



# FLYING KITES

*Time 25 Period*

Theme	: Empathy
Subtheme	: Kindness and concern to fellow beings, Friendship
Discourses /Activities	: Story : Song / Dialogue : Description : Making a Kite : Identifying the colours in a rainbow : Drawing, colouring and describing a bird : Writing a conversation. : Connecting two words using the conjunction “and”
Language elements	: Adjectives of colour, size, shape etc.. : Conjunction ‘and’ : Vocabulary related to birds
Learning outcome	: Comprehends and enjoys simple stories and poems : Makes kite using paper and other materials : Frame sentences using simple adjectives : Uses the conjunction ‘and’ in meaningful contexts : Draw the picture of a bird and describe it using appropriate vocabulary : Sequencing the major events in a story. : Write simple conversations suited to the context.



## TEXT - 30

## • Entry Activity (Making Kite)

## Interaction

Do you like Kite ? Do you like to fly the kite ?

Do you know how to make a kite ?

Which colour do you want for your kite ?

Elicits their responses

Teacher writes the colours on BB

Teacher makes group according to the colours

Distributes a bag (containing materials for making kites to each group)

Allows them to have a look at the contents of the bag

What can you see in it ?

Let the learners say the name of the items in the bag .The teacher megaphones the names and writes on BB (Colour Paper, Scissors, Splinter, fevicol, thread, etc.....)

Teacher gives instructions and demonstrates how to make a kite (**Activity 4 in TB**)

Is your kite ready ?

Do you know any poem about a Kite ?

Shall we hear a new poem ?

Teachers displays the poem (**TB: 38 'colour kites'**) on a chart Teacher plays the audio CD / Teacher Sings the Poem

What is the song about ? Isn't it about kites?

How many kites are here ? Whose Kite will fly high ?

Let's See, Teacher and learners move to the play ground. All the groups sing the song and fly their kites.

Look, which one is beautiful ?

Which one is flying high ?

Which group is the winner ?

Let's give a big clap for the winner, okay ?

Shall we move back to the class room ?



Today I will tell you a story about a girl

- **Narrative**

Teacher presents the narrative with all the prosodic features .

***Minu is a girl of seven years . She has many friends. Dinu, Riyaz , Maya are some of her friends. Usually they play together in the play ground.***

Do you like to play ?

What do you play usually ?

What may Minu and her friends play ?

Free responses . Teacher writes the free responses on the BB. Let's see

**Picture Reading BP 30.1**

Look at the picture, What can you see in the picture ?

What are the children doing ?

Which kite is flying high ? Are they happy ?

Do all of them have kites ?

Who is the one without a kite ?

Gopu, Please come and show me .

"You are right". Who is that girl ?

This is Minu. She has no kite .

Will any one give her a kite ?

Let's read Text page 30

- **Reading Process**

**Individual reading**

Find out the words / phrases / sentences you can read

Teacher charts the words/phrases sentences the children can read on BB

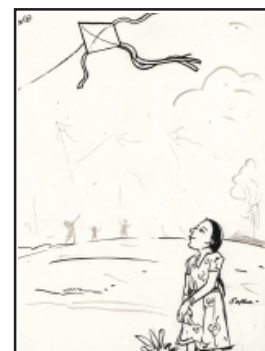
**Introduces BP 30.2**

Who are flying kites ?

Minu's Friends are flying the kite

Which kite is she looking at ?

How will you describe the red kite ?





Looking at the kite, what will she think ?

Teacher writes the responses on the BB .

“The red kite”

“The beautiful red kite”

“The red kite is flying high.”

There is a sentence in the text showing same idea. Can you find it out from **Text 30**

Let learners find out and read the sentences that describe the kite .

**What a beautiful red kite !** (Writes on BB)

Have a close look at the picture .

Does Minu have a kite ?

Did she like to fly the kite ?

**Minu liked to fly the kites** (Writes on BB)

Teacher points to **BP 30.1** (Teacher colours the Kites in **BP 30.1**)

Do all the kites look alike ?

Do all of them have same colours ?

No, they are of different colours.

Elicit responses

Did the kites fly up ?

Yes, they flew up in the sky

What did the kites of different colours do ?

Look at the picture,

**The Kites of different colours flew up in the sky** (Writes on BB)

### Interaction

Does Minu have a kite ?

Is she happy now ?

What will be in her mind ?

Does she wish to fly a kite ?

There is a sentence to show Minu’s wish in TB 30

Can you find it out ? Teacher asks the learners to find out it from the Text.



