Lesson 28

Words to Know

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

**WORDS TO KNOW**

HIGH-FREQUENCY WORDS

- second
- ball
- across
- head
- heard
- large
- cried
- should

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.
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

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.

<table>
<thead>
<tr>
<th>Characters</th>
<th>Setting</th>
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<td>Plot</td>
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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

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

<table>
<thead>
<tr>
<th>Taste</th>
<th>We ate <strong>sweet</strong> berries before we flew kites.</th>
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<tbody>
<tr>
<td>Smell</td>
<td>The air smelled <strong>fresh</strong> and <strong>clean</strong>.</td>
</tr>
<tr>
<td>Sound</td>
<td>We gave a <strong>loud</strong> cheer when our kites flew up!</td>
</tr>
<tr>
<td>Feel</td>
<td>The <strong>warm</strong> sun shined down on us.</td>
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</tbody>
</table>
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.