



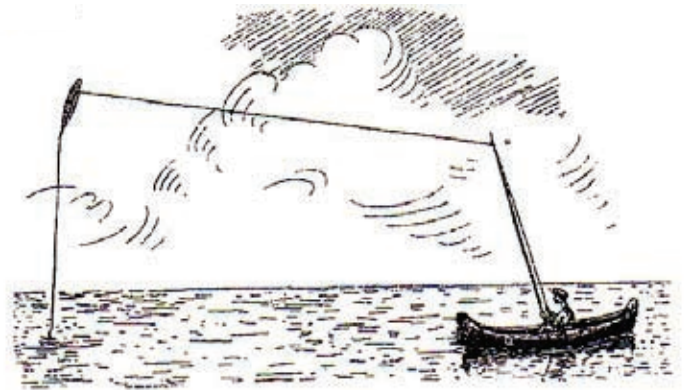
Making a Kite

Extending the Student Reading by Writing & Discussing



1. Use the length of the kite mentioned in the first paragraph to introduce the idea of estimating and approximating measurements. About how long is 270 feet? Almost (9/10) the length of a football field. Sixty-seven-and-a-half seven-year-olds of average height (48 inches) in a line, lying head to toe. Try walking off the length in your school's hallway from classroom to classroom. Or ask students for other comparisons. Then reinforce that a first kite will probably be the size of the student's school desk or smaller.

2. Why would Polynesians use kites for fishing? Ask each student to write down an idea on a slip of paper, collect, and use one or more to begin a discussion. A kite can carry bait or a hook out to sea, beyond the reach of the fisherman on shore or in his boat. A boat or fishing line can also cast a shadow, which warns away the fish; a kite can solve this problem by carrying a line high and suspending the bait straight into the water.



3. Assemble in advance (if appropriate, ask students to bring an item from home) a variety of paper, foil, fabric, wood (spar-like shapes), string, thread, line, or rope that might be used to make a kite. Pass the materials around so that each student can feel them. Discuss how each material might contribute to different kinds of kites (big/small; heavy/light; stiff/flexible).