- **Reading process**

**Individual reading**

Let the learners read individually and underline the elicited texts.

**Collaborative reading**

Sharing ideas in the group

Teacher intervenes in groups and checks the comprehension by asking the following interaction questions.

- Whose kite was the red one ?
- What did Minu do while her friends fly their Kite?

**Loud reading by the teacher****Scaffold reading**

- If you were Minu, will you join in flying Kites ?

**Loud reading by the learners**

Let the learners take turn and read one or two sentences in the group.

Others can give suggestion to the reader.

Select one member in the group for the whole class reading.

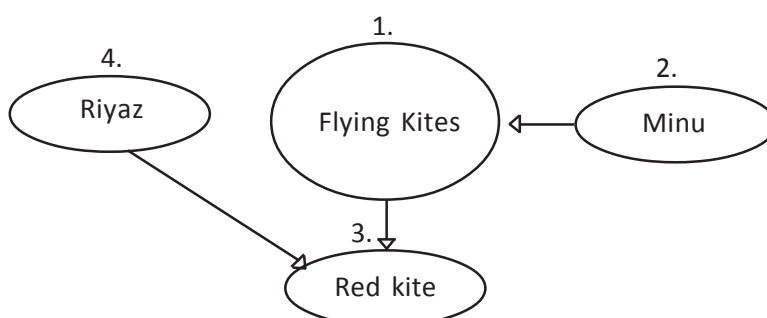
- **Strategy**

Teacher distributes word strips of elicited texts to each group . Teacher reads out one elicited text, The group has to make the sentence using the word strips. when asked, the learners stand in an order by holding the strips. (Elicited texts for strategy :- What a beautiful red kite,Minu liked to fly the kite , Kites of different colours flew up in the sky, One day I will also fly my kite.)

**TEXT - 31**

Teacher prepares / asks the children to prepare concept map based on the picture interaction on Text - 30 as a brush up activity.

1. What are the children doing ?
2. Who is watching the flying kites ?
3. Which kite is flying high ?
4. Who is flying the red kite ?







Will the children play for long time ?

Will Minu play with them ?

Okay let's see.

### Narrative

*Minu was watching the children flying kites . The Kites went high up. The Kites looked like colourful birds. Minu felt happy in the cool wind. The kites flew in the gentle wind. Slowly the wind became stronger.. "Maya, Dinu look ! It is going to rain. It will spoil our kites. Let's go home". Riyaz shouted. Children stopped playing .They ran home with their kites. Minu got up and walked home.*

Do you want to see the picture ?

- Eliciting subtexts

Teacher shows the **BP 31.1**

What can you see in the picture ?

Did the kites fly in the gentle wind ?

**The kites flew in the gentle wind** (Writes on BB)

See the next picture. teacher shows **BP 31.2**

Can you see any change in the scene ?

Did the wind become stronger now ?

**The wind became stronger** (Writes on BB)

Teacher shows **BP 31.3**

What does the picture show ?

Is it going to rain ?

**Yes, It is going to rain** (Writes on BB)

Teacher points to the boy and asks,

The boy is trying to say something to others. What may be that ?

**"Let's go home"** (Writes on BB)

Did children stop playing ?

**Children stopped playing** (Writes on BB)

See the next picture, Teacher introduces **BP 31.4**

What did the children do with their kites ?





**Children ran home with their kites** (Writes on BB)

Have a look at the picture, what did Minu do ?

Did she get up ? Where did she walk to ?

**Minu got up and walked home** (Writes on BB)

What is the sound she heard ?

Hearing the 'Kee...kee' sound what did she do ?

See BP 31.5

**She turned back** (Writes on BB)



Teacher reads the elicited texts two or three times and children read after the teacher.

Shall we read the Text 31

- **Reading Process**

**Individual reading**

Children you read the text individually and underline the elicited texts.

Now children you can sit in group and find out the answers for the following questions.

Teacher displays the following questions on a chart.

- Who are there in the picture ?
- What were the friends doing ?
- When the rain came, what did the children do ?
- Why did Minu turn back ?

Each group presents their responses.

**Loud reading by the teacher**

**Loud reading by the learners**

Let the learners take turn and read one or two sentences in the group.

Others can give suggestion to the reader.

Select one member in the group for the whole class reading.

- **Strategy**

We are going to play a picture card game now (Using the Big pictures). Are you ready ? Teacher distributes the sentence strips to all the children Teacher shows the 1st picture and interacts

What do you see in this picture ?



There is a strong wind .

