

The King of Kites

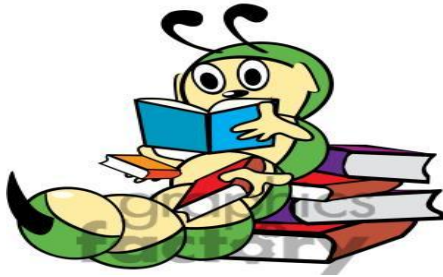
Short Story

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A GUIDE FOR TEACHERS



ABOUT SHORT STORY

What is a short story?

- A short story is a short work of fictional prose and much shorter than a novel.
- The mood captures the general feel of the story (sad, happy, humour etc.).
- The characters are based on real-life people, and the plot may be inspired by a real-life event; but overall more of the story is "made-up" than real.
- Short stories may be literary, or they may conform to genre standards.

ELEMENTS IN SHORT STORY

Setting

- The time and location in which a story takes place.
- It also refers to place, time, weather conditions, social conditions, mood or atmosphere.

Plot

- A plot tells the series of events in a story.

Conflict

- The conflict ties one incident to another and makes the plot move.
- Within a short story, there may be only one central struggle (conflict) or there may be one dominant struggle (conflict) with many minor ones.

Character

- Characters are the people found in the story.
- Characterisation is the information the author gives the reader about the characters in the story.

Point of View

- In a story, the point of view is the angle from which the story is told.

Theme

- A theme is the main message/moral issues/important lessons that can be found in the story.

WHY USE SHORT STORY IN CLASSROOM?

- The short story is more interesting than the texts found in textbook.
- The theme of the story relates to pupils interests and experience.
- Develop pupils interest in literature.
- To generate the pupils' critical and creative thinking skills.
- Improve pupils' reading and vocabulary skills.
- Allow pupils to share their point of view and ideas.
- Pupils learn to socialise with each other.
- Pupils build their confidence and cooperation.
- Help pupils to learn the four skills (listening, speaking, reading and writing) more effectively.

INFORMATION FOR TEACHERS

The tradition of kite flying is still alive in India especially during festivals. Kite flying is the sheer expression of joy at the end of winter and the hope for bright days ahead. It is a fascination for the young and old alike, be it from open fields in the villages or rooftops and terraces in the cities. It is also a thanksgiving for the good wishes and the blessings received in the past year. It also marks the beginning of warm and sunny days of summer. In North India, the wedding season coincides with the kite season.

Go to these links for more information;

<http://articles.timesofindia.indiatimes.com>

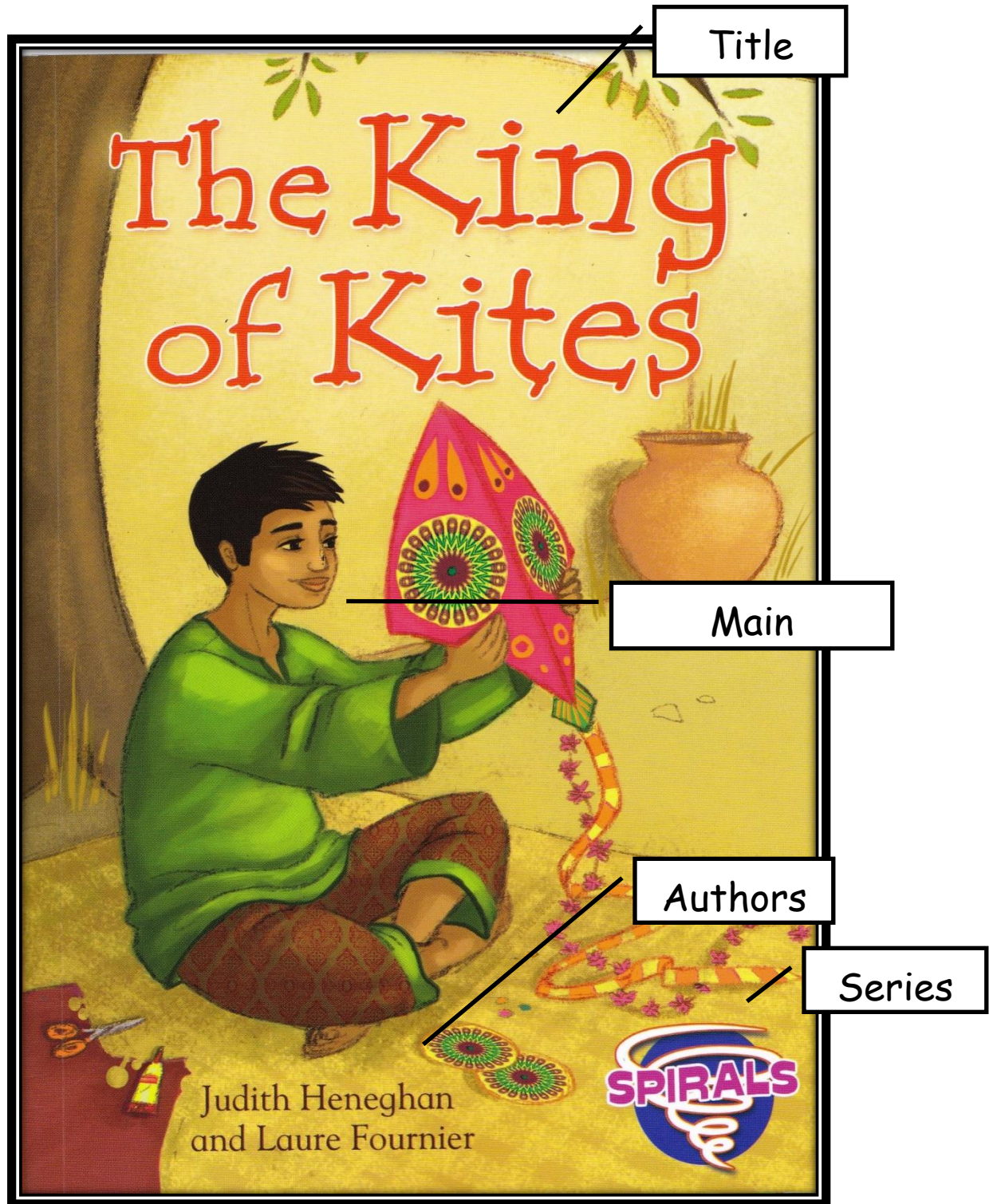
http://en.wikipedia.org/wiki/International_Kite_Festival_in_Gujarat_%E2%80%93_Uttarayan

<http://hinduism.about.com/cs/festivals/a/aa011103a.htm>

<http://www.youtube.com/watch?v=8Mq7PZXOsD0>



1. REVOLVING AROUND THE TEXT : THE KING OF KITES



For my mother, Gill – J.H.

Publisher's
name and
address

Publisher

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Illustrator

Title

The King of Kites

Synopsis

When Anil hears about a big wedding in the village, he decides to make twelve kites to fly in honour of the bride. But Anil's mother is making clothes for the special day and she needs Anil's help, and all of his ribbons and sequins too. How can Anil go to the wedding without kites?

