frog and Toad talk to each other and do things that people would do. How would a real frog or toad act?

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my WriteSmart

Your Turn

RETURN TO THE ESSENTIAL QUESTION

**Turn
and
Talk**

How can weather change your day? How does the weather change Frog and Toad's day? How is the setting important to what happens? Describe the setting using text evidence such as words and pictures.

Classroom Conversation

Talk about these questions with your class.

- 1 How do the robins act toward Frog and Toad?
- 2 What do Frog and Toad do to try to get the kite to fly?
- 3 What really makes the kite fly?

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my WriteSmart

WRITE ABOUT READING

Response Write sentences to describe how Frog and Toad are alike and how they are different. Use words and pictures from the story for ideas.

Writing Tip

You can use **like** and **and** to tell how things are alike. Use **not** and **but** to tell how things are different.

Go Digital

COMMON CORE
RL.1.3 describe characters, settings, and major events; RL.1.7 use illustrations and details to describe characters, setting, or events; W.1.5 focus on a topic, respond to questions/suggestions from peers, and add details to strengthen writing; SL.1.4 describe people, places, things, and events with details/express ideas and feelings clearly; L.1.1g use frequently occurring conjunctions

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INFORMATIONAL TEXT

Read Together

GENRE

Informational text gives facts about a topic. Find facts about weather in this article.

TEXT FOCUS

A **graph** is a drawing that uses numbers, colors, pictures, or symbols to give information. What does the graph on p. 108 show?

COMMON CORE RI.1.5 know and use text features to locate facts or information; RI.1.10 read informational texts

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Measuring Weather

There are different tools for measuring weather.

Have you ever heard of a windsock? It shows which way the wind blows.

A rain gauge measures how much rain falls. A large storm will bring a lot of rain.



A thermometer measures temperature. Temperature is how warm or cool something is.

On a hot day, you and your friends might like to ride bikes or play ball.

On a cold day, you might want to put on a coat and play in the leaves or build a snowman.

When you know the temperature, you know what to wear.



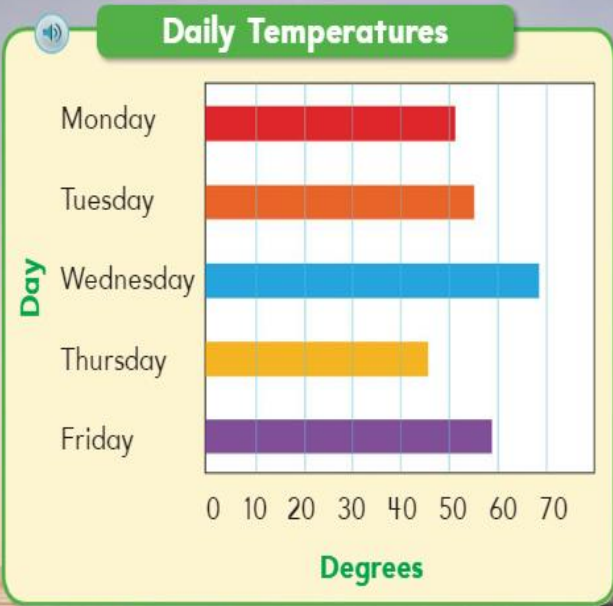
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Look at the bars across the graph. Each bar shows the temperature for a day. Which day was the hottest? Which day was the coolest? What was the temperature on the second day of the week?



Compare Texts

Read Together

TEXT TO TEXT

Write to Describe Think about what you learned in **Measuring Weather**. What was the weather like when Frog and Toad flew a kite? Write about it.



TEXT TO SELF

Tell Where You Live Draw a picture that shows the different kinds of weather in your state. Tell about it.



TEXT TO WORLD

Compare Stories Frog and Toad like the outdoors. How is **The Garden** from Lesson 21 like **The Kite**? How is it different? How do the characters act?



Go Digital

COMMON CORE

RL.1.3 describe characters, settings, and major events; RL.1.9 compare and contrast adventures and experiences of characters

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COMMON CORE L.1.1f use frequently occurring adjectives

Grammar

Read Together Go Digital

Kinds of Adjectives Some adjectives describe by telling how things **taste**, **smell**, **sound**, or **feel**.

Taste	We ate sweet berries before we flew kites.
Smell	The air smelled fresh and clean .
Sound	We gave a loud cheer when our kites flew up!
Feel	The warm sun shined down on us.



Try This!

Work with a partner. Find the adjective in each sentence. Decide if it tells how something tastes, smells, sounds, or feels. Then use the adjective in a new sentence.

1. Sam shared his sour pickles at our picnic.
2. Our kites flew in the cool breeze.
3. Some crickets made noisy chirps.
4. We ate some salty chips.
5. Our pie smelled delicious!



Grammar in Writing

When you revise your writing, look for places to add adjectives to tell how things taste, smell, sound, or feel.

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COMMON CORE W.1.1 write opinion pieces. W.1.5 focus on a topic, respond to questions/suggestions from peers, and add details to strengthen writing. L.1.1j produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences. L.1.2d use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Opinion Writing

Word Choice When you write **opinion sentences**, don't keep using the same words. Use different words to tell more.

Matt wrote about the robins. Later, he changed words to make his ideas clearer.



Revised Draft

The three robins were mean.
~~laughed at Frog and Toad.~~
~~They did mean things.~~

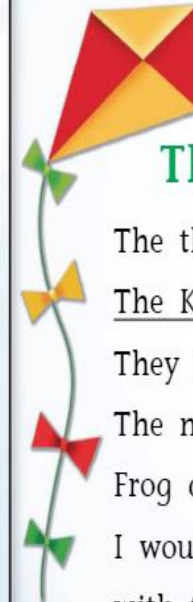
Writing Traits Checklist

- Word Choice** Did I add adjectives and other exact words to make my ideas clear?
- Did I write reasons that explain my opinion?
- Does my last sentence retell the main idea?
- Did I spell my words correctly?

Which words in Matt's final copy explain how the robins were mean? Now revise your own writing. Use the Checklist.



Final Copy



The Mean Robins

The three robins in the story
The Kite were mean.
 They laughed at Frog and Toad.
 The noisy, rude robins said that
 Frog and Toad's kite was junk.
 I would not like to be friends
 with those mean robins.

