

THE KITES

Let us do these activities before we read.

- Answer the following questions and share them with your teacher and classmates.
 - Have you ever flown a kite or seen someone fly it? Where? When?
 - Describe the kite—colour(s), shape, design of tail, any other detail.
 - What did you think when you saw the kite up in the sky?
- Search the internet for videos on Kite Festivals and watch them with your teacher and classmates.
 - Share the things with your teacher that you saw and what the people were doing.
 - Would you like to participate in this kind of festival? Why?
 - What kind of kite would you like to fly?
- Look at the picture and complete the sentences. Share your responses with your teacher.

windy kite flying birds sky looking has ribbons

- I can see _____, _____ and _____ in the picture.
 - The weather in the picture is _____.
 - The kite is _____ high in the sky.
 - The child is _____ from below.
 - The tail of the kite _____.
- Now, think and answer.
 - List two more things that you want to add to the picture.
 - If I were the child, I would _____.
 - If I were the kite, I would _____.





Let us read

Up in the air
See the kites fly,
Like coloured birds
In the wind-whipped sky.

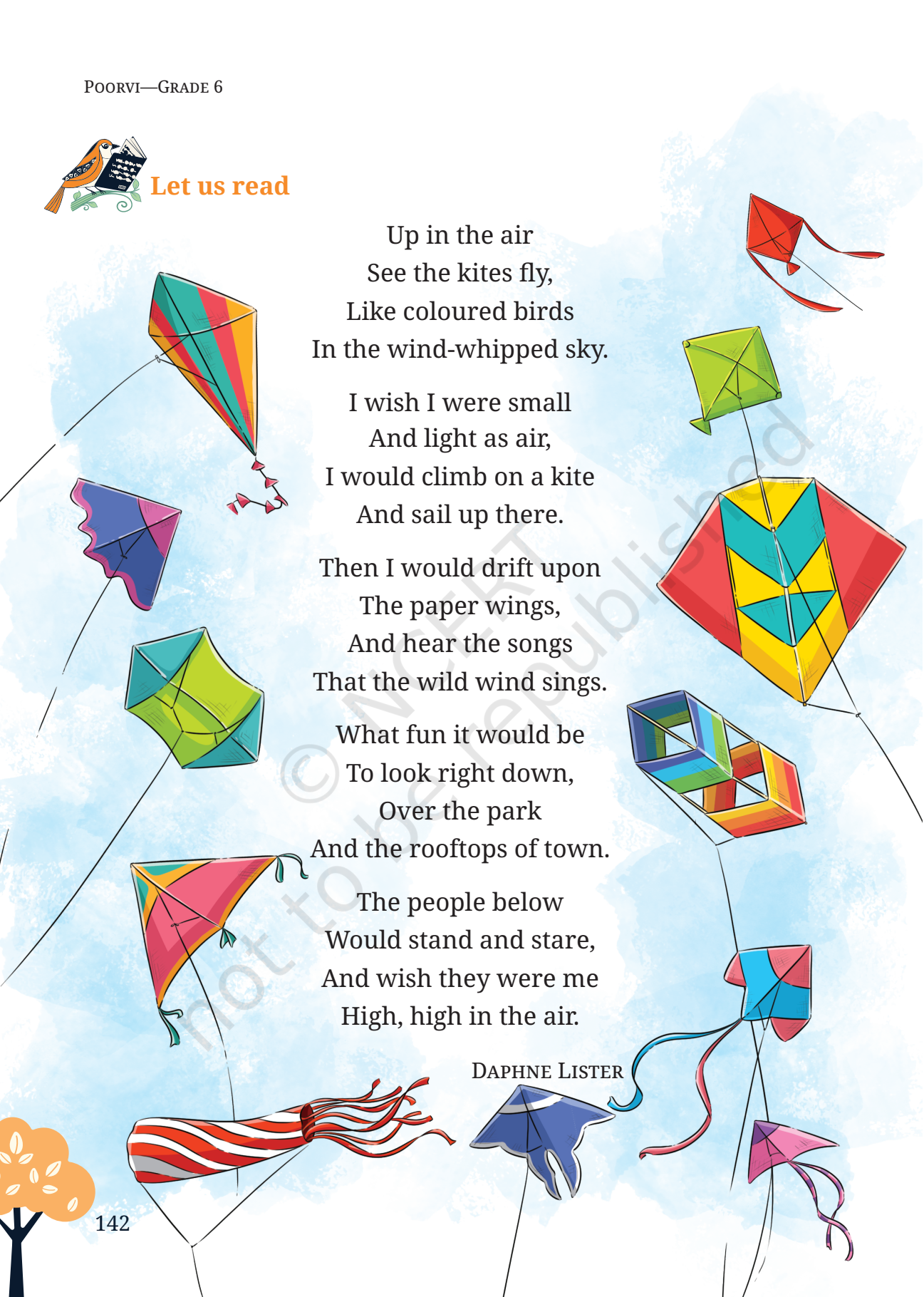
I wish I were small
And light as air,
I would climb on a kite
And sail up there.