ISBN number

Publisher's logo

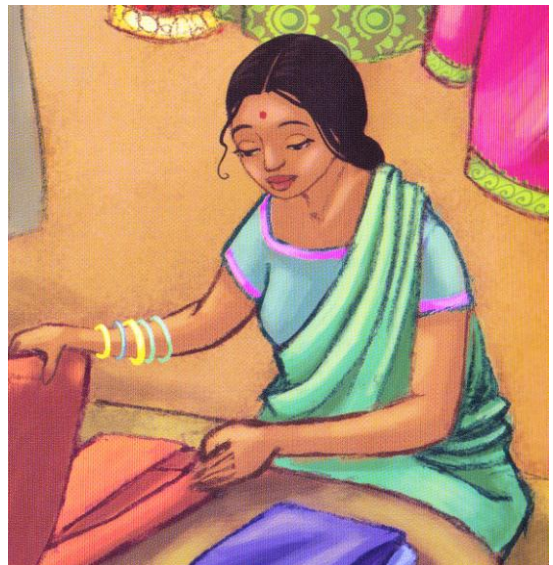
Publisher

2. PEOPLE IN THE STORY (CHARACTERS)



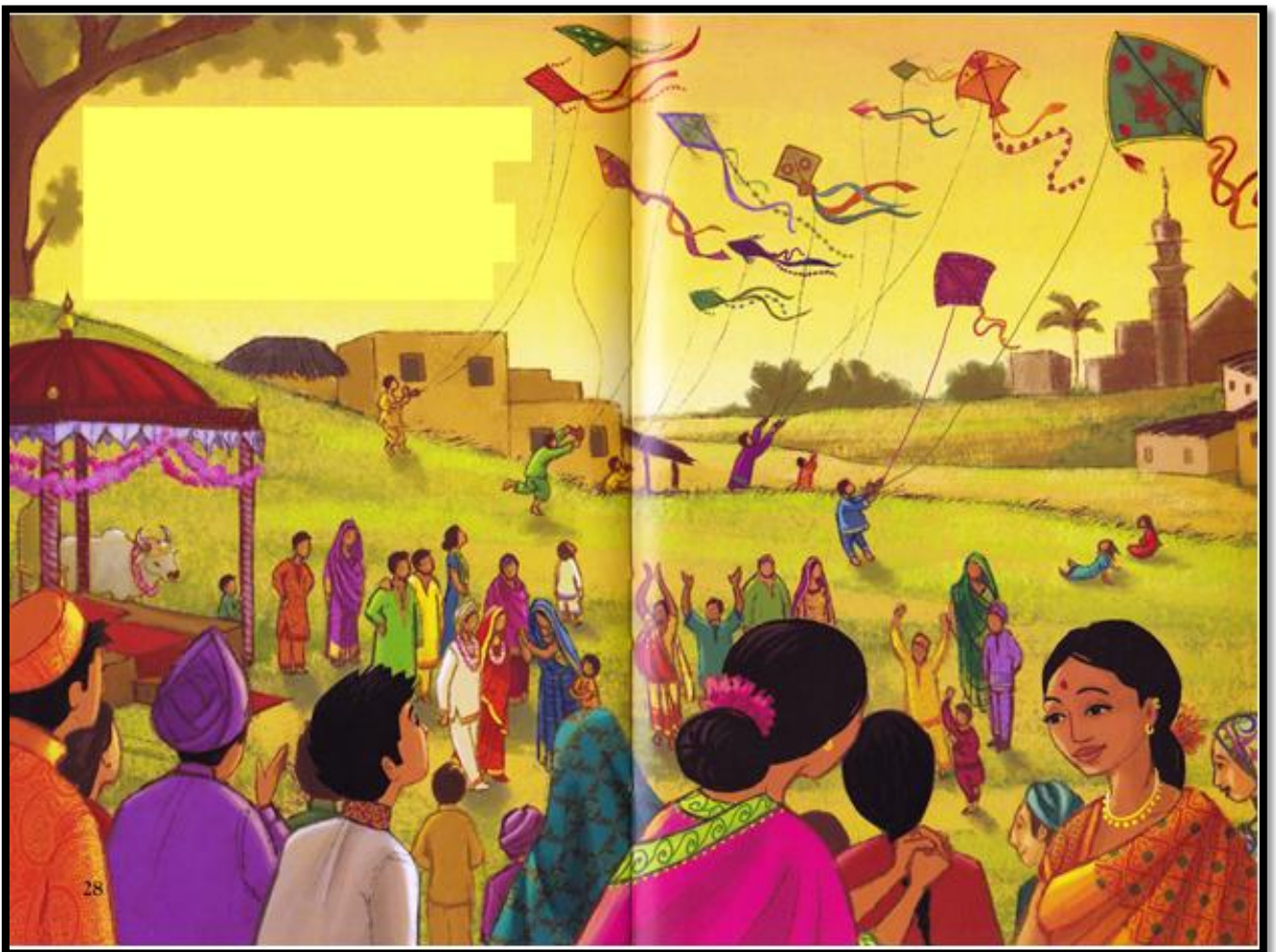
Anil

Anil's
mother



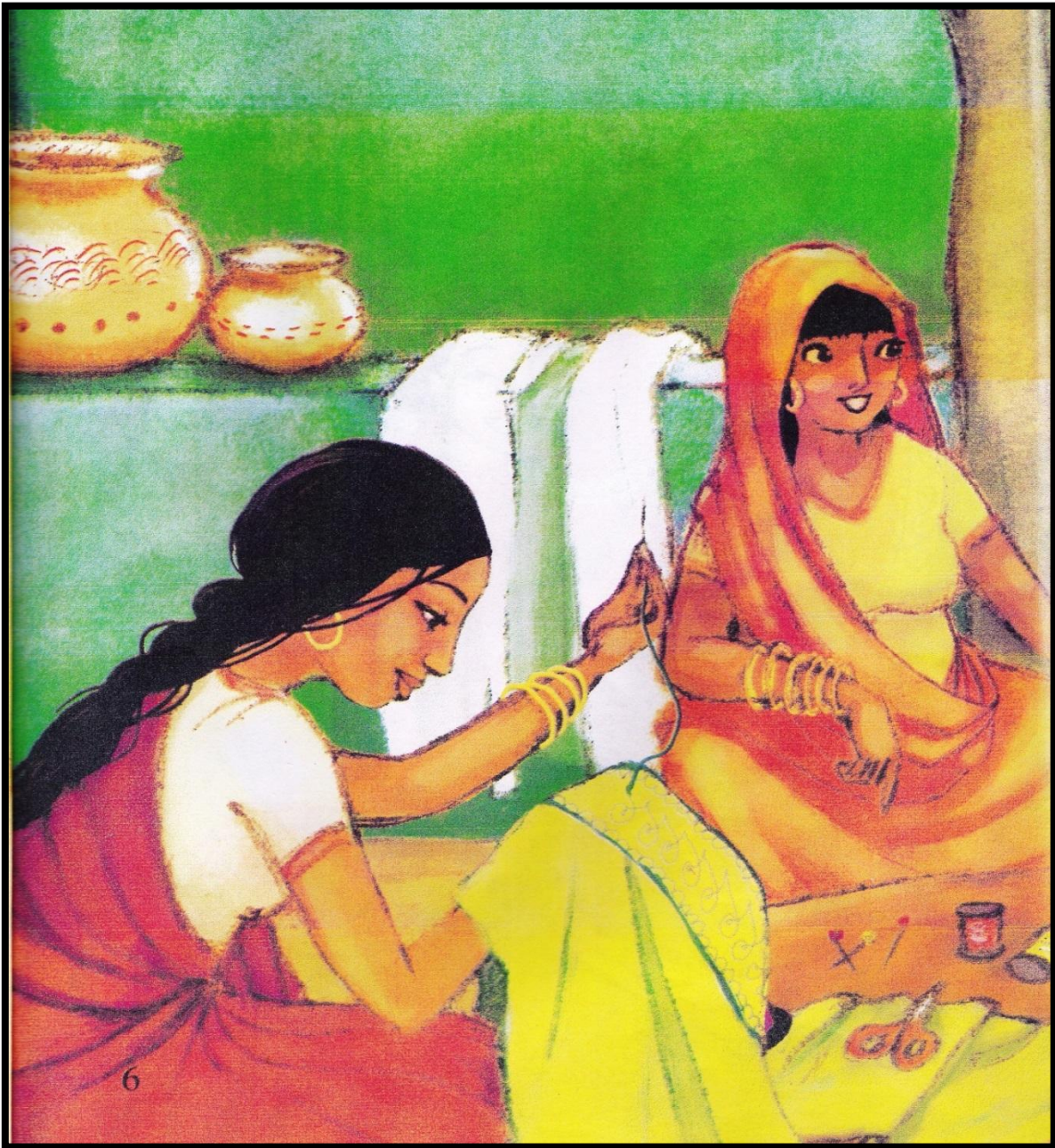
3. SYNOPSIS OF THE STORY

Anil is a very skillful kite maker and his mother is a skillful seamstress. When Anil hears about the big wedding in the village, he decides to make twelve kites to fly in honour of the bride. However, Anil's mother needed to make clothes for the special day and she needed Anil's help and his ribbons and sequins too. As a result, Anil could not make his kites as time was running out because he had to help his mother. Unexpectedly, Anil's friends helped him by giving their old kites to be used. Anil's mother helped him to decorate the kites. On the wedding day, Anil and his mother were able to get their tasks done and everyone was happy with their good work.



4. SETTING/PLACE OF STORY

The story takes place in a village in India. The clay pots in the background, the sari (traditional costume worn by Indian ladies) and the bangles on their hands, can all attest to the fact that the setting depicts an Indian village.



5. EVENTS IN THE STORY

- ◇ Anil, the King of Kites was good at making and flying kites.
- ↓
- ◇ Anil's mother, the Queen of Needles was good at sewing.
- ↓
- ◇ Every morning, they sat down in a corner of the yard to do their work.
- ↓
- ◇ One day, Anil heard about a wedding in the village.
- ↓
- ◇ He wanted to make twelve kites with sequins to fly them all at once.
- ↓
- ◇ Anil's mother had to prepare extra shirts and saris for the wedding.
- ↓
- ◇ Anil's mother needed Anil's help to get more cloth and thread.
- ↓
- ◇ Anil ran straight to the market to buy things for his mother.
- ↓
- ◇ His friends asked him about the twelve new kites for the wedding.
- ↓
- ◇ Anil was sad because his mother used his kite's materials for her sewing.
- ↓
- ◇ His friends knew he was sad and wanted to help him.
- ↓
- ◇ He woke up the next morning and saw twelve kites on the ground.
- ↓
- ◇ His mother helped him to decorate the kites.
- ↓
- ◇ Anil's twelve kites flew high in the sky on the wedding day.
- ↓
- ◇ Anil thanked his friends for the kites.
- ↓
- ◇ Everyone praised Anil and his mother for their good job.

6. DESCRIPTION OF PEOPLE IN THE STORY

CHARACTERS	DESCRIPTIONS	WHY WE SAY THIS
ANIL	<p>King of Kites</p> <p>Thoughtful</p> <p>Obedient and filial</p> <p>Diligent, helpful, patient</p> <p>Appreciative</p>	<p>Pg 4 : Anil knew about kites, how to make and mend them.</p> <p>Pg 12 : I shall make twelve kites and fly them all at once in honour of the bride.</p> <p>Pg 18 : He did as he was told.</p> <p>Pg 20 : He was not angry though he knew that his mother had used all the materials for making his kites for her sari patterns.</p> <p>Pg 30 : Anil thanked his friends for giving him their kites.</p>
ANIL'S MOTHER	<p>Queen of Needles, patient, careful</p> <p>Hardworking (positive traits)</p> <p>Selfish (negative traits)</p> <p>Helpful and supportive</p>	<p>Pg 6: She knew how to cut cloth, sew and stitch seams.</p> <p>Pg 17: All day long she cut and sewed and stitched.</p> <p>Pg 14: You don't have time for kites, Anil! I need your help, and I need your sequins and your ribbons.</p> <p>Pg 26: Anil's mother helped him to decorate the kites.</p>
ANIL'S FRIENDS	<p>Trustworthy, reliable, supportive</p>	<p>Pg 24 : When Anil woke up the next morning, twelve kites lay outside his house -the kites he had made for his friends long ago!</p>

