

- Turn to page 26. Have the students read the title of the story, “The Kite.” Point out and read the name of the author and illustrator. Demonstrate how to browse the story and have the students preview it by browsing the first few pages. This allows them to activate prior knowledge relevant to the story. Ask the students what they think this story has to do with the theme Keep Trying.
- Have the students search for clues that tell them something about the story. Also, have them look for any problems, such as unfamiliar words or long sentences, that they notice while browsing. Use *Reading Transparency 52* to record their observations as they browse. To save time and model note taking, write the students’ observations as brief notes rather than complete sentences.
- As students prepare to read the selection, have them read the Focus Questions at the top of page 26. Briefly discuss the students’ answers to the questions and tell them to keep these questions in mind as they read the story.

Set Purposes

As they read, have the students think about the character who is trying to do something and whether or not he is succeeding. Invite the students to pose any questions that they would like to have answered about the story.

Selection Vocabulary

As the students study vocabulary, they will use context clues to help them determine the meanings of words. Encourage the students to use these skills while reading to clarify additional unfamiliar words.

Display *Reading Transparency 2* before reading the selection to introduce and discuss the following word and its meaning:

thud: A sound made when something heavy drops on the ground. (p. 31)

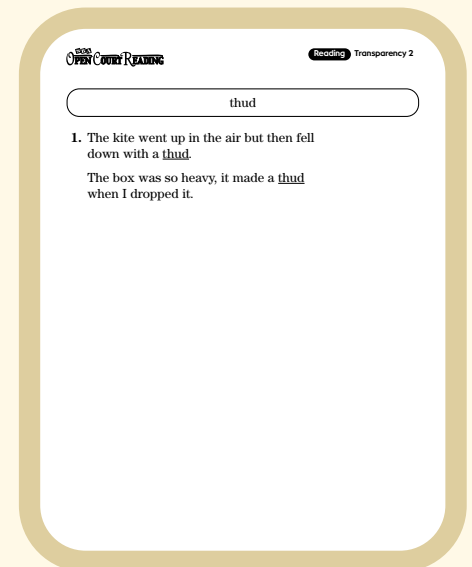
Have students read the word in the Word Box, stopping to blend the word if they have trouble reading it. If students still have trouble, refer them to the *Sound/Spelling Cards*.

Have students read the sentences on *Reading Transparency 2* to determine the meaning of the underlined word. The word is used in two sentences that students will read and from which they should be able to derive the meaning of the underlined word. Remind them to use context clues to figure out the meaning of the word before using a dictionary. Have students reread the sentences, substituting the definition to see if the sentences make sense. Have a volunteer create a new sentence using the underlined word. Then have students write this word and definition in the Vocabulary Words section of their Writer’s Notebooks.



Routine Card

Refer to *Routine 10* for the Selection Vocabulary procedure.



Reading Transparency 2



Teacher Tip SELECTION

VOCABULARY Have students tell how many syllables are in the selection vocabulary word *thud*.

If necessary, blend the word with the students.

MEETING INDIVIDUAL NEEDS

ELL Support

SELECTION VOCABULARY Check that English-language learners know the meanings of the idioms and the more difficult vocabulary in the story, including *meadow*, *waved*, and *robins*. Explain to students how to use the *English-Language Development Glossary* for additional support with vocabulary.



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Web Connection

Students can use the connections in the Reading link of the SRA Web page for more background information about perseverance.