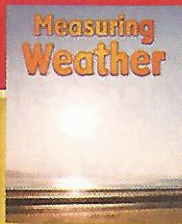
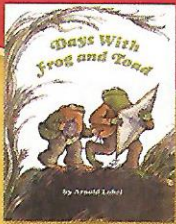


Lesson 28



WORDS TO KNOW HIGH-FREQUENCY WORDS

second
ball
across
head
heard
large
cried
should

Vocabulary
Reader



Context
Cards



Read
Together

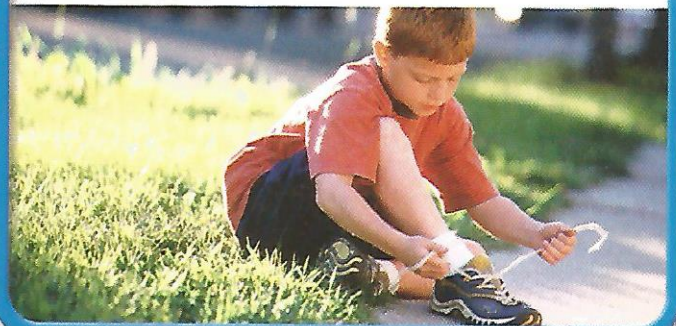
Words to Know

- 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

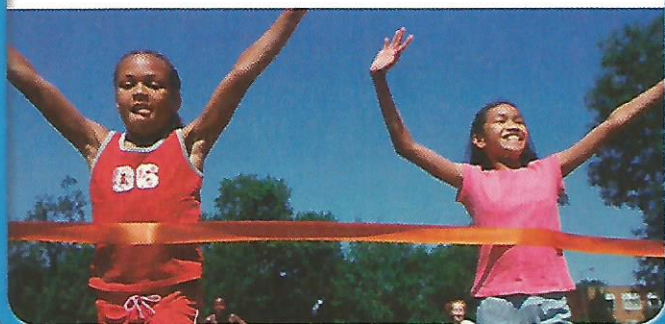
She practiced until she could hit the **ball** well.



3

across

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



4

head

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



5

heard

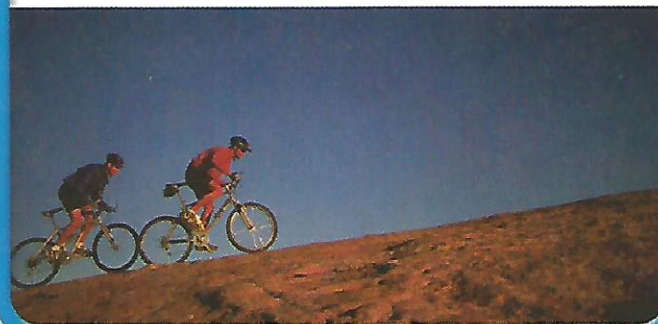
The children **heard** clapping at the end.



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.



Background

Read
Together

✓ **WORDS TO KNOW** Flying a Kite Have you **heard** that flying a kite is fun? You **should** try it on a breezy day. Get a kite and a **large** **ball** of string. Hold the kite above your **head**. Run **across** the grass. If that doesn't work, try a **second** time. Soon you will have **cried**, "The kite is flying!"



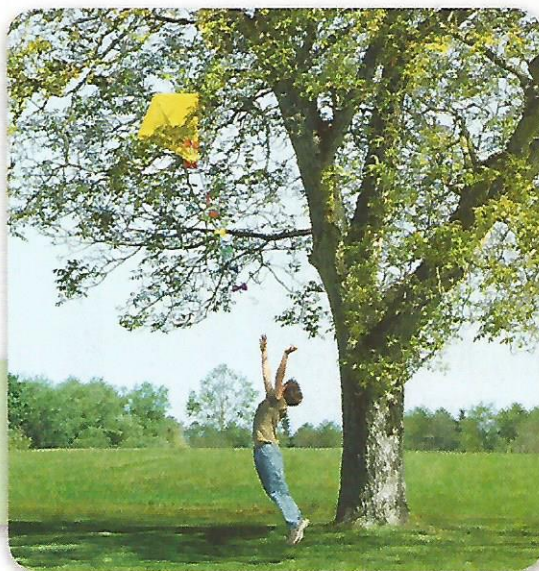
- What does **cried** mean in the sentence?
- Did you ever fly a kite? Tell about it.
- Would you like to fly one? Why or why not?