How many of you got this sentence strip ? Please show me the strip.

Like wise the teacher shows all the pictures and asks the learners to hold the appropriate strips

Teacher writes all the four sentences on a chart . Teacher reads the sentences and learners read it after the teacher.

(Sentences for the strips :- There is a strong wind. It is going to rain. Lets go home. They ran home with their kites Minu got up and walked home)

### TEXT - 32

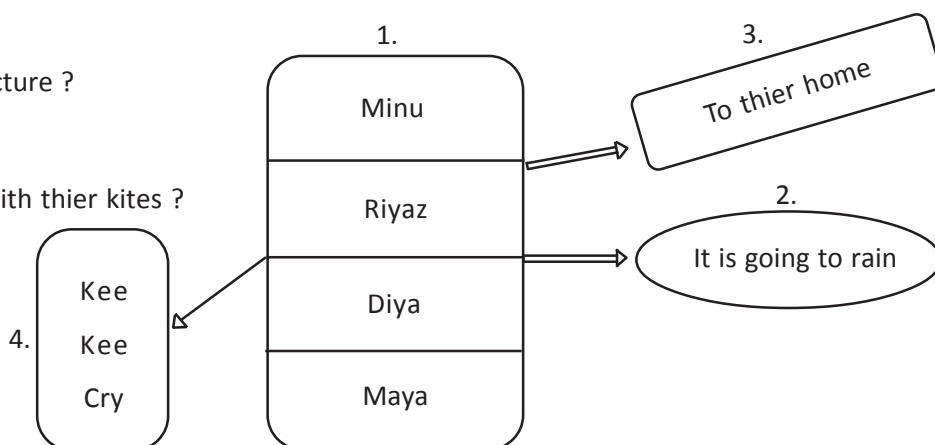
Teacher prepares / asks the children to prepare concept map based on the picture interaction on Text - 31 as a brush up activity.

1. Who are there in the picture ?

2. Why are they running ?

3. Where are they going with thier kites ?

4. What did Minu hear ?



### Interaction

Minu heard a cry .What was that sound ?

Kee..... Kee..... Do you know who made the sound ? I will show you.

Teacher shows the picture **BP 32.1**

What is this ? Teacher points at the bird and asks .

Look at the bird. It is wet .

Is it shivering ? (Teacher may acts as shivering )

See the bird. Is it a big bird or a little one?

Seeing the little bird, What did Minu say ?



**Seeing the bird Minu said, 'A little bird. It's shivering Oh ! its wings are wet.' The little bird tried to flap its wings . How cute and soft ! but it can't fly**





Teacher shows picture **BP32.2**

Pointing to the picture Teacher asks.

What did Minu do ?

**She took the bird in her hands** (Writes on BB)

Teacher shows **BP32.3**

Look at this picture , what did Minu do now?

**Minu held it close to her heart** (Writes on BB)

Look at the picture, What does the little bird do ?Teacher points to the beak of the little bird .

Look at this picture. What did the bird do ?

**The little bird opened its little red beak** (Writes on BB)

***What's Minu saying to the bird ? Teacher presents the following text with tonal variation. What happened dear ? Where is your mother? Are you alone ? Kee... Kee.... Cried the little bird . Don't feel afraid my dear . Minu whispered.***

Teacher writes the elicited text on the chart . Teacher reads the text two or three times . Learners read after the teacher.

- **Reading Process**

**Individual reading**

Children read the Text 32, find out the elicited texts and underline it.

**Collaborative reading**

Now children, you can sit in the group and read the text once again .

Group sharing . Teacher ensures the comprehension by asking the following questions.

- Why can't the bird fly ?
- What did Minu do?

Teacher reads the text aloud.

**Scaffold reading**

How did the little bird come there ?

- **Strategy**

Teacher writes the following sentences on a chart.

It is shivering





The wings are wet.

Took the bird in her hand.

It opened its little red beak

Cute and soft

Don't be afraid my dear

Opened its little red beak

Held it close to her chest

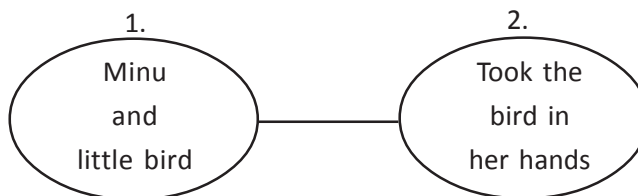
Kee.... Kee....cried the little bird.

Teacher reads each sentence and ask the children to draw pictures of Minu or Little bird near the sentence in their notebook.

