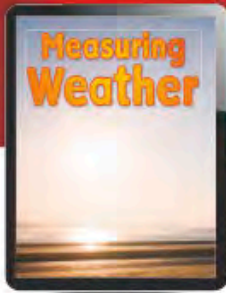
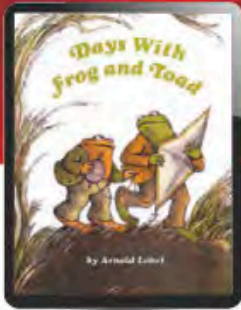


# Lesson

# 28



## WORDS TO KNOW

High-Frequency Words

second  
ball  
across  
head  
heard  
large  
cried  
should

### Vocabulary Reader



### Context Cards



RF.1.3g recognize and read irregularly spelled words



# Words to Know



- ▶ 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.

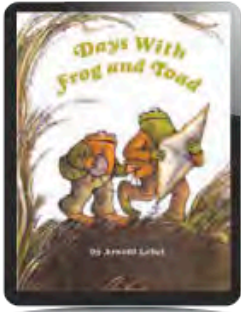


8

**should**

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





# Read and Comprehend



## ✓ 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.

<b>Characters</b>	<b>Setting</b>
<b>Plot</b>	
<b>Problem:</b>	
<b>How it is solved:</b>	

## ✓ TARGET STRATEGY

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

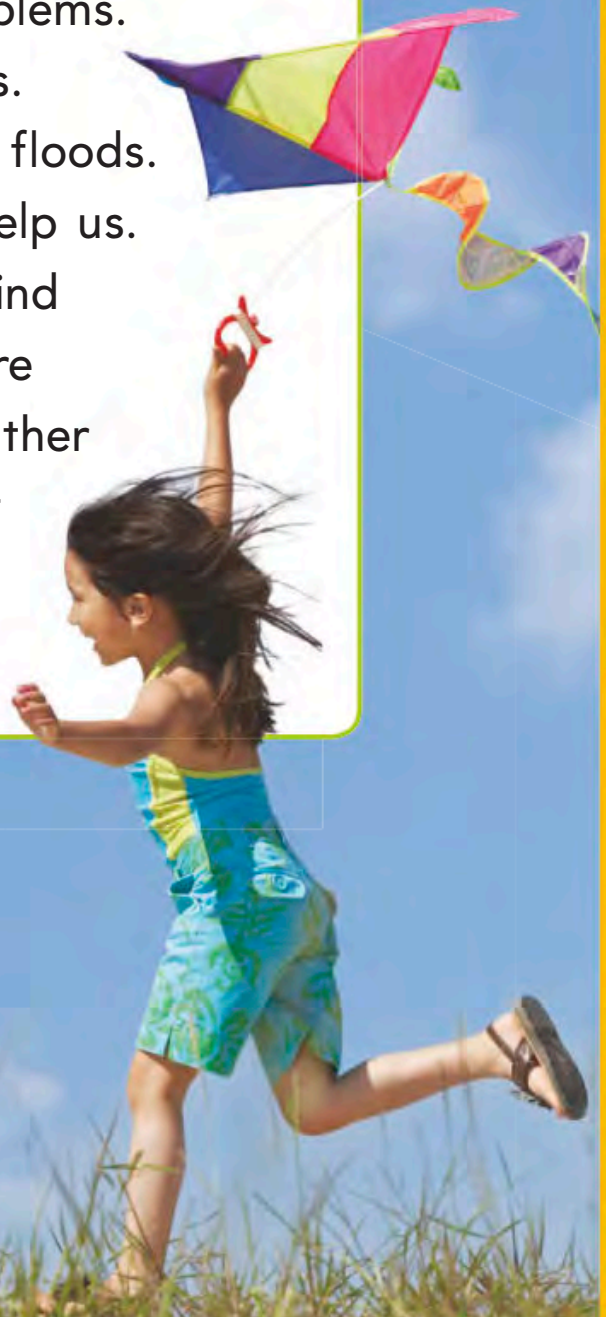


## PREVIEW THE TOPIC

### Weather

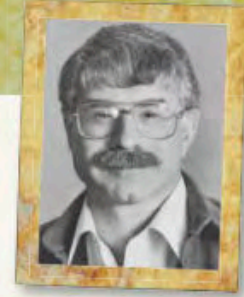
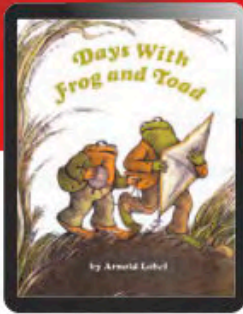
Weather can cause problems.  
Storms can damage homes.  
Too much rain can lead to floods.