Comprehension

Read
Together

✓ **TARGET SKILL** **Story Structure** A story has different parts. The **characters** are the people and animals in a story. The **setting** is when and where a story takes place. The **plot** is the order of story events. The plot tells about a problem the characters have and what they do to solve it.

What problem does this character have?



As you read **The Kite**, think about Frog and Toad's problem and how it is solved.

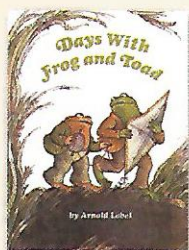
Characters	Setting
Plot	

JOURNEYS
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Comprehension Activities: Lesson 28

Main Selection



WORDS TO KNOW

second	heard
ball	large
across	cried
head	should



TARGET SKILL

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



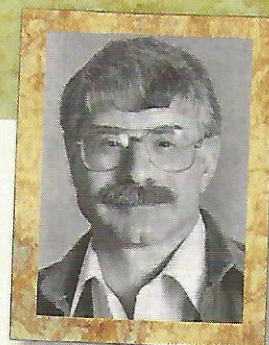
TARGET STRATEGY

Infer/Predict Use clues to figure out more about story parts.

GENRE

A **fantasy** story could not happen in real life.

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

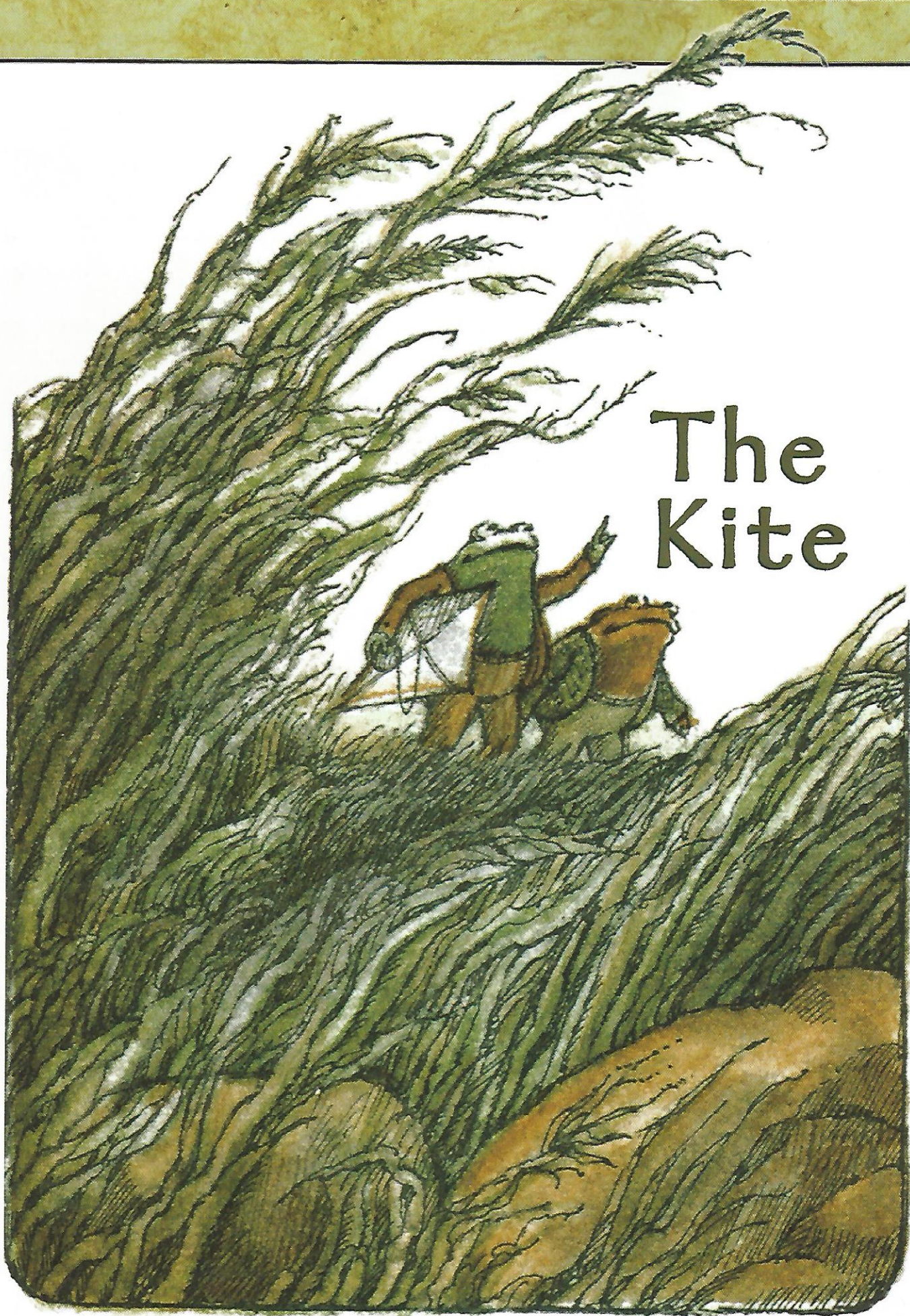
from

Days with Frog and Toad

by Arnold Lobel

Essential Question

How does a
problem make a
story interesting?



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.”



STOP AND THINK

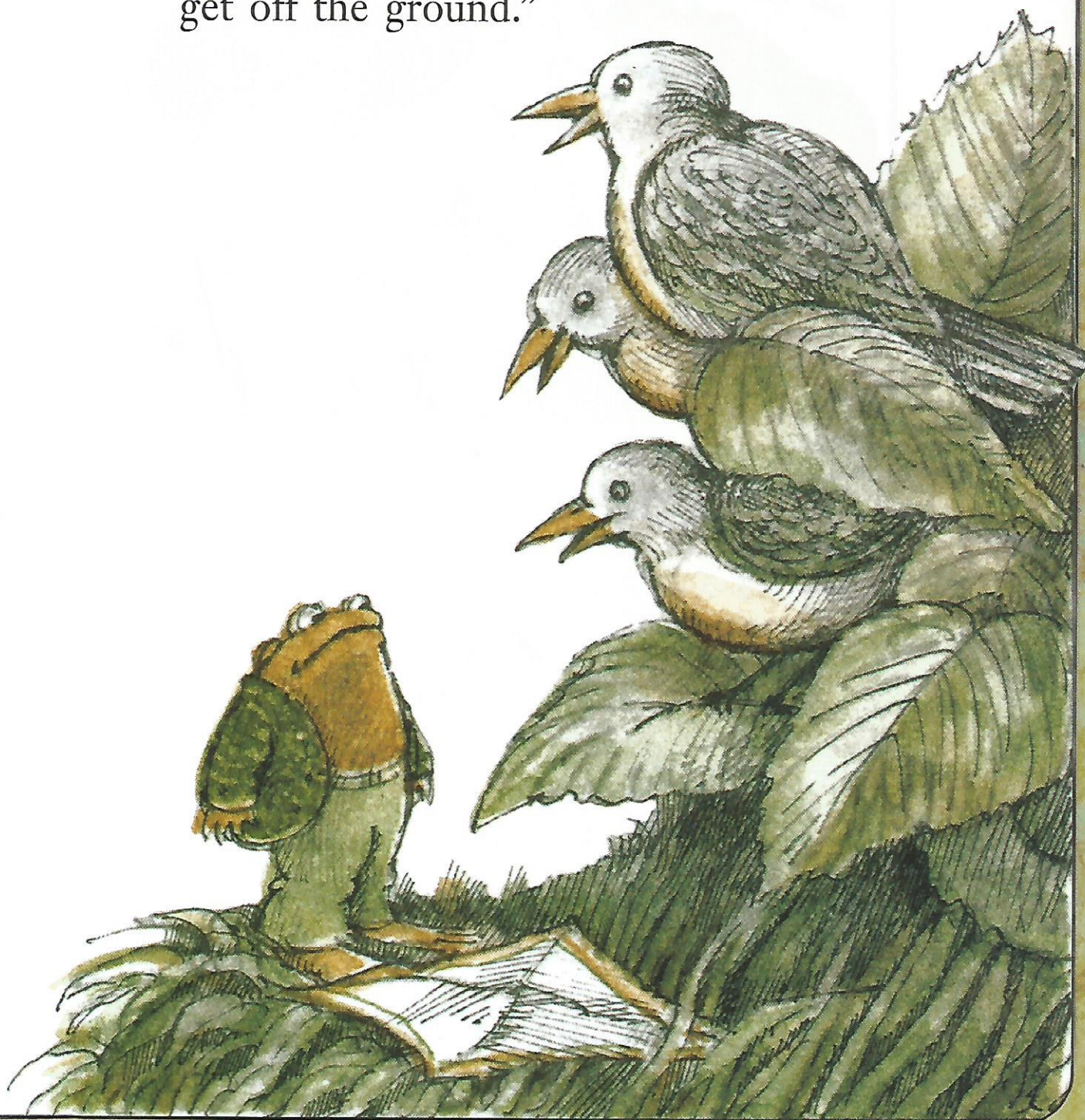
Story Structure What problem
do Frog and Toad have?

