# Grade 1: Unit 6, Lesson 28

**Title:** *The Kite*

**Essential Question:** How does Frog help Toad overcome the challenge of flying a kite?

**Week 1 Comprehension**

**Knowledge Journal**

1. Read aloud the selection for the week.
2. After you read, stop and think about what you learned and the questions. What did you learn that was new *and important* about the topic from *this* resource? Use large public notes (chart paper) or individual note catchers to capture student learning. Use the optional questions to prompt reflection; sample answers provided for teacher reference.

**Sample Chart Responses**

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| **Title: *The Kite*** | |
| Write, Draw, or List | |
| **Questions (optional)** | **New and important learning about the topic or evidence** |
| On these pages, what does Toad do to make the kite fly? | First, the Frog holds the string and Toad runs with the kite. Toad runs as fast as he can to make the kite fly. |
| What was the robins’ attitude towards Toad when he was trying to fly the kite? | The robins were mean to the Toad when the kite fell to the ground. They were negative and teased him. |
| What evidence supports your answer that this was their attitude? ) | They laughed and said,” That kite will not fly, you may as well give up.” |
| On page 89, what do the words and pictures tell you about the meadow? Is the meadow a good place for Frog and Toad to fly their kite? Why or why not? | The author says that the meadow is large and wind is strong. We know that there was plenty of space to run as it says in the story on page 90, “Toad ran across the meadow.”  Yes, the meadow would be a good place for flying the kite as it was big and there was wind. |
| What things does Toad try to get the kite to fly on these pages? What happens each time he tries something new? | Toad runs and waves the kite over his head.  Toad waves kite over his head, runs, and jumps up and down.  Toad runs, waves kite over his head, jumps up and down and says,” Up kite up!” |
| What did Toad do to finally get the kite to fly? | The Toad jumps, runs, waves, and shouts to get the kite fly. |
| How are Frog and Toad alike and different? Use evidence from the text to support your answer. | They are alike because they both like to fly kites. They work together to make it happen.  They are different because Toad wants to give up easily every time it did not work, on the other hand, Frog wants to keep trying. Toad was impatient for the kite to fly the first time, but Frog was patient and did not mind taking his time work through the challenges. |
| How can you tell that Frog and Toad are friends? What evidence can you gather from the text? | They went to fly the kite together and friends like to do things together. When Toad gets discouraged, Frog helps him come up with suggestions for example, running with the kite, waving it over his head, jumping up and down, and saying, “ Up kite up!” Friends help each other. |

**Written Response**

**Option 1:**

Why was Toad successful in flying his kite? Cite examples from the text.

**Sample Student Response**

Toad was successful in flying his kite because Frog encouraged him not to give up. First, Frog said Toad should run across the meadow with the kite, but the kite crashed to the ground. The Robins made the Toad feel like it was hopeless, but Frog encouraged him to keep trying. Second, Toad ran and waved the kite over his head but the kite fell with a thud. The Frog asserted the Toad should keep trying again and again when Toad wanted to give up. Because he kept trying, the Toad finally was able to fly the kite high in the sky. He would have not been successful if Frog did not encourage him.

**Written Response**

**Option 2:**

Is Frog a good friend? Use evidence from the text, explain how Frog was or was not a good friend**.** (opinion)

**Sample Student Response**

In my opinion Frog is a good friend to Toad. Throughout story Frog encouraged Toad to keep trying even though the kite crashed many times. The first time it crashed he encouraged Toad to try a second time and wave the kite over his head. Next he suggested that Toad jump up and down. Finally, he asserted that Toad should shout, “Up kite up!” Frog said kind things to Toad when the Robins kept making fun of him saying things like, “That kite is junk.” Good friends stick with you even when others are mean, and they help you solve your problems. That is why I think Frog is a good friend.

**Written Response**

**Option 3:**

What made it difficult for Toad to fly the kite? Cite examples from the text.

**Sample Student Response**

First he tried to fly the kite by holding it while running across the field. When it crashed to the ground with a thud, the robins made fun of him. It made him want to give up. He didn’t know what things to do to make the kite fly. He tried many things, and each time the kite fell to the ground with a thud. Finally he tried waving the kite over his head while running and jumping and shouting “Up, kite, up!” and the kite was able to fly. It was difficult because it took many tries for him to figure out all the things he had to do to get the kite to fly. Also the robins were teasing him and making him feel bad. For all of these reasons it was very difficult for Toad to fly the kite.