### TEXT - 33

Teacher prepares / asks the children to prepare concept map based on the picture interaction on Text - 32 as brush up activity.

1. Who are there under the tree ?
2. What did Minu do ?



Teacher interacts using the picture **BP 33.1**

Who are there in the picture ?

What's in Minu's hand ?

What will Minu say to his mother ?



Let's See,

Seeing the little bird in Minu's hand "What will the mother ask ?"

Then what will she reply?

Won't Minu's mother ask "Where did she get it from ?"

How will she ask it ?

What will be the response of Minu then ?

Where does Minu want to keep the bird ?



How will Minu ask permission?

Teacher asks the children to write the conversation between Minu and her mother.

- **Reading Process**

**Individual writing**

Group sharing: children sit in group and read whatever they had.

Seeing the little bird in Minu's hand, what will the mother ask ?

Then what will be Minu's reply?

Won't Minu's mother ask, "where did she get it from ?"

How will she ask it ?

What will be the response of Minu ?

Where did Minu want to keep the bird ?

How will Minu ask permission?

Teacher asks the children to write the conversation between Minu and mother.

**Individual writing**

Children write the conversation between mother and Minu.

Group sharing: Children sit in groups and read whatever they had written.

Let them prepare the conversation in group with the help of the teacher.

Evolving Teacher version

Editing of the product.

Now the teacher can read the Text 33 with all the prosodic features.

**Loud reading by the learners**

Let the learners take turn and read one or two sentences in the group.

Others can give suggestion to the reader.

Select one member in the group for the whole class reading.

- **Strategy**

In pair the learners present the text 33 as a role play (**Activity 2 in text book**)

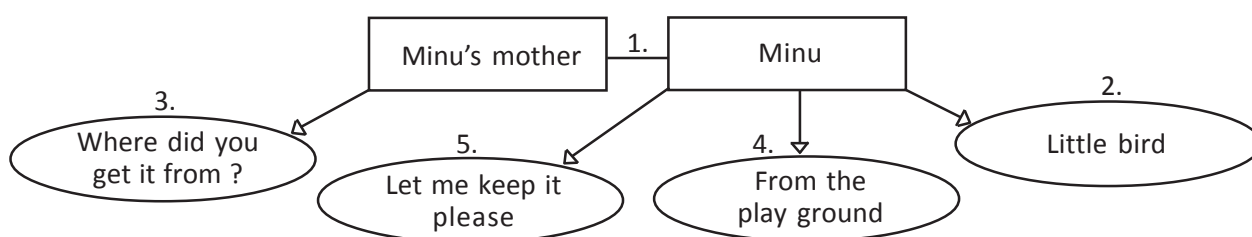
Children complete the Activity 2 in Text book page 41



## TEXT - 34

Teacher prepares / asks the children to prepare concept map based on the picture interaction on Text - 33 as a brush up activity.

1. Whose mother is there in the picture ?
2. What's there in Minu's hand ?
3. Seeing the little bird, "What did the mother ask ?"
4. What did Minu reply ?
5. What did Minu beg her mother ?



Minu wanted to keep the bird at home

Will Minu's mother allow her to keep the little bird at home ? Let's see,

### Narration

***"Please mother, let me keep it here". Minu said. "Okay but you have to take care of it" Mother said***  
***Minu was very happy. She ran to the kitchen. She opened the nut box and took some nuts . 'Eat these nuts my dear' Minu said.***

What happened then ?

Will the bird eat the nuts ? Look at the picture **BP 34.1**

Did the little bird peck the nuts from Minu's hand ?



**"The little bird pecked nuts from Minu's hand (Writes on BB)**

Teacher introduces **BP 34.2**

See the picture. Who are there in the picture ?

Where is the bird looking at ? Is it happy?



**"The bird looked at Minu happily" (Writes on BB)**

What name did Minu give to the little bird ?

Do you like the name "Kitty" ?



Minu called the bird Kitty.

Teacher reads the core sentences two or three times. Let the learners read them after the teacher.

Shall we read the Text 34 ?

- **Reading Process**

**Individual reading.**

Let the learners read the text individually. They can underline the core text

**Collaborative reading**

Teacher ensures comprehension by asking the following questions.

- The little bird eats nuts. Which sentence gives this idea ?

**Loud reading by the teacher**

**Scaffold reading**

- If you get a little bird what will you do ?

Each group shares their idea

**Loud reading by the learners**

Let the learners take turn and read one or two sentences in the group.

Others can give suggestion to the reader.