Then I would drift upon
The paper wings,
And hear the songs
That the wild wind sings.

What fun it would be
To look right down,
Over the park
And the rooftops of town.

The people below
Would stand and stare,
And wish they were me
High, high in the air.

DAPHNE LISTER



Let us discuss

1. Read the poem silently. As you read, mark the given statements as True or False.

Statements	T/ F
(a) The child is looking at the kites.	
(b) The kites look like birds of different colours.	
(c) It was a rainy day.	
(d) The child wants to be like a kite.	
(e) The child wishes to climb on a kite.	
(f) The kite is made of cloth and plastic.	
(g) The child wants to ride the kite.	
(h) The child knows they would have fun.	
(i) The child wants to look at the kite from a rooftop.	
(j) The child would like to look at people down below.	
(k) The child knows that the people would stare.	

2. Complete the following sentences.

- (a) The poet says that the kites are like coloured birds –
See the kites fly/**Like coloured birds** in the sky.

The kites have been compared to **b** _ _ _ _ because they
_____.

- (b) The child wishes to be like air – I wish I were small / And **as light as air**.

The child wishes to be as **l** _ _ _ **t** as _ _ _ . The child wishes this
to be able to **c** _ _ **m** _ on a kite and fly.



The poet uses **simile** in (a) and (b) to compare the kites with coloured birds and the quality of being light as air. The poet uses 'like' and 'as' to compare.

Do you think that the use of **simile** in this poem helps us imagine better when we read the poem? Share your thoughts with your teacher and classmates.

3. Find a set of words from the poem that begin with the same consonant sound.

Stanza 1

Which consonant sound do both words begin with?

Stanza 3

Which consonant sound do both words begin with?

This is called **alliteration**. For example, **big bright blue bag, funny fan**, etc.

Create 4 other sets of words using alliteration.

4. In the last stanza, the two words that the poet repeats are _____, _____ to tell us that the kite is flying _____ y high.
5. Study each stanza and underline the rhyming words from the end of each line. Also, circle the end words in the stanzas that do not rhyme.



Let us think and reflect

1. Read the given lines from the poem and answer the following questions.

*What fun it would be
To look right down,
Over the park
And the rooftops of town.*

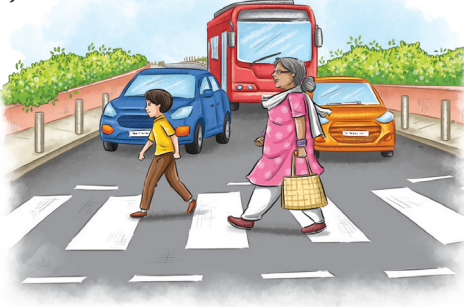
- (a) Circle the word that does **not** share the same feeling as 'fun':
joy, excitement, care, happiness.



(b) Which line tells us that the poet was somewhere above?

(c) Choose the scene the child saw.

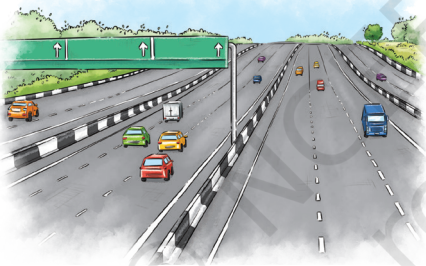
(i)



(ii)



(iii)



(iv)



2. Answer the following questions.

(a) How does the poet describe the kites in the first two lines?

(b) Why does the child say that they have to climb a tree first to get onto the kite?

(c) What are the songs that the child hears when flying atop the kite?

(d) Why did the people look up at the child and stare? If you looked up and saw that, what feelings would you have?