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**.



## Lesson 28

# ANCHOR TEXT



### 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.

### ✓ 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



**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





# The Kite

from

# Days with Frog and Toad

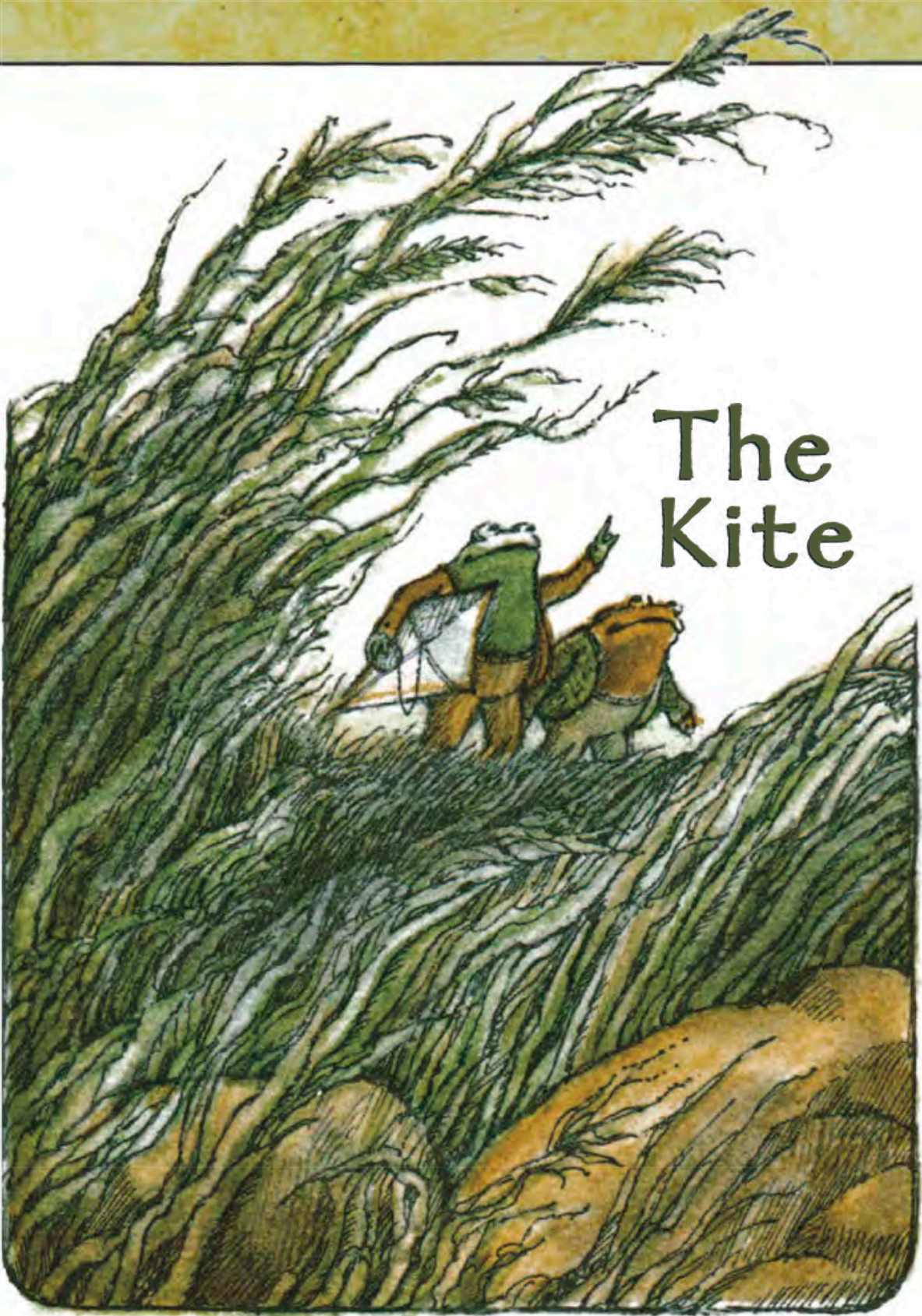
by Arnold Lobel

## ESSENTIAL QUESTION

How can weather  
change your day?



