



About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 768

Book Summary

People have been making and flying kites for thousands of years. Kites are used in a variety of surprising ways. *All About Kites* is an informative text that provides details about the many uses of kites. Supportive illustrations and directions on how to make a kite are also included.

Book and lesson also available at Levels K and N.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions to understand nonfiction text
- Identify main idea and details
- Recognize past-tense verbs
- Place words in alphabetical order

Materials

Green text indicates resources available on the website

- Book—*All About Kites* (copy for each student)
- Chalkboard or dry erase board
- KWL / ask and answer questions, past-tense verbs, alphabetical order worksheets
- Discussion cards



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

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

Content words:

Story critical: **bridle** (n.), **instruments** (n.), **inventor** (n.), **legend** (n.), **shock** (n.), **temperatures** (n.)

Enrichment: *diplomat* (n.), *elaborate* (adj.), *fishhook* (n.), *imitation* (n.)

Before Reading

Build Background

- Write the word *kites* on the board. Ask students if they have ever flown a kite and, if so, when, where, and with whom they have done it. Select volunteers to share their experiences with kite flying.
- Ask students if they know what element of weather is necessary to fly a kite successfully. Select volunteers to offer an answer (wind). Ask students to consider why a large area of space might be needed when flying a kite.
- Explain to students that they may read things about kites and kite flying that they didn't already know. Have students look for new information as they read.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of what the book is about. Ask students what they expect to read about in the book based on what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Ask and answer questions**

- Make a KWL chart on the board. Remind students that *K* stands for *what I know*, *W* stands for *what I want to know*, and *L* stands for *what I've learned*.
- Have students think about what they know about the topic of kites. Explain that thinking about all the information they know about a topic before they read a book about it will help them to better understand and remember what they read. Explain to students that before they read, they should also think of some things they would like to learn about the topic that they don't already know. As they read, have them look for answers to their questions.
- Model how to ask and answer questions.
Think-aloud: When I think about kites, I think about the way they look when I see them in the sky. I know that there has to be some kind of wind or breeze to keep them in the air. I also know that they are flown at the end of a spool of yarn or string. I know that by tightening and loosening the line, you can make the kite move. I will write this information on my chart in the K column. I wonder why the kite stays in the air. I also wonder if the kite would still fly if there were no wind but I ran really quickly so it had to move in the air. I will write these questions in the W column. As I read, I will write any answers to these questions that I find in the L column. (Tailor comments to personal situation.)
- Introduce and explain the [KWL / ask-and-answer-questions worksheet](#). Have students think about the topic of kites, brainstorm all of the things they already know about the subject, and write them in the *K* column. In the *W* column, have students list any questions they have about the subject of kites. Explain that as they read the book, they will write new information in the *L* column. Remind them that sometimes as they read, new information they learn and questions they answer may lead to even more questions, which they should add to the *W* column.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Main idea and details**

- Review or explain that many nonfiction books focus on a topic so broad that it is necessary to break the information into parts. These parts are often written as sections in a book. The book has a main idea, and the sections are details that tell about it. Each section has its own main idea, and the information in the section tells details about the section's main idea.
- Model how to identify the main idea and details. Read page 7 with students.
Think-aloud: The title of this section is "Unusual Uses for Kites." The sentences talk about how kites are used as tools in fishing. The main idea of this section is that kites are sometimes used in unusual ways. A detail is that they can be used to fish.
- Explain to students that looking for main ideas and details as they read will help them to better understand and keep track of information as they read.

Introduce the Vocabulary

- As students preview the book, point out any vocabulary that you feel may be difficult for them. Point out that all of the words that appear in bold print can be found in the glossary at the back of the book.

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out a word. They can look for base words, prefixes, and suffixes. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Write the word *inventor* on the board and direct students to the text on page 6 to find the word. Model how they can use prior knowledge and context clues to figure out the word's meaning. Ask students to think of another word that begins with the same sounds (*invent*). Show students that by reading past the word they are unfamiliar with, they will find a sentence that provides a clue. In the words following the unfamiliar word, they read that Ben Franklin proved that lightning was electricity. Ask for a thumbs-up if students agree that Ben Franklin was an inventor. Explain that they have used what they know about a familiar word together with the context clues to figure out the meaning of the unknown word. Have students follow along as you read the sentence in which it is found to confirm the meaning of the word.
- Remind students to check whether a word makes sense by rereading the sentence.

Set the Purpose

- Have students think about what they know about kites as they read the book. Remind them to look for answers to the questions they posed on their KWL chart and to think about other questions they may have as a result of new information they read.


During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 11. Ask them to look for different kinds of kites and their uses as they read the Introduction and next two sections. Students can go back and reread the pages if they finish before everyone else.
- When they have finished reading, ask students to share the questions they wrote on their KWL chart that were answered by reading the sections. Add any new questions they have to their worksheet, and also add new questions to the chart on the board. Model answering a question written on the KWL chart.

Think-aloud: *One thing I wanted to know was whether there were many different kinds of kites. I found the answer to this question on pages 7 through 9. I never knew there were different shapes of kites and that they fly in different ways. I can add the kinds of kites described and illustrated here to the Learned column of my KWL chart.*

- As they read, remind students to look for answers to the questions on their KWL chart or to think of other questions to add to it. (Tailor comments to fit personal situation.)
- Have students look for the main ideas and details of the individual sections. Remind them to keep in mind the overall main idea of the book and to think about how the details relate to this main idea.
- **Check for understanding:** Have students read page 9. Point out that this page is part of the section titled "Unusual Uses for Kites" and ask them to think about how the information relates to this idea. Select volunteers to identify a main idea and details for this page.
- Have students read the remainder of the book. Encourage them to look for information to record on their KWL chart. Explain that identifying main ideas and details will help them to remember and better understand what they read.