Select one member in the group for the whole class reading.

- **Strategy**

Teacher displays the following sentences on a chart. Let the learners read in groups and find out changed words comparing to the Text 34.

**1) "Eat this apple my dear," Minu said .**

**2) The little bird ate the apple from Minu's hand.**

**3) "Oh ! you touched me", Minu laughed .**

**4) What will I name you ?**

**5) "Kitty...", It is a beautiful name.**

**6) The little bird looked at Minu thankfully.**

Group presentation





## TEXT - 35

Teacher prepares / asks the children to prepare concept map based on the picture interaction on Text - 34 as brush up activity.

1. Who are the friends ?

2. What does Minu give the bird ?

3. What did kitty do ?



## Interaction

Is Minu happy now ? Let's see,

Teacher presents the narration.

**Minu was very happy. All the time Minu was with kitty . They played together. They ate together. They slept together. Now kitty likes to eat apple , mango, rice and nuts. Minu gave her milk every day. Now Kitty has become a beautiful bird . One day kitty tried to fly . Minu was thrilled . She hugged her kitty.**

- Eliciting Subtexts

Do you want to see the little bird flying ? Teacher shows **BP 35.1**

What is Minu saying to her mother ?

**"Look mother... kitty is flying"** (Writes the text in the speech bubble)

Look at the picture, what is the bird doing ?

How are the wings ? Has it got beautiful wings ?

Look at its tail. Is it like a ribbon ?

**Beautiful wings. The tail is like a ribbon** (Writes on the BB)

See the next picture, **BP 35.2**

Look at the picture ,where did the bird sit?

**The bird sat on the top of the shelf** (Writes on the BB)

Teacher shows **BP 35.3**

Look at this picture, where did the bird sit ?

**It sat on Minu's shoulder** (Writes on the BB)





Have a close look at the next picture, **BP 35.4**

Pointing to the picture the teacher interacts,

How did Minu pat the bird ?

**She patted bird lovingly** (Writes on the BB)



Teacher reads the core sentences two or three times learners read after the teacher

- **Reading Process**

**Individual reading**

Let the learners read individually. let them underline the core text in text book.

**Collective reading**

Teacher reads the first line with all the prosodic features . Let all the learners read the second sentence. Teacher reads the third sentence . Let all the learners read the fourth sentence. Likewise teacher can complete the whole text.

**Interaction**

Minu's mother asked her to let the bird go. Can you show me that sentence ?

- **Strategy**

Teacher displays the song on chart . Teacher sings two or three times.

Learners sing after the teacher .

**Little bird**

*I am your little bird*

*I am your kitty dear*

*I can fly high above*

*Catch me catch me*

*Catch me if you can*

*I have beautiful wings*

*I have ribbon tails*

*I can sit on the shelf*

*Catch me catch me*

*Catch me if you can*



*I like sweet milk*

*I eat rice and nuts*

*I can sit on your shoulder*

*Catch me catch me*

*Catch me if you can*

After singing the poem teacher asks the learners to read the poem once more.

There are same words in the poem as well as in the text .

Find out those words from the poem .

Write it in your note book .

Teacher leads the learners to do **Activity 1 Page 39**

Let the learners colour the bird given in page 40 and describe it. Teacher gives the Activity 5(page 44) as a home assignment

### TEXT - 36

Teacher prepares / asks the children to prepare concept map based on the picture interaction on Text - 31 as a brush up activity.

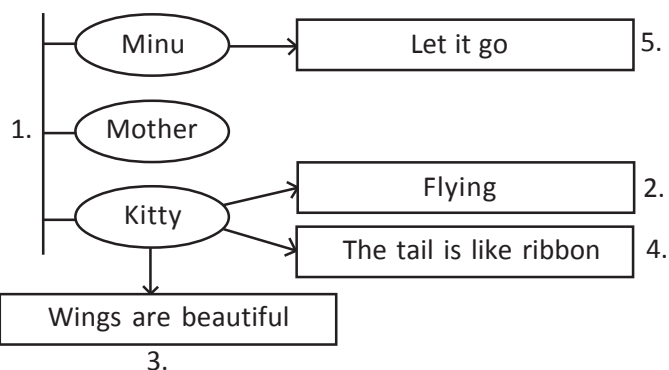
1. Who are there in the picture ?

2. What is kitty doing ?

3. How is its wings ?

4. What about the tail ?

5. Seeing kitty flying, what did the mother say ?



The teacher once again shows the picture **BP 35.4** (Previous picture)

What do you see in the picture ?