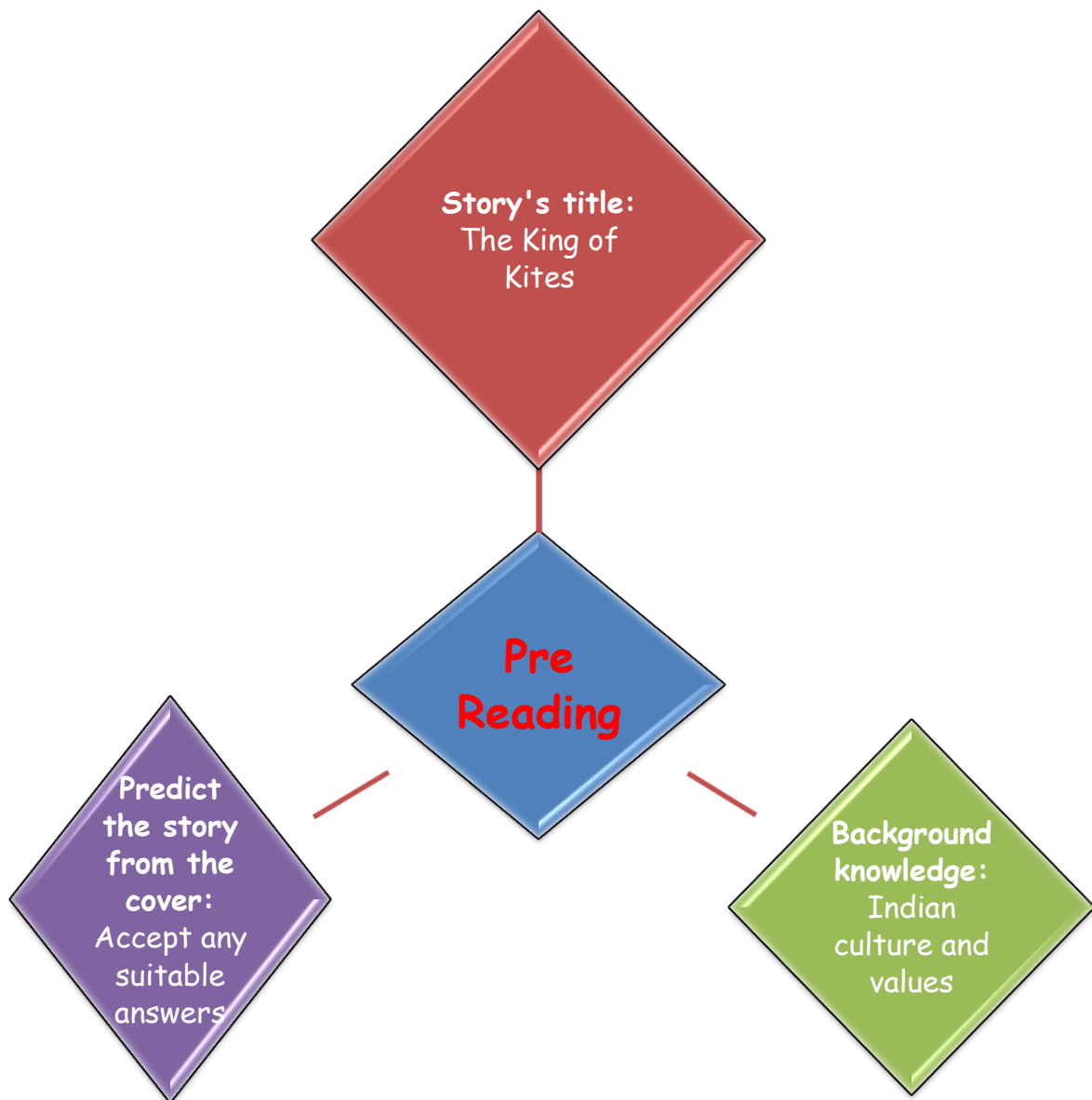
7. MORAL VALUES IN THE STORY

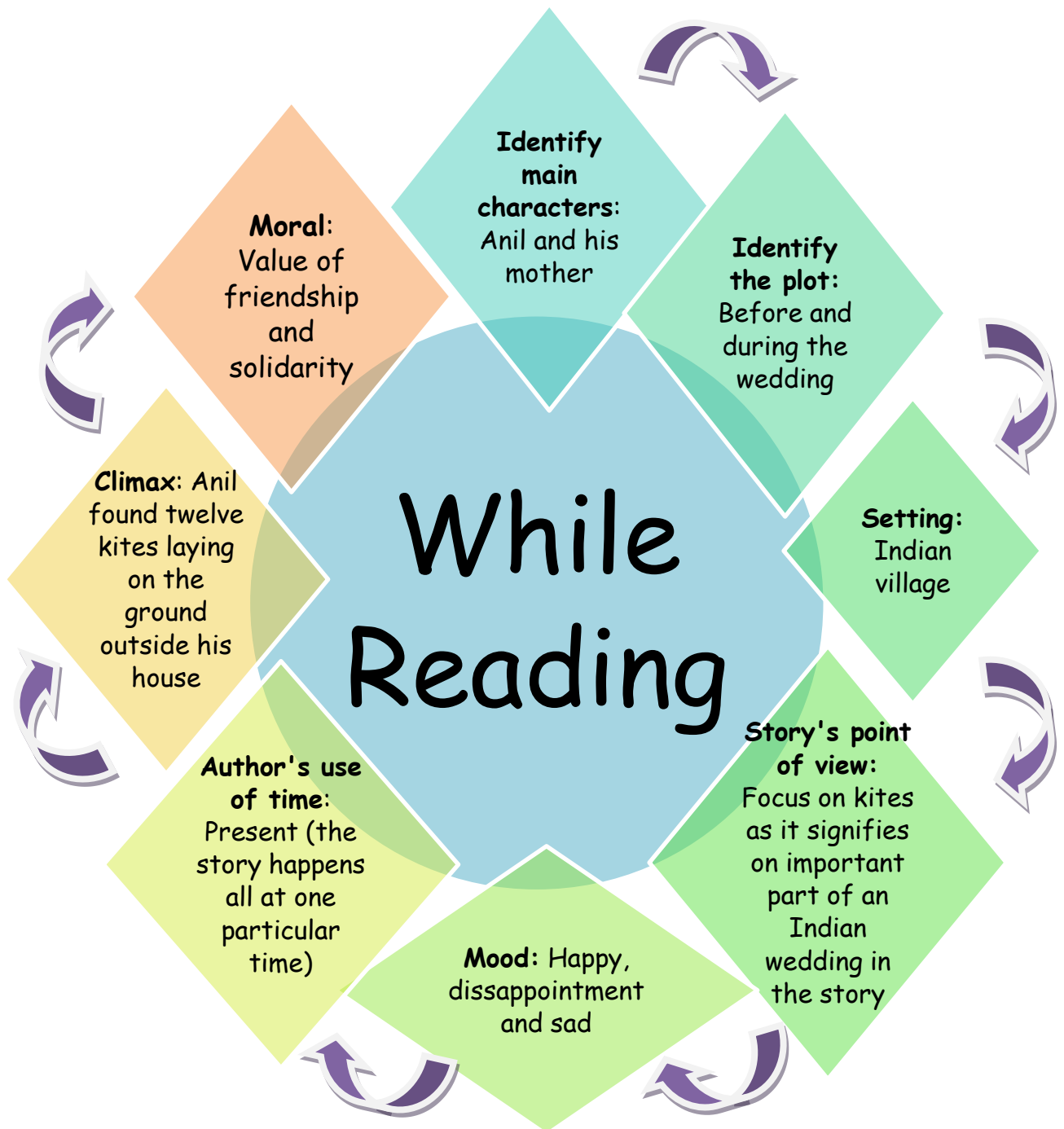
- * Helpful
- * Thoughtful
- * Obedient
- * Filial
- * Diligent
- * Patient
- * Appreciative
- * Hardworking
- * Reliable
- * Supportive

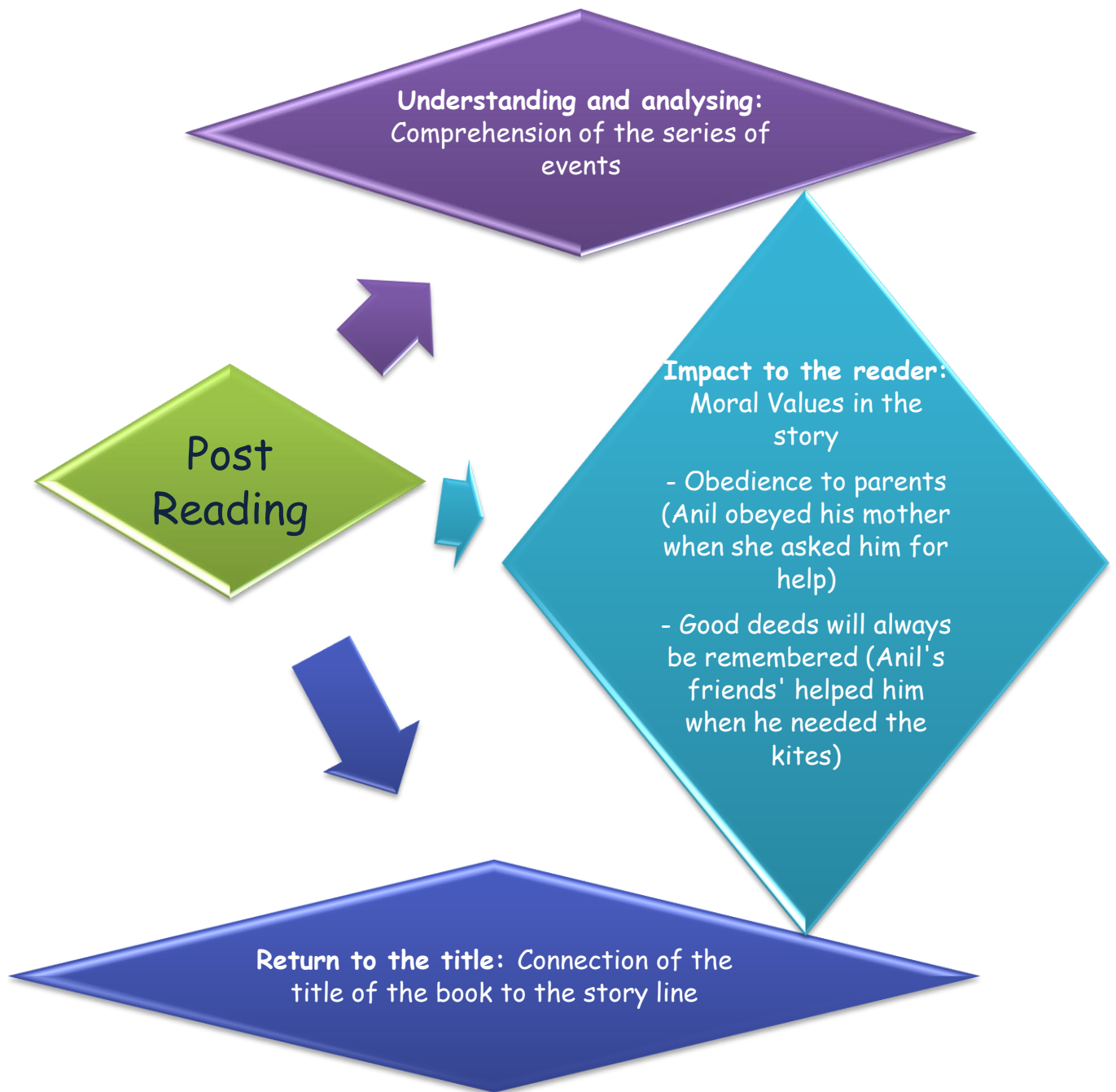
8. MESSAGE IN THE STORY

- *We should learn to be appreciative and thankful with what we have in life.
- *We should be obedient, respectful and be thoughtful of others.
- * We should learn to value friendship and not take things for granted.
- *We should never give up and always strive for the best in everything we do.

