

**Routine Card**

Refer to *Routine 12* for the *handing-off* process.



**Teacher Tip DISCUSSION** When you call on a student, allow him or her some time to consider your question and arrive at an answer.



[www.sra4kids.com](http://www.sra4kids.com)

**Web Connection**

Some students might choose to conduct a computer search for additional books or information about the theme *Keep Trying*. Invite them to make a list of these books and sources of information to share with classmates and the school librarian. Check the Reading link of the SRA Web page for additional links to theme-related Web sites.

## Discussing the Selection

Have the class discuss the selection and any personal thoughts, reactions, problems, or questions that they have. To stimulate discussion, students can ask one another the kinds of questions that good readers ask themselves about a text: *What did I find interesting?*, *What is important here?*, *What was difficult to understand?*, and *Why would someone want to read this?* It is important for students to see you as a contributing member of the group.

To emphasize that you are part of the group, actively participate in the *handing-off* process. Raise your hand to be called on by the last speaker when you have a contribution to make. Point out unusual and interesting insights verbalized by students so these insights are recognized and discussed. As the year progresses, students will take more and more responsibility for the discussions of the selections.

Engage students in a discussion to determine whether they have grasped the following ideas:

- Why Toad wanted to give up.
- Why Toad kept trying.
- Why the kite finally flew.

During this time, have students return to the clues and problems they suggested when they browsed the story. Ask them whether the clues and problems they discussed were borne out in the story. Then have students talk about how “The Kite” has helped their understanding of the theme *Keep Trying*. Have students compare the characters in this story, Frog and Toad, to the spider they read about in “The Itsy, Bitsy Spider.” Students might note that the spider was not affected by the problems she faced, but Toad needed encouragement to complete his goal. Tell students that some goals they have will be more difficult to attain, and they might need encouragement to complete them. Tell students that sometimes they might be like Frog and might need to encourage a friend to keep trying.



Have students record their responses to the story in the Response Journal section of their Writer’s Notebooks. If they have achieved something because they kept trying, encourage them to record this event by drawing pictures and/or writing brief, descriptive sentences.