“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.”

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.



Grammar

Read
Together

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

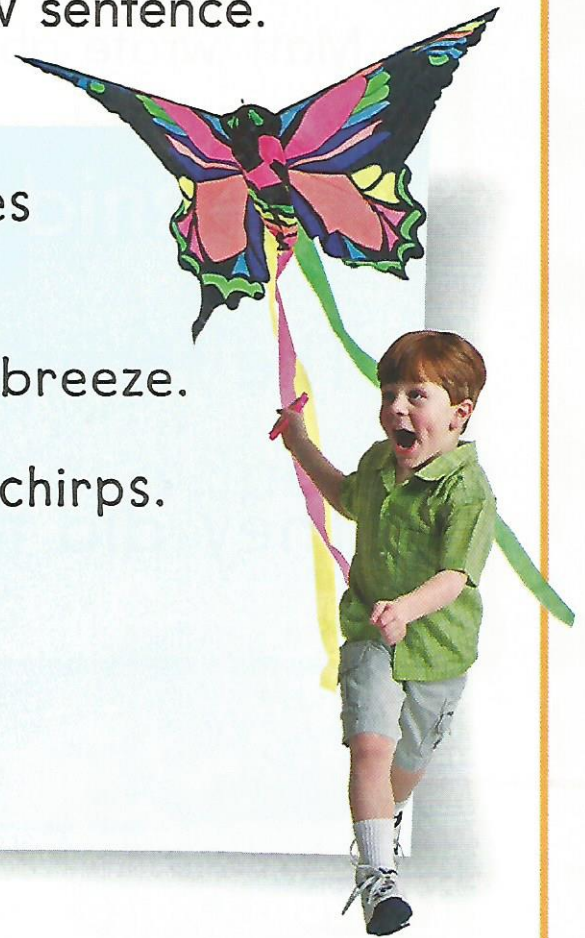
Taste	We ate sweet berries before we flew kites.
Smell	The air smelled fresh and clean .
Sound	We gave a loud cheer when our kites flew up!
Feel	The warm sun shined down on us.



Turn and Talk

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.