9. STRATEGIES ON HOW TO READ SHORT STORIES





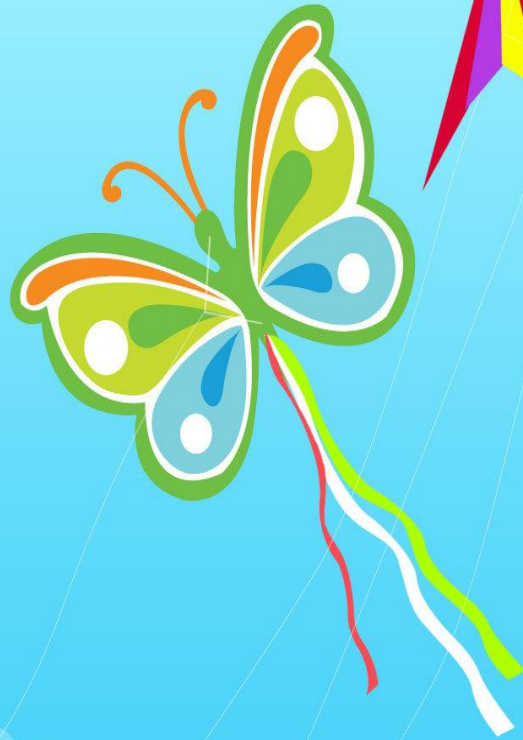


Terms to Know

- character
- imagery
- mood/tone
- sequence of events
- theme(s)
- setting

SUGGESTED ACTIVITIES

www.fish.in




REVOLVING AROUND THE TEXT

Activity 1: Talk About the Cover

LS: 4.2.1

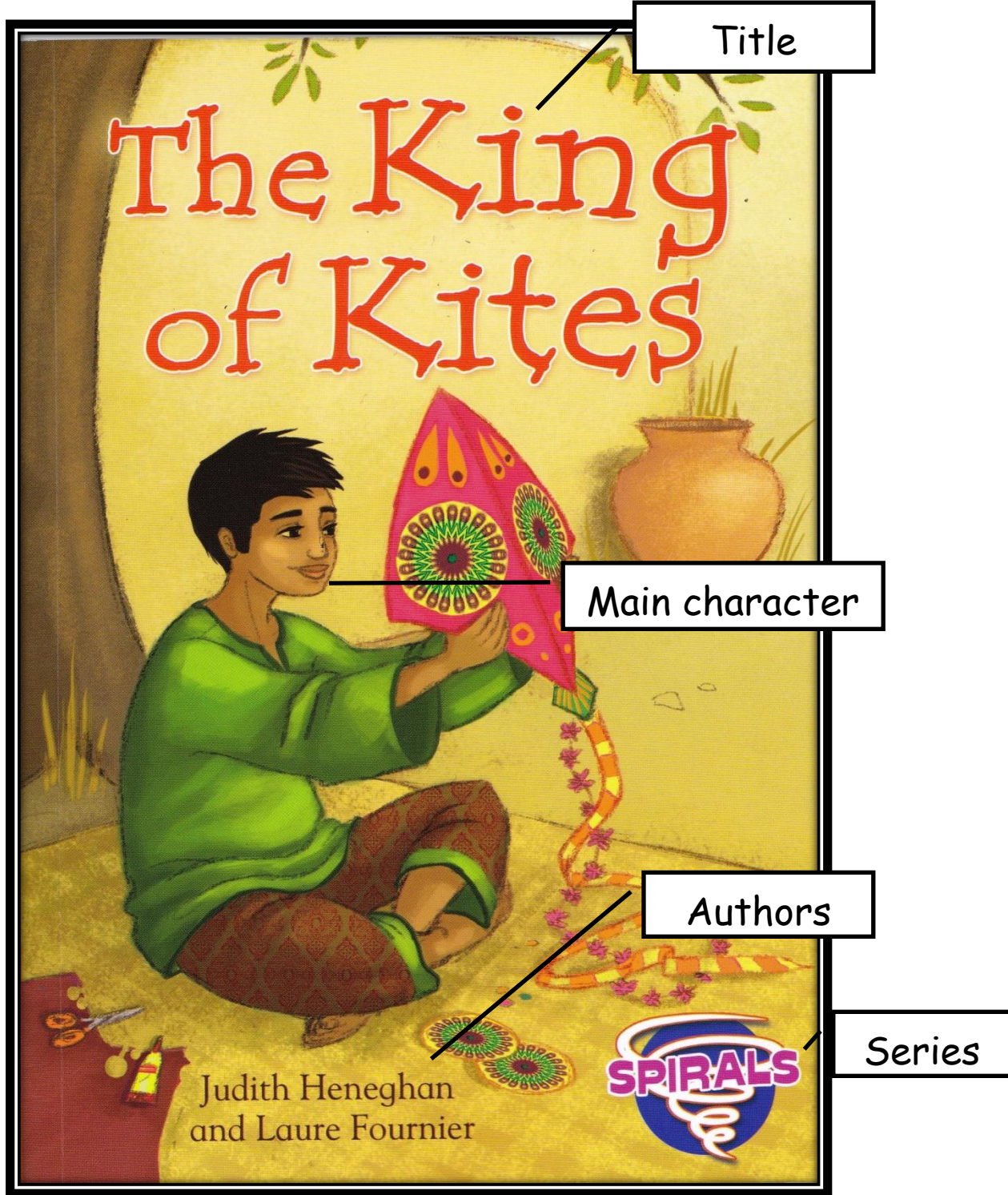
Steps:

1. Show the book cover.
2. Ask Wh-questions about the cover. Example: What do you think this boy likes to do?
3. Get the pupils to talk about the cover.
 - a. Ask pupils to predict the story. 
 - b. Ask questions to elicit the features generally found on a book cover.
4. Distribute worksheet 1 to pupils for them to complete.
5. Show another story book and get pupils to identify the features on the cover.

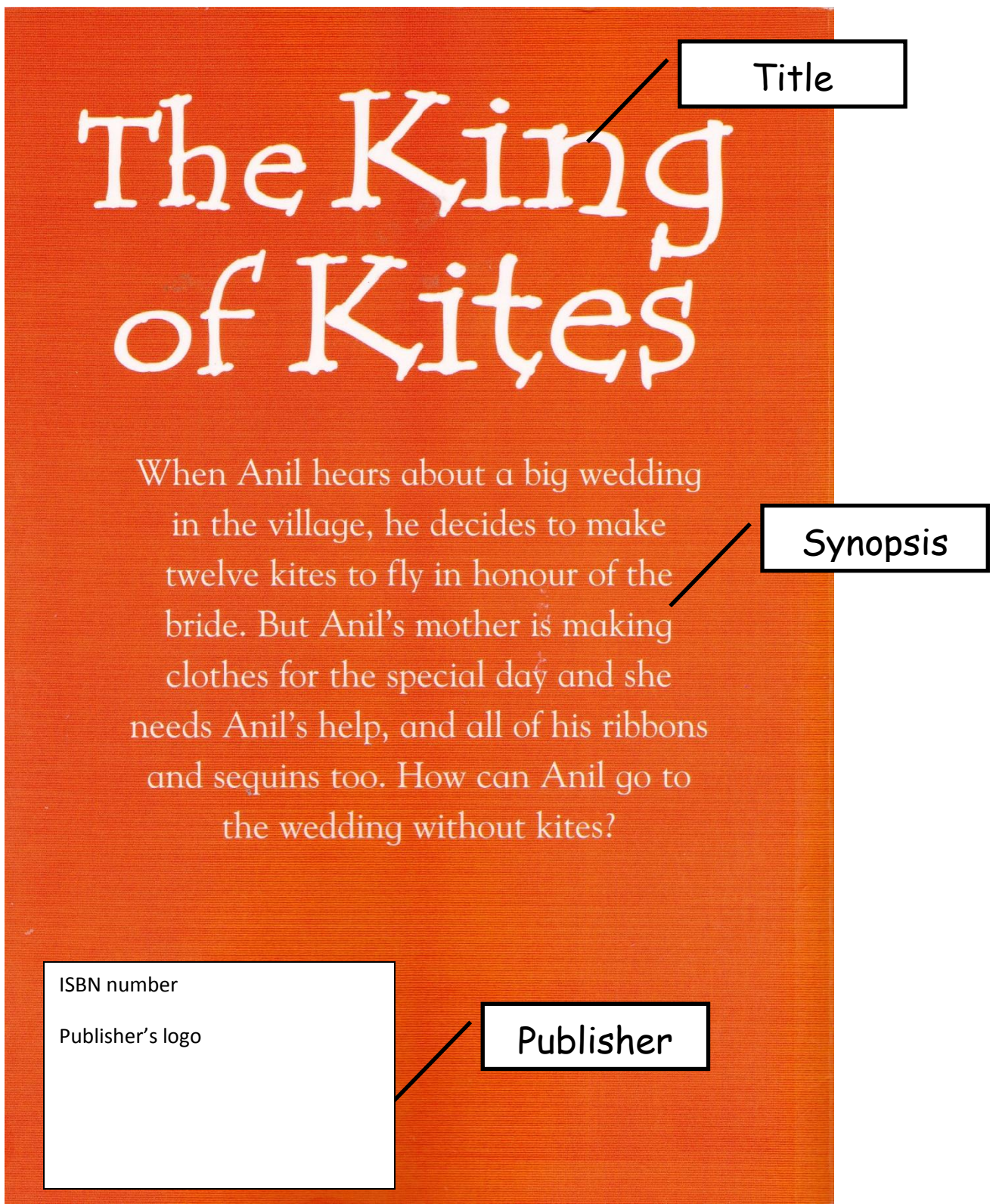
** Teacher's note: The cover refers to the front and back of the book.
Teacher source for another story book.*

Educational Emphasis:

- Thinking skills (Analyzing)



Front cover



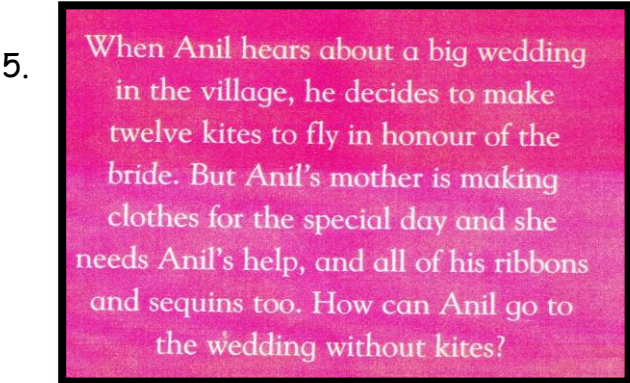
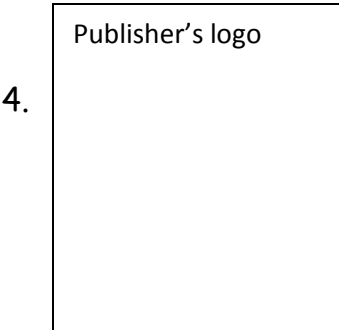
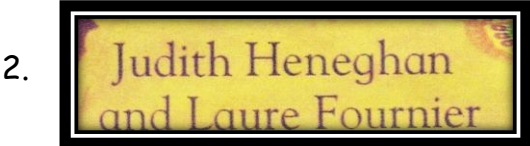
Back cover

WORKSHEET 1

Name the features found on the cover.



title



Steps:

