

# A Kite



0118CH07

UNIT

7

## Learn and enjoy this poem

I often sit and wish that I  
Could be a kite up in the sky,  
And ride upon the breeze and go  
Whichever way I chanced to blow.



## New words

blow

breeze



chanced

kite



sit

## Let's read



I can fly a kite.

I love to sit under a tree.

## Reading is fun

- ▶ What does the child wish to be?
- ▶ What does the child wish to do with the breeze?

## Let's talk

- ▶ What would you like to be?
- ▶ Imagine you are a bird in the sky. Describe what you will feel when you see a kite flying near you.

## Say aloud

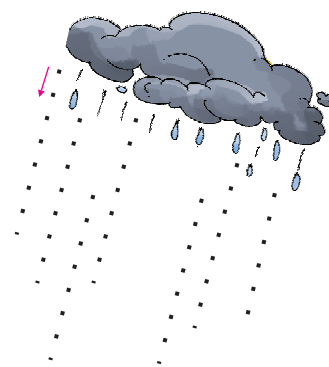
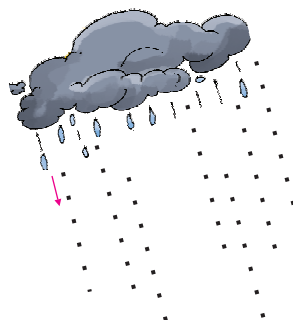
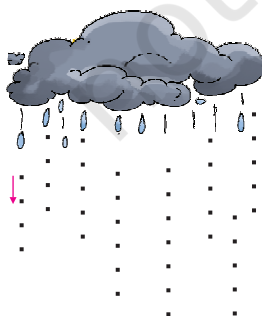
bride	cart
kite	chance
ride	dance
side	fast
sky	part

**Do you know more words with these sounds?**

## Let's share

- ▶ What are the different things that fly in the sky?
- ▶ If you had wings, where would you fly?

**Trace on the rain patterns.**



Use the picture clues to draw pictures of the day sky and night sky in the windows.  
 Colour the pictures.



You see them all in the sky. Fill in the blanks by choosing words from the box.

stars      sun      cloud      rainbow      moon



# Sundari

## *Read and enjoy this story*

Sundari was a big red, white and blue kite. When Bobby made her she smiled at him.

“You are beautiful and I will call you Sundari,” he said.

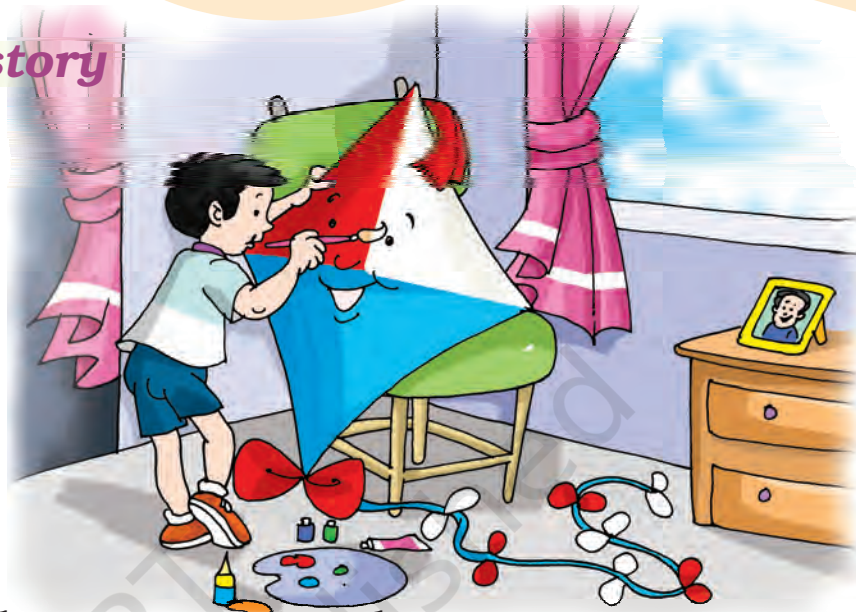
One day, Bobby took Sundari to the fair.

The band was playing and everyone was smiling.

A merry-go-round was playing a happy little tune. It was carrying lots of boys and girls round and round on its wooden animals.

Bobby looked for an open space where he could run and fly his kite. Sundari looked too.

Out in the grass ran Bobby, holding up his kite as high as he could.



Puff! The wind came along. Sundari started to fly up! But she could not go very high. A little dog was holding on to her long tail. It was in his mouth.



Bobby shooed the dog away.

“We’ll try again,” Bobby said.

This time Sundari leaped up in the air. She tugged hard. Oh, how she wanted Bobby to let go of her string! She gave a big tug. Bobby had to let her go.

“Wheee!” cried Sundari. “Now I can fly as high as I please!”

And away she went. She flew up, up, up in the air.



(Adapted from ‘Cleo’ by Ruth Dixon)

### New words

band

dizzy



smile

string

tug

wind

### Let’s read



I feel **dizzy** on a merry-go-round.

The **band** was playing a tune.

## Reading is fun



- ▶ Who made Sundari?
- ▶ Why did Bobby call his kite 'Sundari'?
- ▶ Did Sundari fly very high at first?
- ▶ What made Sundari really happy?

## Let's talk



- ▶ Do you like to fly kites?
- ▶ Who helps you to fly kites?



