

Preview and Prepare

 ROUTINE
12

Browse

- ◆ Continue following Routine 12, reading the selection, to prepare students to read “The Kite.” Have students read the title and the name of the author of the selection. Then give them a few minutes to browse the first two pages. Ask students to predict how this selection will relate to the theme I Think I Can.
- ◆ Point out the title of the story to students. Tell students that the title gives a clue that the story is about a kite. If they have ever read or heard Frog and Toad stories, they can use these other stories as clues to predict what this story will be about.
- ◆ Have students look for any problems such as unfamiliar words that they notice while browsing. Use **Transparency 58** to record students’ observations as they browse. For example, students might point out the word *meadow* as an unfamiliar word. They may wonder whether Frog and Toad can fly the kite. To save time and model note taking, write students’ observations as brief notes rather than as complete sentences.
- ◆ Using the information they gained from browsing the selection, including the title and the illustrations, have students predict what they think the selection is about.

Set Purposes

Have students set their own purposes for reading the story. Having students set their own purposes for reading encourages them to read with a greater sense of engagement and helps them notice more details in the selection than students whose purposes are set for them. If students are having trouble, model for them. For example, say *From the title and the illustrations, I’m fairly certain that this story will tell me about Frog and Toad flying a kite. I want to read to find out whether they succeed and how they do so.*



BIG Idea

Why is it important to always try your best?

Before reading the selection, read the Big Idea question. Tell students to keep this question in mind as they read the selection.

Clues	Problems	Wonderings
The title “The Kite” Frog and Toad stories	Meadow	Do the birds help Frog and Toad fly a kite?

Reading Transparency 58



Teacher Tips

SETTING GOALS Students who set their own goals for reading will read with a greater sense of engagement, and they tend to notice more than students whose goals are set for them.

GLOSSARY The words *kite* (page 16), *meadow* (page 16), *laughter* (page 18), *perhaps* (page 20), *try* (page 20), *thud* (page 21), *crashed* (page 25), and *shouting* (page 30) appear in the Glossary. As students browse and identify interesting words or phrases, you may want to have them practice using the Glossary. Have them turn to the Glossary, find each word, and read each entry.

HIGH-FREQUENCY WORDS As students browse, you may want to have them look for the high-frequency words they know.



Give each student a copy of **Home Connection** page 51. This same information is also available in Spanish on **Home Connection** page 52. After students have read each selection, encourage them to discuss it with their families and complete the activity provided.