What are they doing ?

Did they become close friends now ?

Can you find out the sentence in your Text 36

Children find out the sentence from the text.



**Kitty and Minu became close friends** (Writes on BB )

### Narration

*One day Minu and kitty were playing under a tree “Kitty you can now fly high. Don’t you want go to your mother ?*

Will Kitty fly away ?

- **Eliciting Subtexts**

Now look at the picture,

Teacher shows the **BP 36.1**

What did Minu do with kitty ?

**Minu held kitty in her hands** (Writes on the BB)

Teacher shows **BP 36.2**

What is Minu doing ? Elicit responses.

**Minu tossed kitty in to the air** (Writes on BB)

Teachers shows **BP 36.3**

Did kitty fly up ?

Yes Kitty flew up . where did she sit ?

Elicit the response

**Kitty flew up and sat on the branch of a tree** (Writes on the BB)

Teachers show **BP 36.4**

Look at the first part of the picture,

What did the kitty do ?

Look at the second part

Where is kitty now ?



**Kitty flew down and sat on her arm** (Writes on BB)

What did Minu do now ?

Let’s see, please listen

### Narrative

*Minu held kitty close to her. ‘oh sweety I know you don’t want to leave me . Let’s go to my friends’*

Do you like Minu and kitty ?



Now all of you listen the text once again

Teacher reads the Text 36, with intonation. Let the learner read individually .

Let them underline elicited sentences in Text 36

Now all of you can sit in group

Let's see which group has the best readers

### **Group reading**

Let the learners take turn and read one or two sentences in the group.

Others can give suggestion to the reader.

Select one member in the group for the whole class reading

Each group come forward and read the text in chorus.

The best readers can be awarded

### **Display the questions on chart and teacher ensures comprehension**

- Minu throws the kitty , show the sentence which has same meaning ?
- Why did Minu held kitty close ?
- Did any one held you close , what was your feeling then ?

### **• Strategy**

Teacher needs to give only the clue words of each sentence . The learners will identify the sentences from their reader which include the clue words. The group which identify the correct sentence get a point teacher mark the points of each group on the BB.

Clue words

Eg : Close friends

Tossed her

Flew up under a tree

Flew down

Close to her

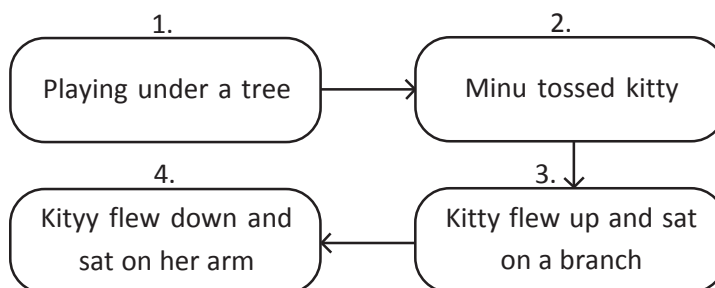
Let's go



**TEXT - 37**

Teacher prepares / asks the children to prepare concept map based on the picture interaction on Text - 36 as brush up activity.

1. Where are the friends playing ?
2. What did Minu do with the kitty ?
3. What did kitty do ?
4. Did kitty come back to Minu ?



What's Minu thinking ? Is she happy ? let's see

**Narrative**

*" Oh dear Kitty , you are so sweet . My kitty will not leave me " Minu thought she was very happy . Minu walked to the play ground . kitty followed her flying gently above her head . minu looked at kitty flew up.. .... Minu said kitty flew up minu waved her hands at kitty . the soft wind was blowing Plants and flower danced in the wind . minu looked she saw kitty flying very high soon they reached the play ground .*

Teacher invites the children for Picture reading **BP 37.1**

What are the children doing ?

Who is this ? (Teacher points to kitty)

Does Kitty fly high ?

Kitty flies above all the kites

Does kitty look like a kite ?

Yes ,kitty looks like a kite

How is its tail ? Is it colourful ?

*Riyas, Maya , Dinu all were flying Kites . Minu looked up . She saw kites flying high . Red and yellow kites were dancing in the wind children were in high spirit . They shouted in Joy .*

**Readers' Theater**

Teacher make the children in 5 member group

Let each one be one character . one can be the narrator. let the children read the text and make the reading perfect. Each group comes and presents the dialogue of each one.



Teacher leads the children to do the Activity 3

**Introduce Activity 3 in TT page 42**

Teacher introduce Activity for assessment given in the TTpage 87.Then let them do the page I know .

Reader page No 45

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