**Week 2, Building Knowledge: Extending the Topic**

Vocabulary from Leveled Readers may be used as additional support.

Use as a Center Activity or for Homework.

**Essential Question:** How does friendship help characters overcome challenges?

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| **Cumulative Activities** – The following activities could be completed and updated after reading each resource this week. The purpose of these activities is to capture knowledge building from one resource to the next and to provide a holistic snapshot of central ideas of the content covered in response to the essential question. *It is recommended that the class and/or students complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for Week 2.* |

**Rolling Vocabulary: “Fabulous Four” Sample**

* Read each resource then, with students, pick 4 important words. The Rolling Vocabulary may be kept as a large public interactive chart with words and pictures or drawings.
* Collaboratively use the 4 words to write about the most important ideas of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the text set.
* After reading all the selections on the topic, go back and review your words.
* Now select the “Fabulous Four” words from ALL the word lists.
* Use the “Fabulous Four” words to write an interesting sentence or sentences about the topic.

**Sample Student Response**

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| **Title** | **Four Vocabulary Words & Sentences** |
| *“The Kite” from Days With Frog and Toad* | **Words: crashed, hopeless, asserted, triumphantly**   1. The robins made fun of Toad when the kite **crashed** to the ground. 2. Toad wanted to give up because he felt **hopeless** about flying the kite. 3. Frog helped Toad when he **asserted** that Toad should keep trying. 4. Toad **triumphantly** flew the kite higher than the robins could fly. |
| *Wilfrid Gordon MacDonald Partridge* | **Words: memory, precious, gently, medal**   1. My favorite **memory** is the time I collected shells on the beach with my grandma. 2. The mother cuddled her **precious** baby. 3. Rosa **gently** placed the glass on the table so that it would not break. 4. Oscar won a **medal** for third place in the race. |
| *A Chunk of Cheese* | **Words: chunk, large, paws, piece**   1. There was a huge **chunk** of pizza on the floor. 2. The dog was so **large** that he would not fit through the hole. 3. A cat’s hands are called **paws**. 4. There is a **piece** of paper on the table. |
| *Two Bobbies* | **Words:** **debris, traveled, faded, shelter**   1. After the tornado, there was **debris** everywhere in my neighborhood. 2. My dad **traveled** to many countries as a soldier. 3. The rainbow in the sky **faded** away after few minutes. 4. The firefighter rescued the blind dog and found a **shelter** for him. |
| *The Sand Castle* | **Words: flooded, mound, grinned, worry**   1. When it rained all day I could not play at the park because it was **flooded.** 2. Marcelo piled up the sand to create a **mound**. 3. Bobbie **grinned** with excitement as he opened his birthday present. 4. Don’t **worry** if you don’t know the answer. |
| *The Sailboat Race* | **Words: waves, sign, flapped, quit**   1. When I went to the beach, the big **waves** scared me. 2. The young boy followed the road **sign** and found his way back home. 3. The young chicks **flapped** their wings as soon as they saw their mother with food. 4. Our teacher always tells us not to **quit** if something is challenging. |
| *“ A Ladybug Goes for A Walk”* | **Words**: **fluttering, blue (as in mood or feeling), countryside, rolling**   1. The butterfly’s wings were **fluttering** as it rested on the leaf. 2. Racheeda looked **blue** when her toy broke. 3. The farm was in the **countryside**. 4. The **rolling** hills and mountains were beautiful. |
| *Those Shoes* | **Words: pair, kind, announces, stretch**   1. Sophia got a new **pair** of earrings. 2. Mom was **kind** when she gave me some of her dessert. 3. My teacher **announces** that there will be no chocolate milk today. 4. I had to **stretch** my sweatshirt to get it on. |
| **Fabulous Four: pair, kind, quit, hopeless** | |
| **Summary:**  When a **pair** of friends are **kind** to each other they can learn not to **quit** and stop feeling **hopeless**. | |

**Rolling Knowledge**

* Students may complete this document to support learning during 2nd reading of the text.
* Document should be maintained in a binder, folder, or journal and reviewed to ensure student understanding.

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you already know about this from your other reading? Write or draw in the first box. This can be done collaboratively in small groups or individually depending on your students.
3. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).