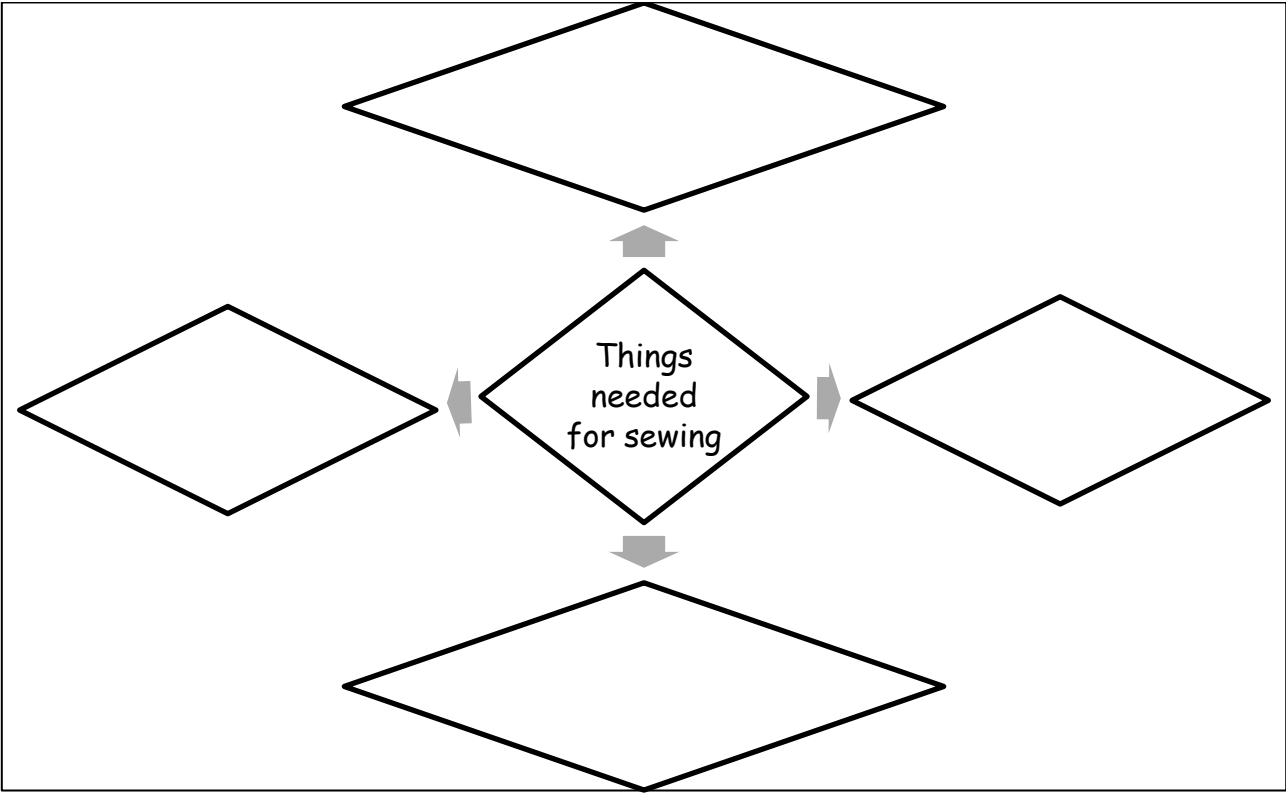
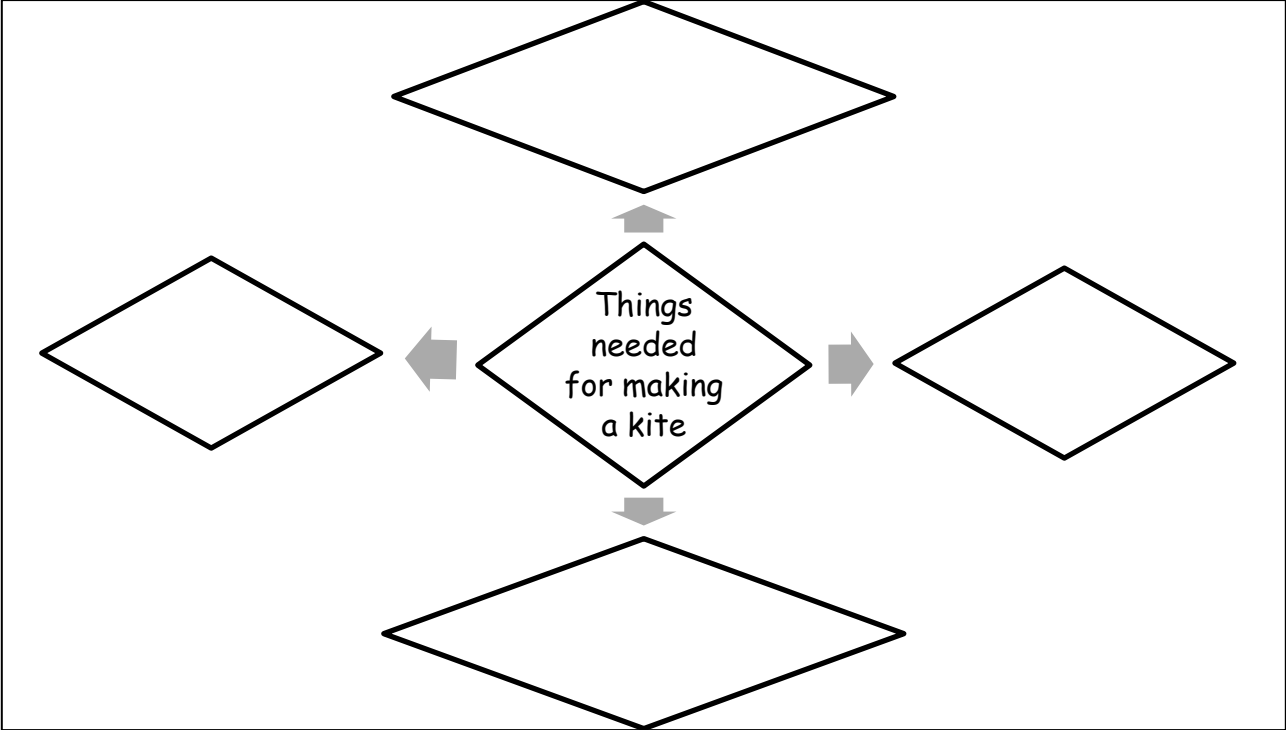
1. Ask pupils to skim through the book and find the pages which match the headings of the first and second mind maps (things needed for making a kite - page 10 and things needed for sewing - page 9).
2. Ask pupils to complete the mind maps given.
3. Ask pupils what the two main characters in the story are doing. (Anil - making kites; Anil's mother - sewing)

Educational Emphasis:

- i-Think Programme (Bubble map)

WORKSHEET 2

Complete the mind maps given.



Steps:

1. Show pupils a sample kite.
2. Ask pupils to name the materials used to make a kite.
3. List pupils' answers on the board.
4. Show them step by step on how to make a kite.
5. Divide pupils into groups and make a kite according to the given steps.
6. Ask each group to present their work in front of the class.
7. Pick a winning group which has the most creative kite.

**Teacher's note: Teacher source for a sample kite*

Educational Emphases:

- Multiple Intelligences (logical-mathematical)
- Assessment
- Creativity and innovation

How to make a kite



Things needed

- A piece of paper
- Two bamboo sticks (*lidi*)
- strings
- Some glue
- Ribbons and beads to decorate



Step 1

Tie the two bamboo sticks (*lidi*) together.



Step 2

Glue the bamboo sticks (*lidi*) on the paper. Cut the paper into a diamond shape.



Step 3

Use a ribbon to make the tail of the kite. Decorate the kite.



Step 4


Tie your kite string at the point where the two pieces of bamboo sticks (*lidi*) meet. The kite is ready to go.

SYNOPSIS

Activity 4: Sequencing sentence strips

LS: 4.2.1

Steps:

1. Show pictures from the book depicting the events in the story.
2. Pupils work in pairs.
3. Distribute jumbled up sentence strips in an envelope to each pair.
4. Pupils rearrange sentence strips according to the events of the story. 
5. Check answers through individual and whole class feedback.
6. Select a few pairs to present in front of the class.

** Teacher's note: Number the sentence strips for intermediate learners.*

Educational Emphases:

- Thinking skills (Analysing)
- Multiple intelligence (linguistic-literary)

WORKSHEET 3

Rearrange the sentence strips in the correct order.

Anil and his mother decorated the kites.

Anil, the King of Kites made beautiful kites.

Anil's mother was busy sewing clothes for the wedding.

Anil's mother was the Queen of Needles.

On the wedding day, everyone admired the beautiful kites.


Anil helped his mother to buy materials.

He had no time to make his twelve kites.

Anil wanted to make twelve kites for the wedding.

Anil's friends helped by giving their kites to Anil.

Steps:

1. Show pictures found in the book.
2. Pupils scan through the book within the time frame.
3. Ask pupils to sequence the pictures correctly according to the main events in the story. 

** Teacher's note: Ask pupils to cut out the pictures and paste them in another piece of paper or number them.*

Educational Emphases:

- Multiple intelligences (visual-spatial)
- Thinking skills (Analysing)

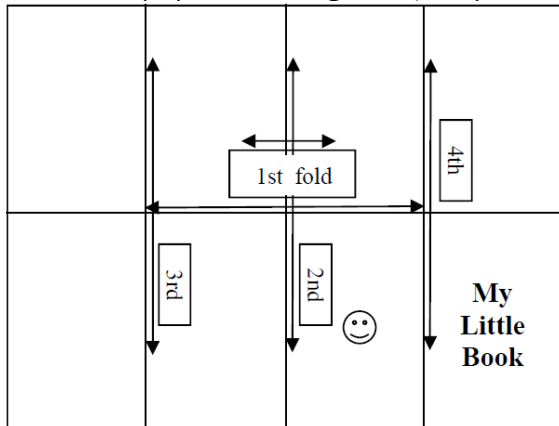
WORKSHEET 4

Sequence the pictures in the correct order.

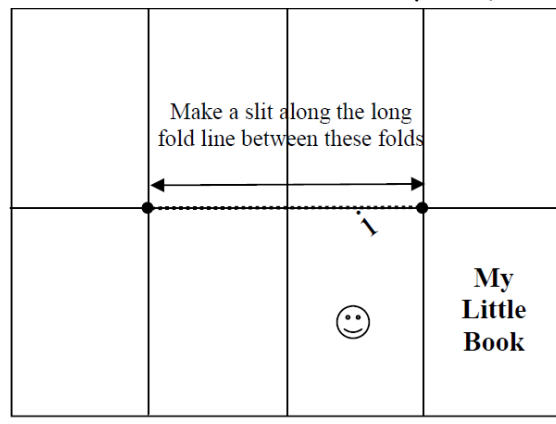
1. 	2. 		
3. 	4. 	5. 	6. 
7. 	8. 	9. 	