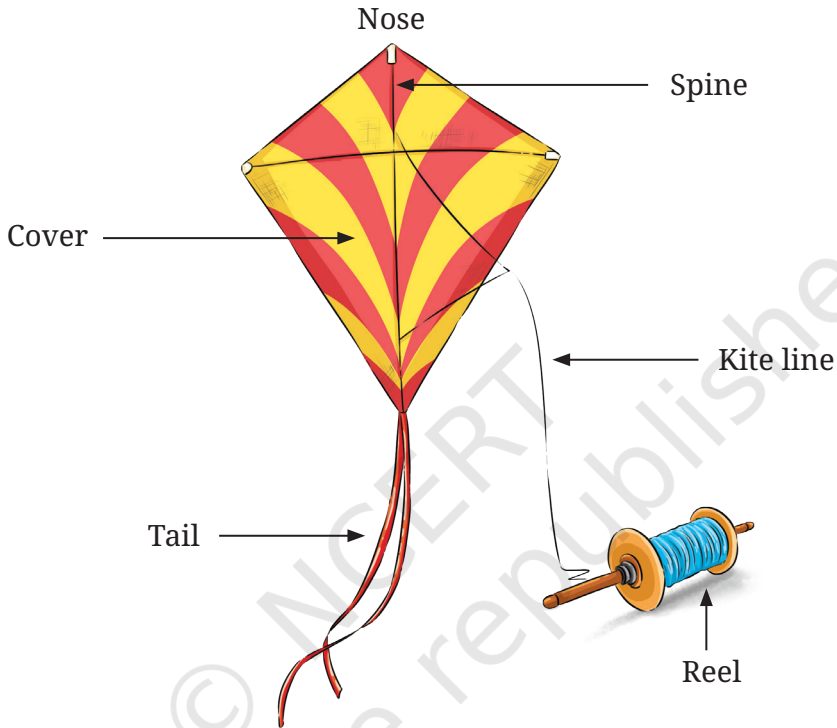
(e) If you were the kite carrying the child high up in the air, what would you tell them?





Let us learn

1. Look at the picture of the kite and read what some of its parts are named.



Now, complete the given conversation by filling the blanks with some 'parts of a kite' words from above.

Bina : I love the long yellow t ___ at the end of my kite.
What colour is your kite?

Saroj : My kite's c ___ is pink. The s ___ e is black.

Bina : Oh wonderful! My kite l ___ is red. The r ___ l that wraps it is green. I really like it.

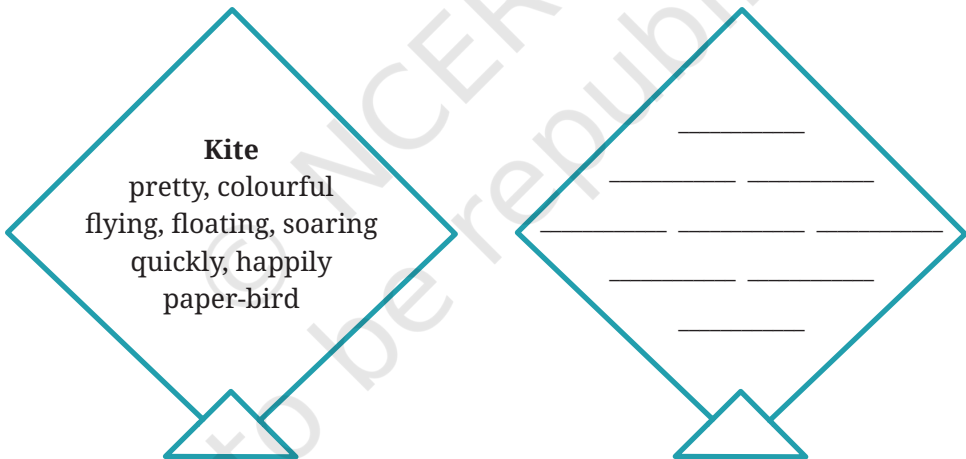
Saroj : My kite line is red too. The tip of my kite has a blue ___ e.

Bina : Beautiful! Let's go and fly our pretty kite.



2. Let us create a poem using words in a kite!

The first line is the subject. Keep this to one word . Use a noun.	kite
The second line is two describing words for the noun.	pretty, colourful
Line three includes three action words.	flying, floating, soaring
Line four uses two words that describe the action words.	quickly, happily
Line five is one word that has the same meaning as the subject/synonym.	paper-bird



This is called a **cinquain** poem. It is a five line poem that describes a person, a place or a thing.

Now, create a cinquain poem yourself on anything you like.