# 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.”



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.



“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?

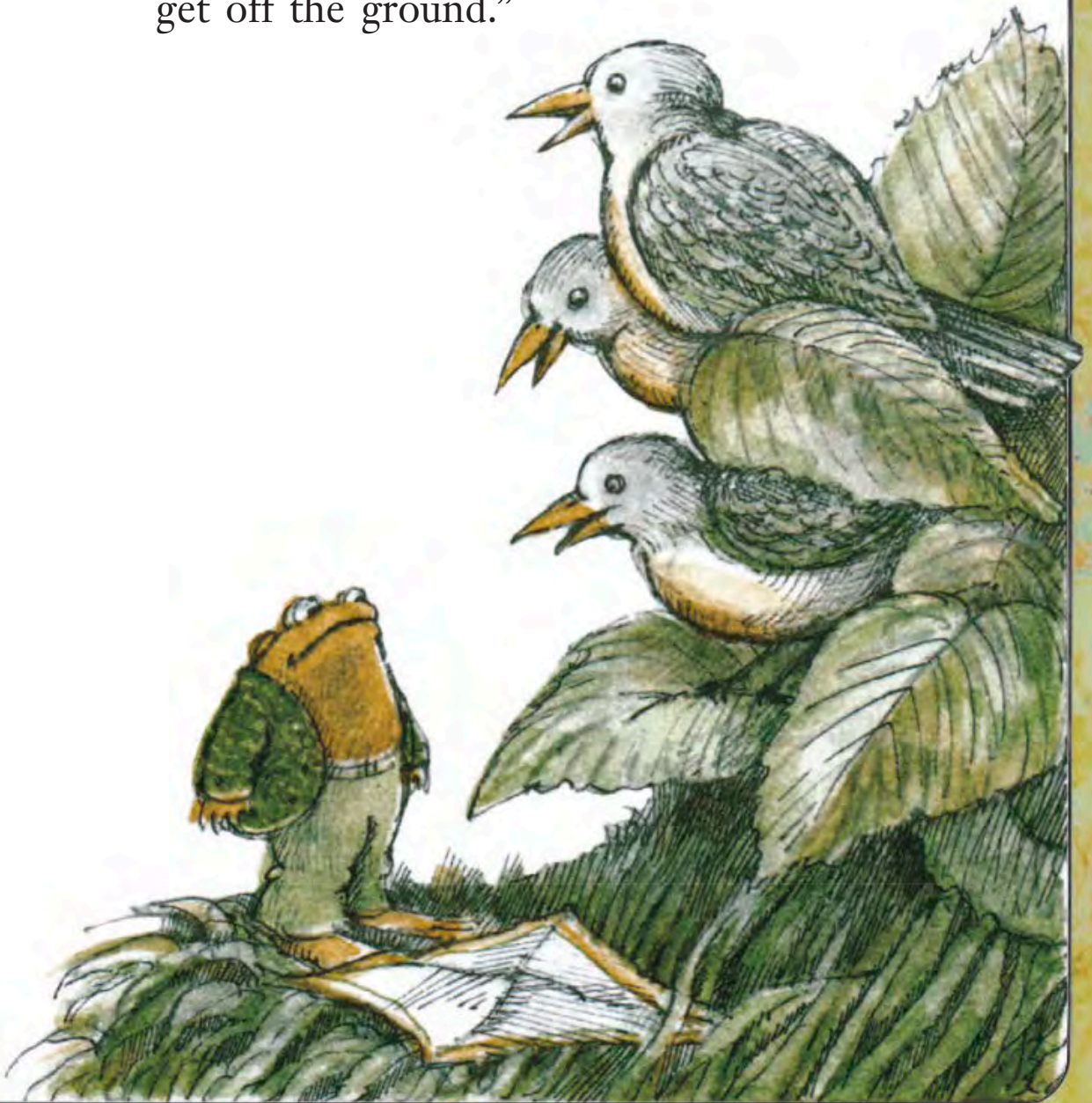


“We must make a **second** try,” said Frog. “Wave the kite over your **head**. Perhaps that will make it fly.”