Steps:

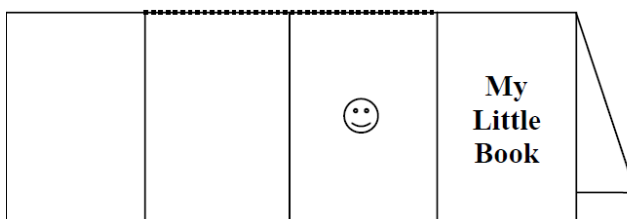
1. Project the steps to the pupils. (Powerpoint Presentation)
2. Distribute A4 size paper to pupils.
3. Fold the paper into eight equal parts.



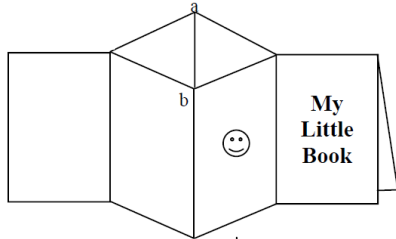
4. Cut a slit between the two folds.



5. Fold the book into halves.



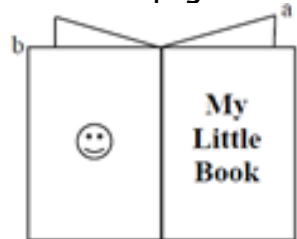
6. Fold the paper as shown in picture 4.



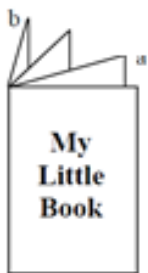
7. Continue to fold as illustrated.



8. Place the page 'a' to the back and the page 'b' in front as illustrated.



9. Finish the folds and press them as flat as possible.

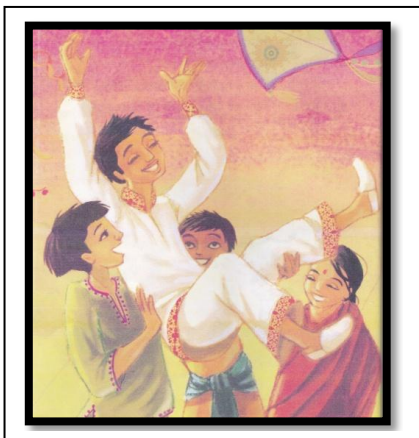
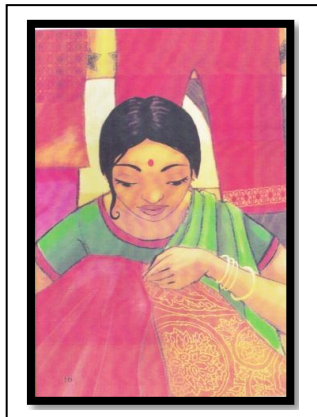
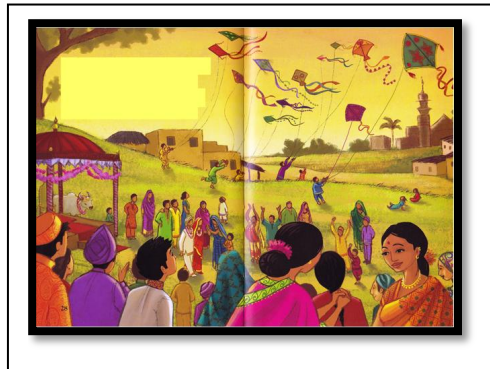
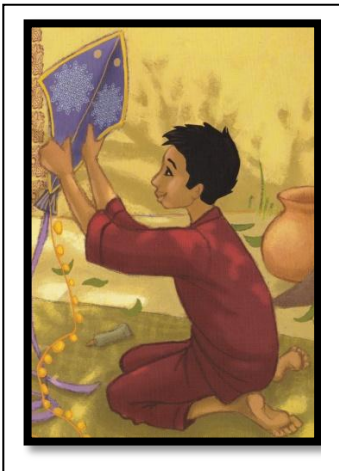


10. Distribute Task sheet 1.

11. Pupils cut out the pictures and paste them in 'My Little Book'.

**Teacher's note: Encourage pupils to design their own cover.*

TASK SHEET 1



Educational Emphasis:

- Creativity and innovation
- Multiple Intelligences (Logical-Mathematical)

PEOPLE IN THE STORY (CHARACTERS)

Activity 7: Social Expressions

LS: 4.2.1

Steps:

1. Pupils work in pairs.
2. Distribute worksheet 4 to pupils and ask pupils to fill in the suitable social expressions.
3. Ask pupils to check their answers with their partner.
4. Get pupils' feedback and list answers on the board.
5. In pairs, ask pupils to do a speaking activity for pictures with two speech bubbles.

** Note to teacher: Accept any suitable answers.*


Educational Emphasis:

- Contextual learning

WORKSHEET 5

Fill in the speech bubbles with the suitable expressions.

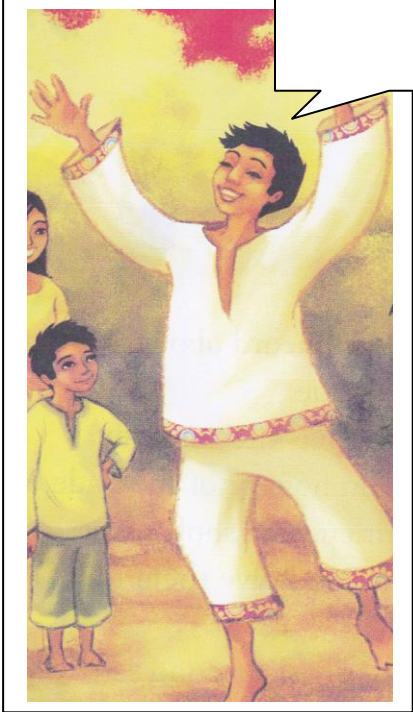
1.



Thank you.


[Empty speech bubble]

2.



[Empty speech bubble]

3.

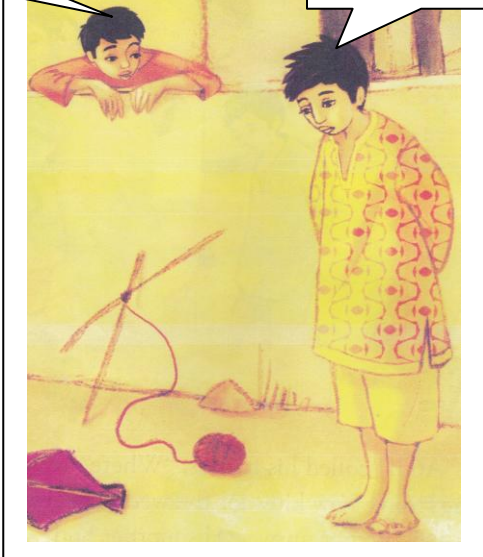


Why do you look so sad?

Don't be afraid my dear.

[Empty speech bubble]

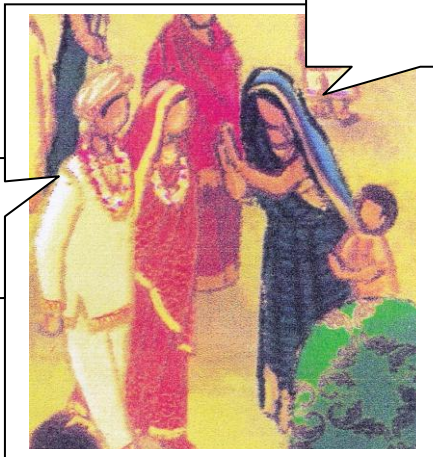
4.



[Empty speech bubble]

5.

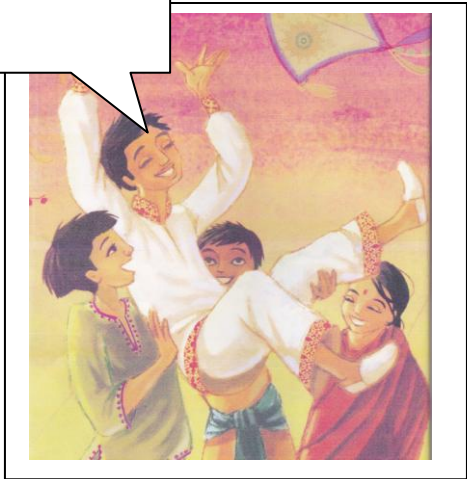
Thank you.



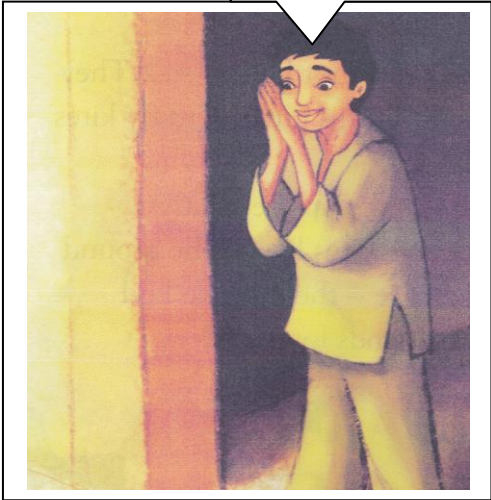
[Empty speech bubble]

[Empty speech bubble]

6.



7.



[Empty speech bubble]

Steps:

1. Ask pupils to think of their best friend and list the things they like about him/her.
2. Attract pupils' attention towards adjectives which describe the character of the person. (Example: friendly, honest, kind, and etc...)
3. Give examples of adjectives.
4. Show picture of Anil and his mother.
5. Ask pupils to fill in the adjectives to describe the character in each picture.
6. Get pupils' feedback and list the answers on the board.

