



### About the Book

Text Type: Fiction/Fantasy    Page Count: 12    Word Count: 459

#### Book Summary

*Flying Kites* is the third in a series of Hoppers stories that portray the Hopper family through different times of the year. It is March, and the little Hoppers go outside to fly their kites against the wishes of their mother. Snubby Nose gets carried away by his kite, and the bunnies learn their lesson.

### About the Lesson

#### Targeted Reading Strategy

- Retell


#### Objectives

- Use the reading strategy of retelling to understand and remember story events
- Understand and identify cause-and-effect relationships
- Identify and use various long /i/ vowel letter combinations
- Identify exclamatory sentences
- Alphabetize words to the second letter

#### Materials

Green text indicates resources available on the website

- Book—*Flying Kites* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- Cause and effect, sentence types, alphabetical order worksheets
- Discussion cards

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

- Content words: *against, caught, enough, trouble*

### Before Reading

#### Build Background

- If students have read the first and second Hoppers stories, *The Igloo* and *Valentine's Day*, review what happened in those books. Have them recall the characters and talk about what they remember about each one. Explain that the book they are about to read is another book about the Hoppers and that it is part of the Hoppers series. Make sure that students understand what a series is, and provide examples of other series students might have read.
- Ask students if they have ever flown a kite. Have them recount their experiences with kites. Talk about the conditions that are favorable and unfavorable for flying kites.

## Preview the Book

### Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Flying Kites*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, illustrator's name).
- Ask students if they think this book is fiction or nonfiction and to explain their reasoning.

### Introduce the Reading Strategy: **Retell**

- Explain to students that one way to understand and remember what they are reading is to stop now and then during reading to retell in their mind what is happening in the story.
- Explain to students that when someone retells something, he or she explains the details of what happened in order. Point out that people retell stories as part of their daily lives, such as explaining what happened in school to a student who was absent. Ask students to share other examples of when people might give a retelling.
- Model retelling a familiar story in detail, such as *The Three Little Pigs*.  
**Think-aloud:** *In The Three Little Pigs, three pigs each decide to build a house. The first pig decides to make his house out of straw. He gathers all of the materials and builds his house. The second pig decides to build his house out of sticks. He gathers all of the materials and builds his house. The third pig gathers the materials to build his house out of bricks. One day a big, bad wolf comes to the house of the first little pig. He wants the little pig to let him inside and says, "I'll huff and I'll puff, and I'll blow your house down."*
- Continue retelling in detail to the end of the story. Invite students to suggest information for the retelling of this story.
- Have students place sticky notes on pages 4, 8, 10, and 12. Explain that as they read, they should stop on these pages to think about what has happened in the story. Encourage students to retell in their mind what happens in the story as they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Cause and effect**

- Review or explain that a *cause* is an event that makes something happen, and the *effect* is what happens because of, or as a result of, the event. Create a two-column chart on the board with the headings *Cause* and *Effect*. Write the following sentence on the board under the *Cause* heading:  
*I hit a baseball through a window.*
- Model identifying a series of cause-and-effect relationships.  
**Think-aloud:** *If I hit a baseball through a window, the window might break and I might have to pay for the window. If I had to pay for the window, I would have to take money out of my savings. If I had to take money out of my savings, I wouldn't have enough money to buy the item I was saving money for. Sometimes a cause and its effect cause other events to happen.*
- Retell the series of cause-and-effect relationships about the baseball. Ask students to identify the causes and effects. Write each cause and its effect on the chart on the board. When finished, point out how each cause-and-effect relationship leads to other cause-and-effect relationships.

### Introduce the Vocabulary

- As you preview the book, ask students to talk about what they see in the illustrations, and use the vocabulary they will encounter in the text. Reinforce new vocabulary by incorporating it into the discussion of the illustrations.
- Write the content vocabulary words on the board. Point out to students that most of the words are multisyllabic words, or words that have more than one syllable. Have students identify which of the content words have more than one syllable. Model how to break the words into syllable "chunks" for easier reading.

- Model the strategies students can use to work out words they might not know. For example, point to the word *outside* on page 6. Model using the familiar word parts *out* and *side* to read the new word with which they may be unfamiliar. Then read to students the sentence with the word *outside* and ask if the word *outside* looks and sounds right.

### Set the Purpose

- Have students read to find out what happens when the Hopper children don't listen to their parents. Remind them to stop after every few pages to retell what they have read.

## During Reading

### Student Reading

- **Guide the reading:** Have students read to the end of page 5. If they finish before everyone else, have them go back and reread.
- Model retelling the events of the story using the illustrations as a guide.  
*Think-aloud: I stopped after a few pages to retell in my mind what I had read so far. Mother and Papa Hopper told the bunnies to stay in the house while they went shopping. All the bunnies did their chores once they left, but Snubby Nose really wanted to fly his kite. After lunch, they all took out their kites, just to look at them. Snubby Nose suggested that they fly them just in the front yard, but Fluffy Tail reminded them of what their mother told them.*
- Remind students that a retelling includes detail and description about the events of a story, while a sequence of events lists only the most important events that someone would need to know to tell the story correctly.
- Create a cause-and-effect chain on the board. Write *Mother and Papa Hopper left for town* under the *Cause* heading. Ask students to use the text and think-aloud discussion to identify the effect of this cause (*The children are thinking about disobeying and taking the opportunity to go outside*). Write this information on the chart under the *Effect* heading.
- Introduce and explain the [cause-and-effect worksheet](#). Ask students to write the information from the board on their worksheet.
- **Check for understanding:** Have students read to the end of page 8. Ask them to use the illustrations as a guide to retell the details of pages 6 through 8 to a partner. Listen to students' retellings for correct order and description of the story events. Discuss the retelling of these pages as a class.
- Ask students to identify and write on their worksheet a cause-and-effect relationship that happened as a result of the bunnies going outside. (*Cause:* They got tired of just playing in the yard; *Effect:* They left the yard and went down the path to the woods.)
- Have students identify and write on their worksheet a cause-and-effect relationship that happened as a result of the bunnies flying their kites in the woods. (*Cause:* The bunnies went down the path into the woods; *Effect:* Their kites got lost or broken.)
- Have students read the remainder of the story. Remind them to continue stopping on pages with sticky notes to retell in their mind the details of the story.