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.”







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.





“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.”



“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!”





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?**





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.



## Lesson 28

# INFORMATIONAL TEXT



Read  
Together

# 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.

### ✓ 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?



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





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.

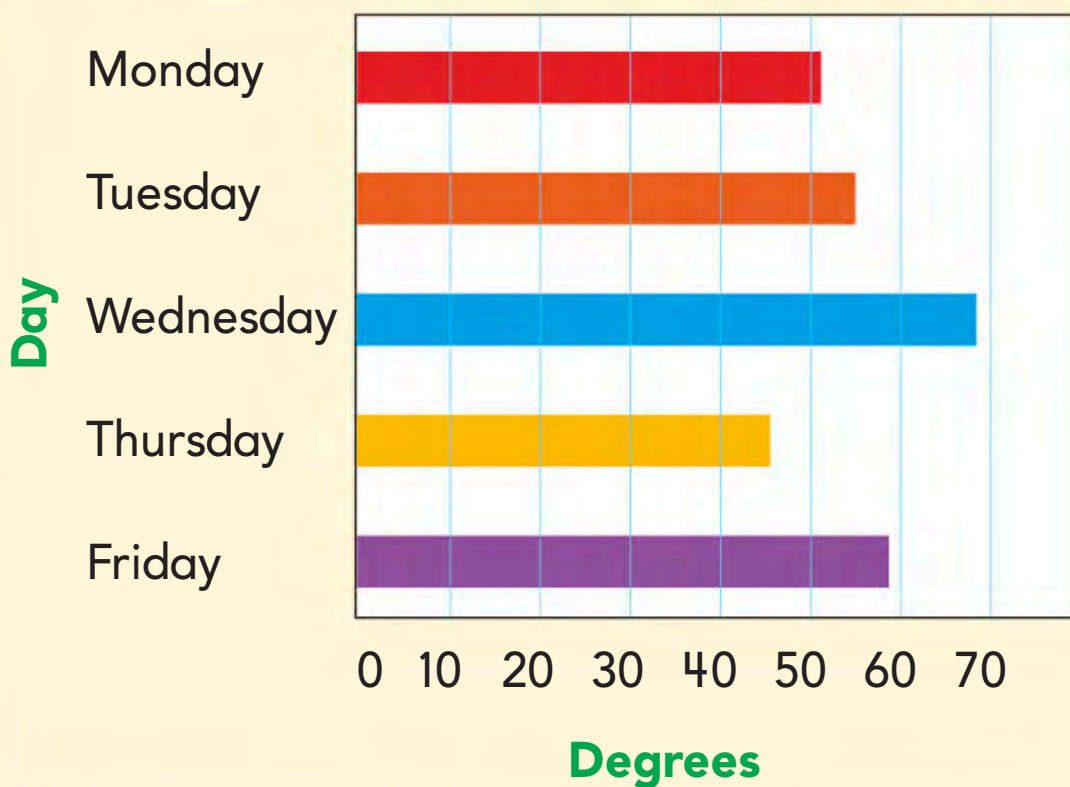




Look at the bars across the graph.  
Each bar shows the temperature for a day.

Which day was the hottest? Which day  
was the coolest? What was the temperature  
on the second day of the week?

### Daily Temperatures





L.1.1f use frequently occurring adjectives

# Grammar



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

<b>Taste</b>	We ate <b>sweet</b> berries before we flew kites.
<b>Smell</b>	The air smelled <b>fresh</b> and <b>clean</b> .
<b>Sound</b>	We gave a <b>loud</b> cheer when our kites flew up!
<b>Feel</b>	The <b>warm</b> 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.