Educational Emphasis:

- i-Think Programme (Bubble map)

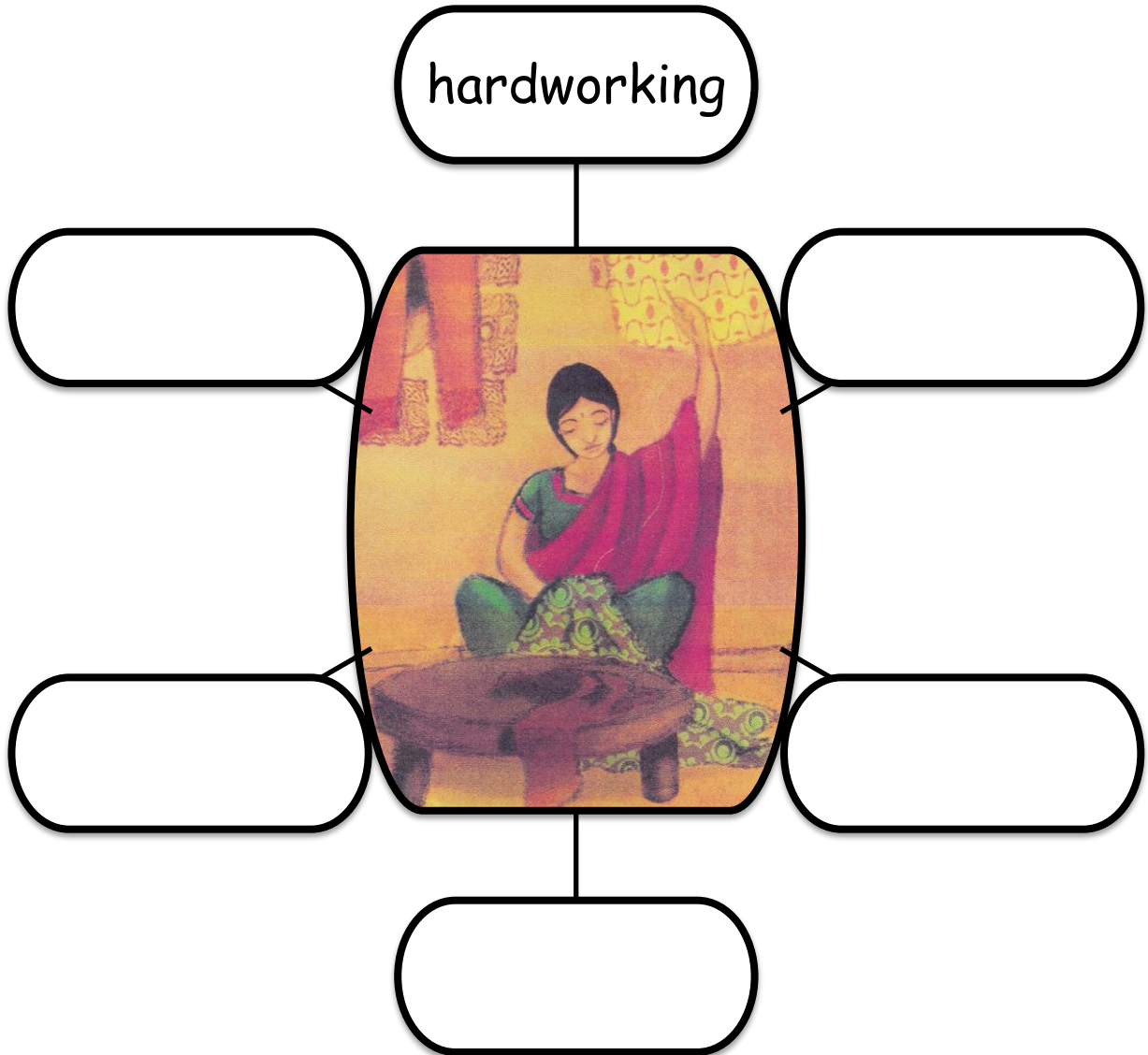
WORKSHEET 6(a)

Describe the character in the picture.

The central illustration shows a young boy with dark hair, wearing a red long-sleeved shirt, kneeling on a yellow rug. He is looking down at a purple bag or object on the rug. In the background, there is a pink kite with two circular patterns. The illustration is enclosed in a rounded square frame. Six star-shaped boxes are arranged around the central image, connected to it by thin lines. One star on the left contains the word "thoughtful". The other five stars are empty.

WORKSHEET 6(b)

Describe the character in the picture.



** Teacher's note: Advanced learners - Teacher elicits suitable adjectives according to the given pictures.*

Intermediate learners - Teacher gives a list of adjectives for pupils to choose from.

Steps:

1. Ask pupils to find words to describe their friends.
2. Begin the game by introducing a word and the pupils take turns to say a word that describes the friend.
3. Example: Teacher says a name of a person in the class. The first pupil may say "Kind" and the next pupil may say "Helpful".
 - * Options: loving, hardworking, considerate, clever and any other appropriate words.

** Teacher's note: Encourage positive words. Teacher may provide answers.*

Educational Emphasis:

- Multiple intelligences (Interpersonal)

SETTING

Activity 10: My corner

LS:4.2.1

Steps:

1. Ask pupils to bring materials to set up a mini corner for sewing and kite making.
 - Suggested materials for sewing: sequins, ribbons, thread, cloth, scissors, needles etc.)
 - Suggested materials for kite making: bamboo sticks, coconut leaves/sticks, tracing paper, ribbons, glue, scissors, string etc.
2. Label the materials.
3. Pupils set up their mini corner and talk about it.

Educational Emphases:

- Mastery learning
- Learning how to learn skills

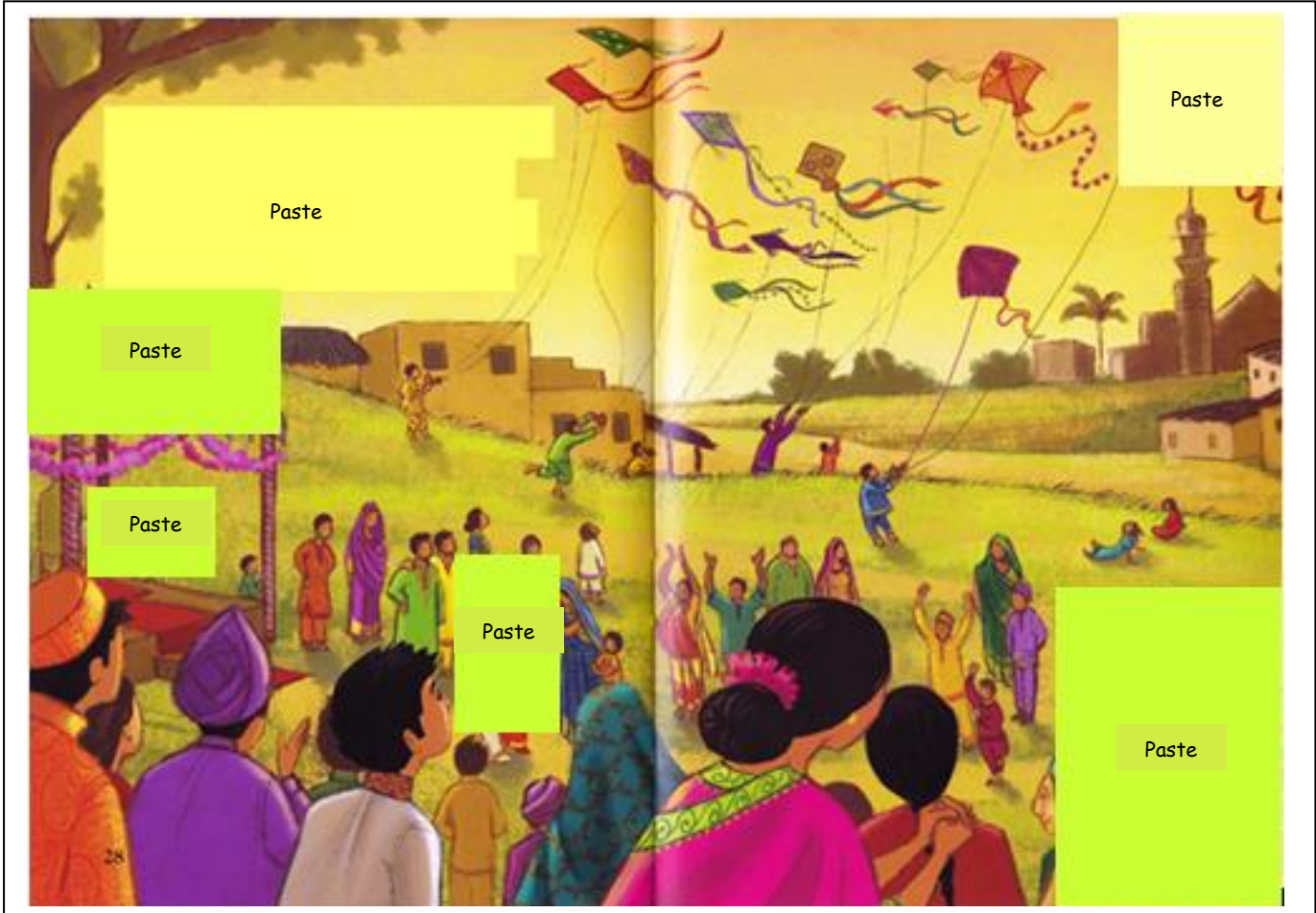
Steps:

1. Distribute Worksheet 7(a) and 7(b).
2. Ask pupils to cut out the pictures from Worksheet 7(b).
3. Ask pupils to paste the correct picture from Worksheet 7(b) onto the picture in Worksheet 7(a) to create a pop-up storyboard.

Educational Emphasis:

- Contextual learning

WORKSHEET 7(a)



WORKSHEET 7(b)

Cut out the pictures. Fold along the dotted lines. Paste the correct picture onto the picture in Worksheet 7(a).



Steps:

1. Show samples of pots made from modeling clay.
2. Distribute modeling clay to pupils.
3. Ask pupils to make and design their pots.
4. Pupils talk about their pots and the design.
5. Display their work at the art corner in class.

Educational Emphases:

- Creativity and innovation

EVENTS IN THE STORY

Activity 13: Guess who says this!

L.S.: 4.2.1

Steps:

1. In pairs, pupils take turns to read the text aloud
2. Ask pupils to scan the text and underline different dialogues uttered by different people in the story
3. Elicit from each pair the characters speaking and what they said and the reason they said it.
4. Distribute worksheet to pupils.
5. Ask pupils to number the dialogues according to the correct sequence of the story.

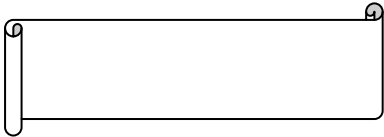
Educational Emphasis:

- Constructivism

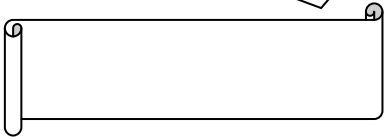
WORKSHEET 8

Guess who says this! Then, rearrange the numbers of the sequence of events in the correct order.

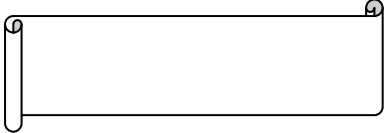
1. I need more cloth.



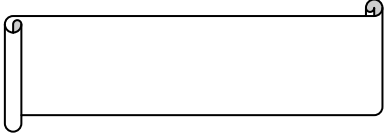
2. I shall make twelve kites in honour of the bride.



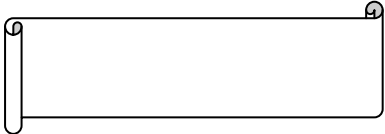
3. You made them for us, Anil!



4. Quick! Fetch my needle! Fetch the glue!




5. Where are the twelve new kites for the wedding?



6. You don't have time for kites, Anil! I need your help.



Steps:

1. Prepare three sets of six pictures and six sentences in a form of a card.
2. Divide pupils into three groups.
3. Shuffle the sentence cards and picture cards.
4. The cards are placed face down on the table.
5. Pupils turn over cards and try to match the correct picture with the sentence. 
6. Once in a while, the teacher reshuffles the cards to make the task more challenging.
7. The pupils with the most pair of pictures with the correct sentences will be the winners.