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

## After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- Retell in detail with students the events of the story from pages 9 and 10, using the illustrations from the book.


- **Think-aloud:** *Grandpa Grizzly got Snubby Nose's kite down out of the tree and told him to be careful with it. He took hold of the string, and the wind carried him and the kite away. All the other bunnies started to cry, but Grandpa Grizzly told them not to worry; they would see Snubby Nose again soon.*
- Have volunteers retell the events to the end of the book, using the illustrations from pages 11 and 12.
- **Independent practice:** Have students retell the story to a partner, starting at the beginning. Listen for whether students include the following: main characters, setting, correct events in order, and events in detail.
- Ask students how retelling the events of the story in their mind as they read helped them understand the story.

### Reflect on the Comprehension Skill

- **Discussion:** Discuss with students the information on their cause-and-effect worksheet. Point out how one cause-and-effect relationship led to a chain of other cause-and-effect relationships. For example, all the events in the book happened as a result of the bunnies disobeying their mother.
- **Independent practice:** Have students complete the cause-and-effect worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you read about what happened to some children who did not follow their mother's rules. Now that you know this, why is it important to listen to your parents, caregivers, and teachers?

### Build Skills

#### Phonics: Long /i/ vowel

- Write the word *kite* on the board and say it aloud with students. Tell them that the sound they hear in the middle of the word is the long /i/ vowel sound.
- Have students say the long /i/ sound aloud. Run your finger under the letters in the word as students say the whole word aloud. Write another word on the board, such as *side*, and ask students to identify which letter represents the long /i/ sound. Point out that the silent e at the end of the word causes the letter *i* to make the long /i/ sound.
-  Have students look on pages 9 and 10 and highlight or circle all of the words that have the long /i/ sound (*climbed*, *kite*, *might*). Write the words on the board.
- Point out the different letter combinations that stand for the long /i/ sound in these words, such as *imb*, *ite*, and *igh*.

#### Grammar and Mechanics: Exclamatory sentences

- Review or explain that an *exclamation mark* is punctuation used at the end of a sentence to show surprise or strong emotions and feelings. Tell students that they may also hear it called an *exclamation point*. Explain that sentences ending with an exclamation mark are called *exclamatory sentences*.
- Write the following sentence from page 4 on the board: *Let's fly our kites!* Tell students that this is an example of an exclamatory sentence. It shows surprise and strong emotion. Point out the punctuation mark at the end.
- Have students turn to page 11. Write the following sentences on the board, and ask students to find them in the text. Ask a volunteer to come to the board and underline the sentence that should have an exclamation mark at the end.  
*I see a speck*  
*Is it Snubby Nose*  
*He came down and landed right on the doorstep*
- Ask students how they might read the sentence with the exclamation mark differently from the rest (with strong emotion).

- **Check for understanding:** Have students find other exclamatory sentences in the book. Have them circle these sentences. Ask student volunteers to read the sentences aloud.
- **Independent practice:** Introduce, explain, and have students complete the [sentence types worksheet](#). If time allows, discuss their answers.

### Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order by using the first and second letters.
- Write the words *house* and *wind* on the board. Have a volunteer explain which word would appear first in alphabetical order (*house*) and why (because *h* comes before *w* in the alphabet).
- Write the words *mother* and *must* on the board. Point out that the words begin with the same letter (*m*). Ask a volunteer to tell which word would appear first in alphabetical order and why (*mother* because the second letter, *o*, in *mother* comes before the second letter, *u*, in *must*).
- **Check for understanding:** Write the words *climbed* and *caught* on the board. Have a student come to the board and circle which word would appear first in alphabetical order. Point out to students that they must look at the second letter of these words to alphabetize them correctly.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their responses.

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students retell what the book is about to someone at home before reading together.

## Extend the Reading

### Writing Connection

Have students read *All About Kites* (Level K) as a follow-up text to learn more about the history of kites, their uses, and even how to make a kite of one's own. Ask students to choose one of the three topics from the table of contents and create a poster describing what they learned.

### Social Studies Connection

Organize students' chairs in a circle and facilitate a discussion about rules and why it is important to follow them. Ask questions such as: *Why do adults in your life have rules for you? Why is it important to follow rules at home? At school? In your community? Do adults have to follow rules? Does our country have rules?*

### Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

**Assessment**

- consistently use the strategy of retelling to comprehend the text during discussion
- correctly identify cause-and-effect relationships in sections of the text during discussion and on a worksheet
- accurately identify and write the letter combinations that stand for the long /i/ vowel sound during discussion
- accurately identify exclamatory sentences during discussion, in the text, and on a worksheet
- correctly alphabetize words to the second letter during discussion and on a worksheet

**Comprehension Checks**

- [Book Quiz](#)
- [Retelling Rubric](#)