**Sample Student Response (most likely these would be drawings!)**

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| **Write, Draw, or List** | | |
| **Title** | **What I already knew from my other reading…** | **What I learned from reading this…** |
| 1. *“The Kite” from Days With Frog and Toad* | Friends help each other. Friends are kind to each other. | You can help a friend when they don’t know what to do. You can be kind to a friend when others are mean. If you don’t succeed at something, keep trying new things until you solve it. |
| 1. *Wilfrid Gordon McDonald Partridge* | Friends can help each other with ideas of how to solve problems. Friends can encourage each other with kind words. Friends stick by each other even when others are unkind. | You can have friends of different ages. Young friends can help old friends. If you don’t know how to help, you can ask others for their ideas. |
| 1. *A Chunk of Cheese* | Friends help each other solve problems. To overcome challenges friends should use encouraging words and stay positive. | Friends and family can have helpful ideas. They can help you solve problems and stay safe at the same time. |
| 1. *Two Bobbies* | Friends can be very helpful in times of need. They encourage and support each other. | Friends can help you support you in the things that are hard for you personally. Everyone has different strengths and weaknesses. |
| 1. *The Sailboat Race* | Friends can be very helpful and encourage each other when someone needs it. | With a friend’s support, people can make great progress towards their goals. |
| 1. *The Sand Castle* | Friends can give you ideas and support you, when you need help. | In times of need, if you are together with your friend and have their support, you can overcome difficulties. |
| 1. *A Ladybug Goes for a Walk* | Sometimes a new friend can help to encourage you and expose you to things and places you have never seen. | Sometimes help can come from someone you just met. |
| *8. Those Shoes* | Friends are always helping each other and stand up for each other when they need help. | I learned that sharing is a great idea and it helps make one feel good about oneself. |

**Written Response Week 2**

Due to the absence of Leveled Readers, prompts may be reworded to reflect resources used throughout unit.

How can friendship help someone overcome a challenge? Cite examples from one of the texts.

**Sample Student Response**

In the story Those Shoes, Jeremy and Antonio’s friendship helps them both overcome challenges. Jeremy is hopeless when his Grandma does not have the money to buy him the shoes he wants. He gets shoes that do not fit him at the store with his own money. Then, Jeremy realizes that Antonio needs the shoes more than he does. Antonio's shoes are falling apart. Jeremy gives his precious shoes to his friend Antonio. Jeremy helps his friend overcome the challenge of not having money for new shoes by being generous.

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**Title:** *The Kite*

**Essential Question:** How does Frog help Toad overcome the challenge of flying a kite?

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| **Title:** | |
| Write, Draw, or List | |
| **Questions** | **New and important learning about the topic or evidence** |
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**Writing (choose one)**

**Prompt #1**

Why was Toad successful in flying his kite? Cite examples from the text.

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**Prompt #2**

Is Frog a good friend? Use evidence from the text, explain how Frog was or was not a good friend. (opinion)

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**Prompt #3**

What made it difficult for Toad to fly the kite? Cite examples from the text.

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**Building Knowledge: Extending the Topic**

**Essential Question:** How does friendship help characters overcome challenges?

**Rolling Vocabulary**

As you read each book, keep track of the new words you are learning. Collect the most important words from each book, website or video as you read and learn. Think about the words and write or draw a picture to help you remember them.

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| **Title** | **Vocabulary Words & Sentences** |
| *“The Kite” from Days With Frog and Toad* | Words: |
| *Wilfrid Gordon McDonald Partridge* | Words: |
| *Two Bobbies* | Words: |
| *“A Ladybug Goes for A Walk”* | Words: |
| *Those Shoes* | Words: |
| **Fabulous Four:** | |
| **Summary:** | |

**Rolling Knowledge**

As you read each book, keep track of what you are learning. Write and draw what you already knew in the box on the left. In the box on the right, write and draw about what you learned from this book.

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| **Write, Draw, or List** | | |
| **Title** | **What I already knew from my other reading…** | **What I learned from reading this…** |
| 1. *“The Kite” from Days With Frog and Toad* |  |  |
| 1. *Wilfrid Gordon McDonald Partridge* |  |  |
| 1. *Two Bobbies* |  |  |
| 1. *“A Ladybug Goes for A Walk”* |  |  |
| *5. Those Shoes* |  |  |

**Written Response Week 2**

How can friendship help someone overcome a challenge? Cite examples from one or several texts from this week.

**Student Response**

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