



Flying Fish and Radishes!

Plant & Animal Kites by Greg Kono

Extending the Student Reading by Writing & Discussing

1. Use a map of the USA to find California and Sacramento, “one of the most productive and profitable agricultural regions in the world.” To extend a discussion of the kinds of fruits and vegetables raised in the area, use the very interesting <http://www.sacramentohistory.org/>, a searchable database of more than 2000 images (more than 200 of agricultural products, fruit crate labels among them). The site also includes teacher background essays and a timeline, lesson plans about agriculture, and an online game for children, “A Visit to the Farm.”

2. Discuss the concept of variables in kite design, with emphasis on different wind speeds, materials of different weights, and aerodynamic shapes. Sketch the shapes of each of the fruit and vegetable kites mentioned in the reading. Why does the list not include a string bean or a carrot? Explain that a long, thin kite is harder to fly than a wider kite, with more lifting surface.

3. Assemble samples of paper, of different weights, translucency, and textures, for students to stroke, fold, crinkle, and blow on. After students have examined the different types of paper, ask each to write a paragraph about a kite s/he could make with one of the papers. In what kind of wind would it fly best? Would the sun shine through the paper? How would it best be decorated?



Flying Radish

Photo by Greg Kono