3. The poet uses the word ‘fly’ and ‘drift’ to tell us about the kite’s movement.



- (a) Circle the words that match with the 'drift' movement. You can choose more than one word.

slow fast quick upward
downward round and round float

- (b) Study some other words about the kite's movement and share what type of movement they show. You can look at (a) for the type of movement.

glide dive soar swoop circle

4. The poet has used expressions like—

up in the air; look right down; stay up there; stand and stare

- (a) Read how these expressions are used in the poem.
(b) In pairs, make sentences using these expressions. Discuss with your teacher and then write in your notebooks.



Let us listen

Listen about the Kite Festival in India. As you listen, circle the words that are **not** correct. Then, listen again and write the correct words. (*refer to page 163 for transcript*)

- (a) Kite Festival is celebrated during the month of June.
(b) The International Kite Festival is named *Uttarayan* in Eastern India.
(c) *Uttarayan* is mainly celebrated in Gujarat, but also in Maharashtra and Telangana.
(d) During the Kite Festival, we can see kites of different shapes, sizes and colours.
(e) In Karnataka, the Tourism Department organises the kite festival every year.



(f) The Punjab region celebrates *Basant Panchami* and *Baisakhi* by flying kites.

(g) People of India also enjoy flying kites on Earth Day.



Let us speak

Share a kite-flying experience with your classmates. If you have not flown a kite yet, share an experience of watching kites fly. Give details—Where? When? Why? How? Speak in complete sentences.



Let us write

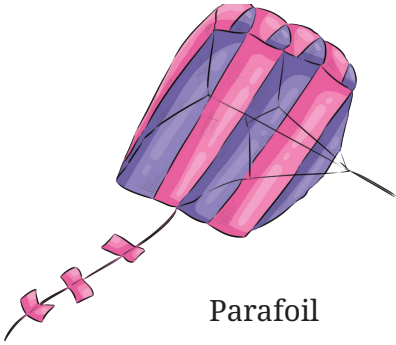
- Imagine yourself as a kite. In pairs, first discuss all the following hints.
 - What shape of kite are you? What colours do you have? What other parts of yourself are you happy about?
 - Where are you? Who do you belong to? What activities do you do? Who are your friends?
 - Do you have any message for humans?
- Now, write a paragraph of about 100 words, with the title—**I am a Kite.**



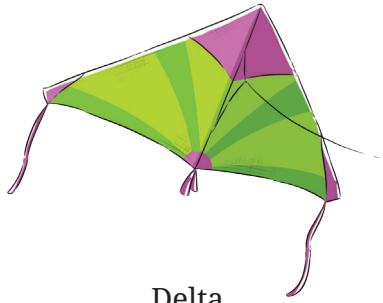
Let us explore

- The mention of kites exists in ancient Indian texts. It can be found in the poetry of the thirteenth-century Marathi saint and poet, *Namadeva*. In his poems or *gathas*, he called a kite a *gudi*, and there is a mention that the kites were made from *kaagad* (paper).
- Have a look at some of the different types of kites. Choose which one is commonly seen.

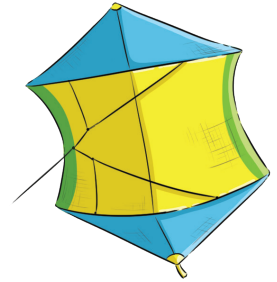




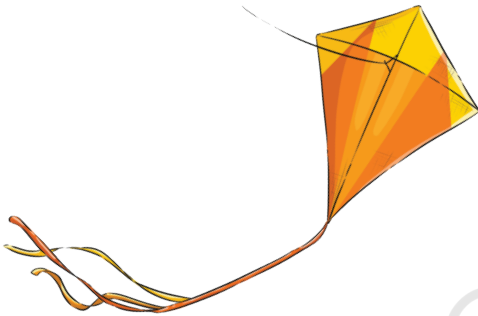
Parafoil



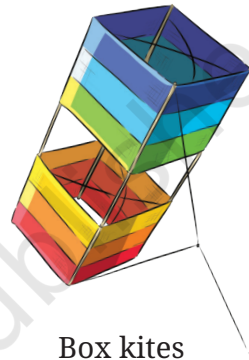
Delta



Rokkaku



Diamond-shaped kite



Box kites

- (a) Find out the steps to make a kite.
- (b) Follow the steps and create your own kite. Get it to school to show your teacher and classmates.
- (c) Write a message on the kite. For example: Happy Independence Day!