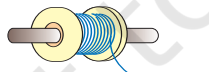
## Let's share



- ▶ Tick the objects you need to fly a kite.  
Colour the kite.



stick



roller



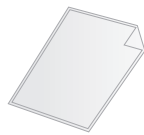
glue



pair of  
scissors



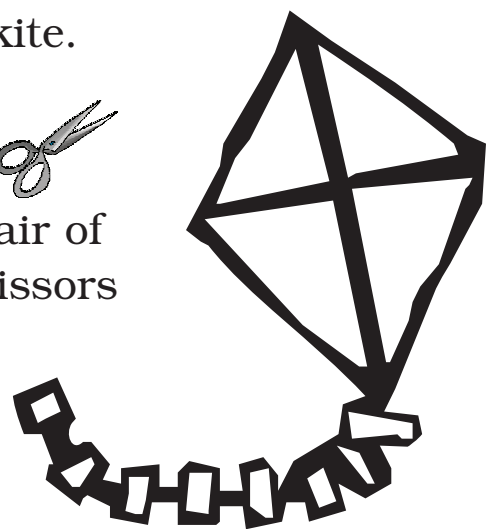
basket



paper



ball



**Name the objects in your own language.**

**Trace over the dotted lines**

The handwriting practice sheet consists of ten rows of four-line guides (top and bottom lines are pink, middle two are blue). Each row contains a solid example of a stroke or letter with numbered arrows indicating the direction and order of strokes, followed by dotted lines for tracing.

- Row 1: A horizontal line with a red starting dot and an arrow pointing right. This is followed by four dotted horizontal lines.
- Row 2: A horizontal line with a red starting dot and an arrow pointing right. This is followed by four dotted horizontal lines.
- Row 3: A vertical line with a red starting dot and a downward arrow. This is followed by four dotted vertical lines.
- Row 4: An L-shaped line with a red starting dot. The first stroke is vertical with a downward arrow, and the second is horizontal with a rightward arrow. This is followed by four dotted L-shaped lines.
- Row 5: An inverted L-shaped line with a red starting dot. The first stroke is horizontal with a rightward arrow, and the second is vertical with a downward arrow. This is followed by four dotted inverted L-shaped lines.
- Row 6: A zigzag line with a red starting dot. The first stroke is diagonal down-right with a downward arrow, the second is diagonal up-right with an upward arrow, and the third is a vertical line with a downward arrow. This is followed by four dotted zigzag lines.
- Row 7: A zigzag line with a red starting dot. The first stroke is diagonal down-left with a downward arrow, the second is diagonal up-right with an upward arrow, and the third is a vertical line with a downward arrow. This is followed by four dotted zigzag lines.
- Row 8: A zigzag line with a red starting dot. The first stroke is diagonal down-right with a downward arrow, the second is diagonal up-right with an upward arrow, and the third is a vertical line with a downward arrow. This is followed by four dotted zigzag lines.
- Row 9: A zigzag line with a red starting dot. The first stroke is diagonal down-left with a downward arrow, the second is diagonal up-right with an upward arrow, and the third is a vertical line with a downward arrow. This is followed by four dotted zigzag lines.
- Row 10: A zigzag line with a red starting dot. The first stroke is diagonal down-left with a downward arrow, the second is diagonal up-right with an upward arrow, and the third is a vertical line with a downward arrow. This is followed by four dotted zigzag lines.

Let's do



Look at the pictures and tell the story in your own words.

### THE UMBRELLA AND THE CROW





**Rearrange the following sentences in the right order to make it into a story on the left page.**

- ▶ A wind blows.
- ▶ It is raining.
- ▶ The crow flies away with the umbrella.
- ▶ The girl has an umbrella.
- ▶ The umbrella is now a nest.
- ▶ The umbrella hangs from a tree.

**Now say the story in English using the words rain, wind, crow, nest, is, has, blows, flies.**

**Let's read and write**



crow girl nest

crow girl nest

tree wind

tree wind



In this unit we introduce children to sounds like *blow*, *whoosh*, *puff*, *whiff*, *dizzy*, *shooed*, *shoo*, *woof*, and *woo*. Encourage children to listen to all the sounds on their way to school. Let them discuss the ones that were pleasant and those that were not. You can also ask them to recite different rhymes involving animal sounds.

► **Develop pronunciation**

Have a reading session of the story 'Sundari'. Let each child be given a few lines to read.

► **Exposure to language**

Continue to use *sight words* in the classroom. Here you can put up the following words and get the children to repeat after you.

door

tree

window

► **Develop speaking skills**

Divide your class into four groups: 1, 2, 3, 4

Enjoy this short play with children saying:

**All children** : 1, 2, 3, 4, 5

**Group-1** : *Whoosh! Whoosh!* Once I caught a fish alive.

**Group-2** : 6, 7, 8, 9, 10  
*Woof! Woof!* Then I let it go again.

**Group-3** : 11, 12, 13, 14, 15  
*Shoo! Shoo!* Why did you let it go?

**Group-4** : 16, 17, 18, 19, 20  
*Blow! Blow!* Because it bit my finger so.

**Group-1, 2, 3** : Which finger did it bite?

**Group-4** : This little finger on my right.

Let all children clap their hands and say this entire rhyme once again.

Through play, children develop the habit of establishing and following instructions which will help them throughout their lives. Playing in groups helps them to exercise self control. It also gives an opportunity to the teacher to observe and improve children's social understanding and attitudes.

▶ **Develop writing skills / fine motor coordination**

Introduce **A** to **Z** in capital letters. Write from **a** to **z** on the blackboard. Let the children write and read from the board and from the picture dictionary. Use Activity Sheets and a notebook for further practice.

Let children move in a single line saying, “*Puff, puff* goes the train”.

▶ **Raising awareness**

Involve the children in a kite making activity. They can either decorate their class or the trees outside with the kites they have made. They can talk about festivals when kites fly in the sky.

**MATERIAL REQUIRED**

Any coloured paper,  
strings and straws / twigs.

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