 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



- Ask students to share examples of information they recorded on their KWL chart. Ask them to share any new questions they posed as they read.
- **Think-aloud:** *When I read the section about where to go to fly a kite, I learned why it's important to have a large, open area of land. I never thought about the possibility of tripping over something. This makes sense because I imagine that when you fly a kite, you're looking up at it and not paying attention to the ground. Also, I learned that kites could get caught in power lines, which isn't safe.*
- Check student understanding by inviting them to share information they learned. Ask if they have any unanswered questions on their chart.

Reflect on the Comprehension Skill

- **Discussion:** Ask students to recall the main idea of the book. Have them explain how the sections are details about the book's main idea and also main ideas themselves. Ask students how thinking through the relationship between a main idea and details helps them to understand and process the information.
- **Check for understanding:** Ask students to turn to page 14 and reread the information in the inset box. Ask a volunteer to share the main idea (flying a kite safely) and to state a detail (don't fly in rain or during thunder). Ask students to share other details about kite safety that are not mentioned but that would make sense.
- **Enduring understanding:** In this book, you read about the fantastic world of kites. You learned that kites are constructed in all shapes and sizes. You also learned that some people put their curiosity to the test and put kites to greater uses. Things are not always what they appear to be, so the next time you see a kite, consider what it's doing up in the sky. Maybe this book has sparked your curiosity. Do you have a new idea for a way kites can be used? Perhaps you have an idea of another sort. Put it to test—you may just be sitting on the next great invention!

Build Skills

Grammar and Mechanics: Past-tense verbs

- Remind students that *verbs* are words that tell action. Write the word *lift* on the board and read it with students. Then use it in a sentence: *I lift the kite over my head as I run.* Explain that *lift* is in the present tense, which means it is happening now.
- Explain that adding *-ed* to the end of some verbs makes them past tense, which means they describe something that *already happened*. Add *-ed* to *lift*. Read the word *lifted* and use it in a sentence: *I lifted the kite over my head, and then I ran.* Ask a volunteer to use the word *lifted* in a sentence.
-  Have students turn to page 5 and reread the page to find past-tense verbs. Remind them to look for the special *-ed* ending and to think about the meaning of what they read. If they read a description of something that already happened, it is in the past tense. Select volunteers to name the past-tense verbs they find. Have students underline these verbs in their book.
-  **Check for understanding:** Have students go through the remainder of the book and underline the past-tense verbs. Remind them to think about the way the author describes the action.
- **Independent practice:** Introduce, explain, and have students complete the **past-tense-verbs worksheet**. If time allows, discuss their answers.

Word Work: Alphabetical order

- Remind students that alphabetical order is a tool people use for organizing a list of information. Write the words *tail* and *kite* on the board. Underline the first letter of each word and ask students to tell which comes first in the alphabet, *k* or *t*. Explain to students that the words, if listed in alphabetical order, would be *kite* and *tail*.
- Write the words *kite*, *flying*, and *fishing* on the board. Underline the first letter of each word and ask students to identify the letters (*k*, *f*). Lead students to notice that two of the words begin with the same letter. Explain that when alphabetizing words that begin with the same letter, the second letter is used to determine in which order the words come in alphabetical order. Underline the second letter in the words *flying* and *fishing* (*l*, *i*). Ask students which of the two words comes first in alphabetical order and to then put all three in the correct order (*fishing*, *flying*, *kite*).
- Finally, write the following words on the board: *kite*, *kick*, *ground*, *grand*. Encourage students to notice that both words that begin with *k* also have the same second letter, and that the same is true about the words that begin with *g*. Explain that when the first two letters are the same, they need to look at the third letter in each word to determine which comes first in alphabetical order. Underline the third letter in each word. Ask a volunteer to tell which word comes first between *kite* and *kick* (*kick*). Select another volunteer to do the same for *ground* and *grand* (*grand*). Then have a volunteer write all four words correctly in alphabetical order (*grand*, *ground*, *kick*, *kite*).
- **Check for understanding:** Write the following words on the board: *sky*, *skull*, *skeleton*, *skill*. Have volunteers come to the board and number them in alphabetical order.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their answers.

Build Fluency
Independent Reading

- Invite students to read their book independently. Additionally, invite 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 practice classifying information as they read.

Extend the Reading
Informational Writing Connection

Have students conduct research about Benjamin Franklin. Have them delve further into information about the experiments he conducted and any other facts about his life that relate to his curiosity about the world around him. Have students write a short report on the information found, including two main ideas and a detail for each. Allow time for students to share their findings.

Visit [Writing A–Z](#) for a lesson and leveled materials on expository writing.

Art Connection

Have students design their own kite. Ask them to be creative in shape, artistic design, and colors on the kite. If possible, use the directions at the end of the book and allow students to actually make the kite they designed.

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.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- consistently use the reading strategy of asking and answering questions to understand information in a nonfiction text during discussion and on a worksheet
- accurately identify main idea and details during discussion
- correctly recognize past-tense verbs in class discussion and on a worksheet
- correctly alphabetize words during discussion and on a worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**