Educational Emphases:

- Multiple intelligences (verbal-linguistic)
- Thinking skills (Applying)
- Mastery learning

Steps:

1. Project two pictures in Task sheet 2 to pupils (a picture before the wedding - page 27 and another picture on the wedding day - page 28).
2. Elicit from pupils the activities that the people are doing in each picture.
3. List pupils' answers on the board.
4. Distribute Worksheet 11.
5. Ask pupils to complete the diagram.

Educational Emphases:

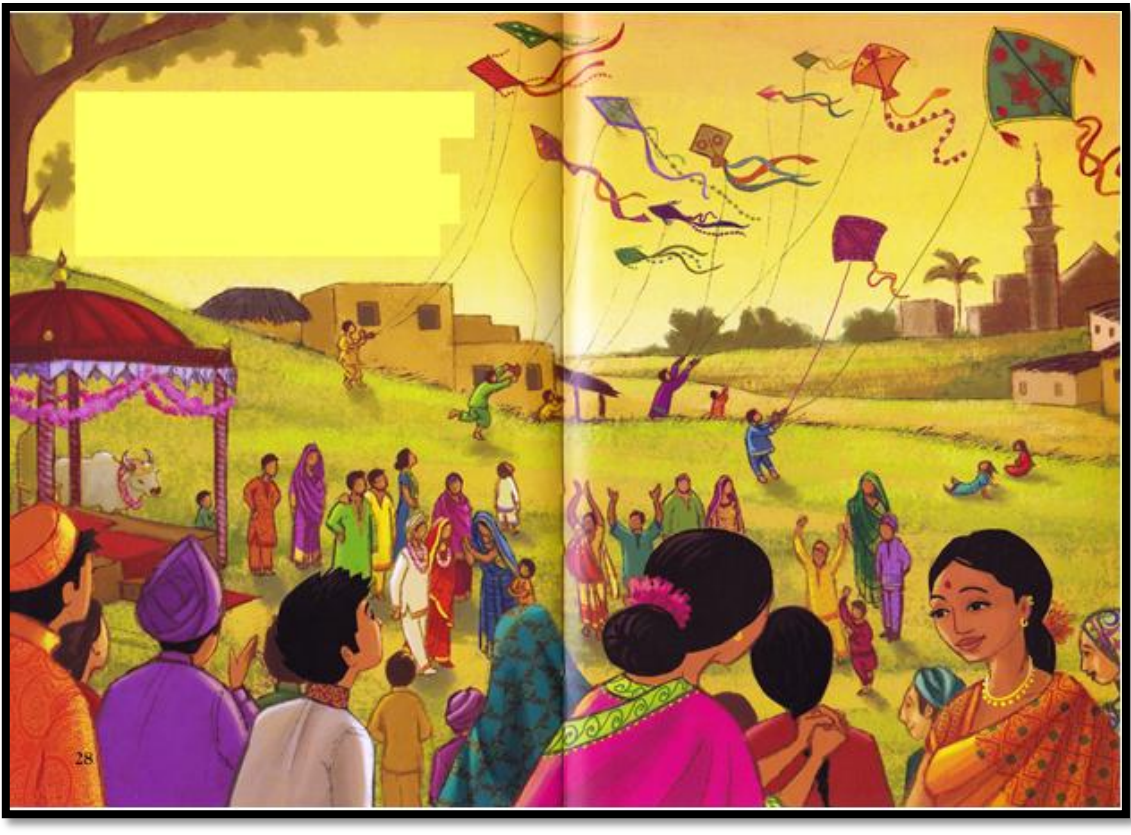
- Information and communication technology Skills (ICT)
- i-Think programme (Tree map classifying)

TASK SHEET 2

Picture before the wedding



Picture on the wedding day



WORKSHEET 9

Complete the diagram.




MESSAGE/MORAL OF THE STORY


Activity 16: Be the Counsellor

LS: 4.3.2

Steps:

1. Divide pupils into groups. Distribute task sheet 1 to pupils showing the same pictures in the text but with different situations.
2. Ask pupils to discuss in their respective groups how they would respond to the particular situation. 
3. Pupils present their answers in class.

Educational Emphases:

- Mastery learning
 - Knowledge acquisition
 - Constructivism
 - Assessment
 - Multiple intelligences (Interpersonal)
 - Thinking skills (Creating)
- 

TASK SHEET 3

Share your responses based on the situations given.



Your friend is sad because his pet died. How would you cheer him up?



Your mother has lost her purse. How do you think she feels? How can you help her?





Your sister was scolded by her teacher because she did not do her homework. How do you think she feels? How would you advise her?




Your cousin won a competition. How do you think he feels? How do you congratulate him?

Steps:

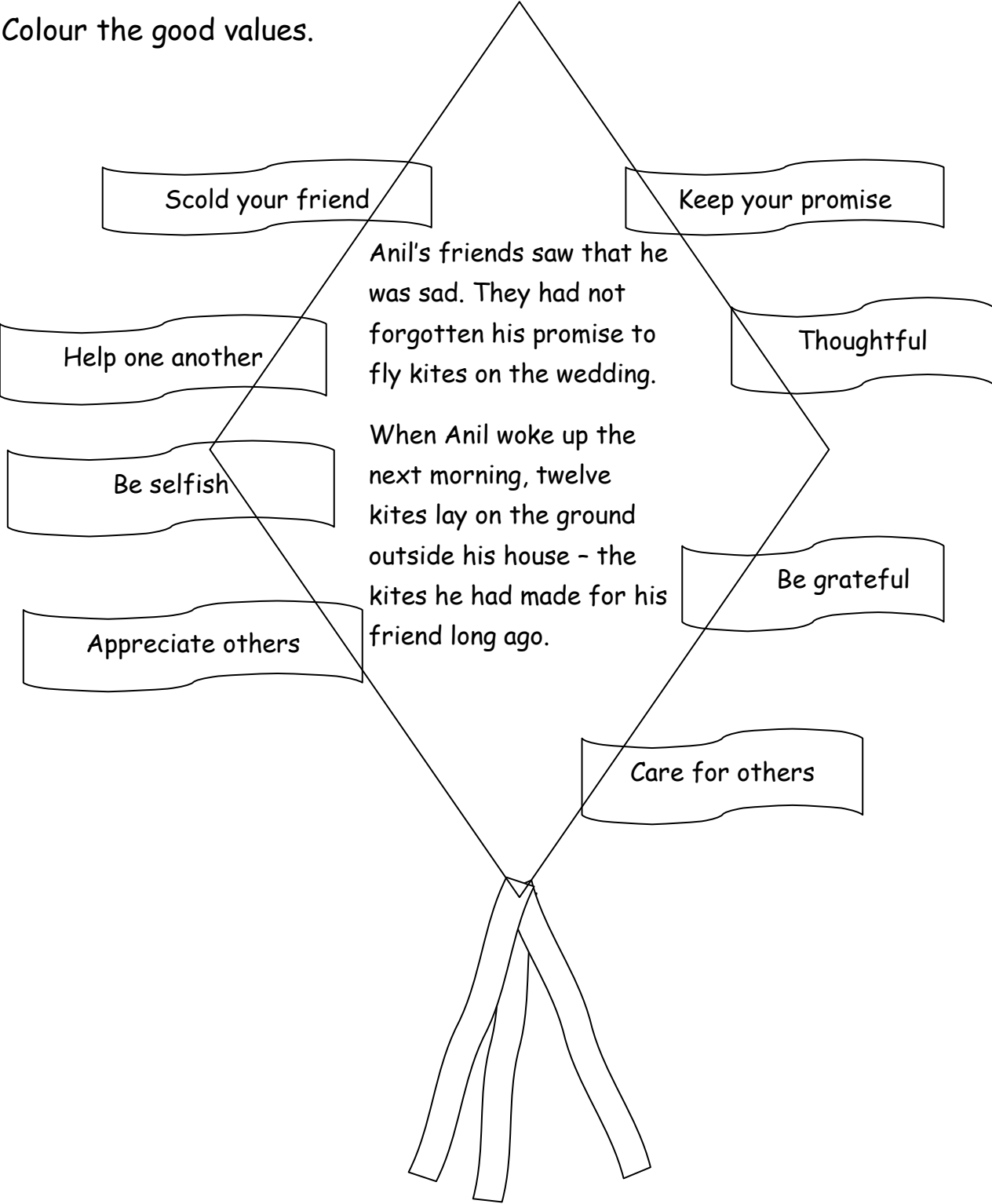
1. List good and bad values on the board.
2. Ask pupils to pick which values they feel they should have and ask them to justify their choices. (Example: Why do you think being hardworking is important?) 
3. Ask pupils to read page 24.
4. Elicit from pupils values that they think can be found in the text.
5. Distribute Worksheet 6 to pupils. Ask pupils to colour the good values. 
6. Check pupils' answers through individual and whole class feedback.

Educational Emphases:

- Contextual learning
- Value and citizenship
-  • Thinking skills (Evaluating)

WORKSHEET 10

Colour the good values.



"Count On Me" by Bruno Mars

If you ever find yourself stuck in the middle of the sea
 I'll sail the world to find you
 If you ever find yourself lost in the dark and you can't see
 I'll be the light to guide you

Find out what we're made of
 When we are called to help our friends in need

You can count on me like one, two, three, I'll be there
 And I know when I'm needed
 I can count on you like four, three, two, and you'll be there
 'Cause that's what friends are supposed to do

If you toss and you turn and you just can't fall asleep
 I'll sing a song beside you
 And if you ever forget how much you really mean to me
 Everyday I will remind you
 Find out what we're made of
 When we are called to help our friends in need

You can count on me like one, two, three, I'll be there
 And I know when I'm needed
 I can count on you like four, three, two, and you'll be there
 'Cause that's what friends are supposed to do

You'll always have my shoulder when you cry
 I'll never let go, never say goodbye

You know you can count on me like one, two, three,
 I'll be there
 And I know when I'm needed
 I can count on you like four, three, two,
 and you'll be there
 'Cause that's what friends are supposed to do
 You can count on me 'cause I can count on you

Songwriter(s): Philip Lawrence, Peter Gene Hernandez, Ari Levine
Copyright: Mars Force Music, Wb Music Corp., Toy Plane Music, Music Famamanem Lp, Roc Nation Music, Northside Independent Music Publishing Llc, Art For Art's Sake Music, Music Famamanem, Bughouse

[- From:
<http://www.elyrics.net> -]
 Lyrics from eLyrics.net

Steps:

1. Distribute the lyrics to the pupils.
2. Show the video clip of the song.
(<http://www.youtube.com/watch?v=SbAUzcuvVYc>)
3. Pupils sing along with the teacher.
4. *Get ideas from pupils on how they can help their friends.*

Educational Emphases:

- Multiple intelligences (musical)
- Information and communication technology (ICT)

Anil, The King of Kites

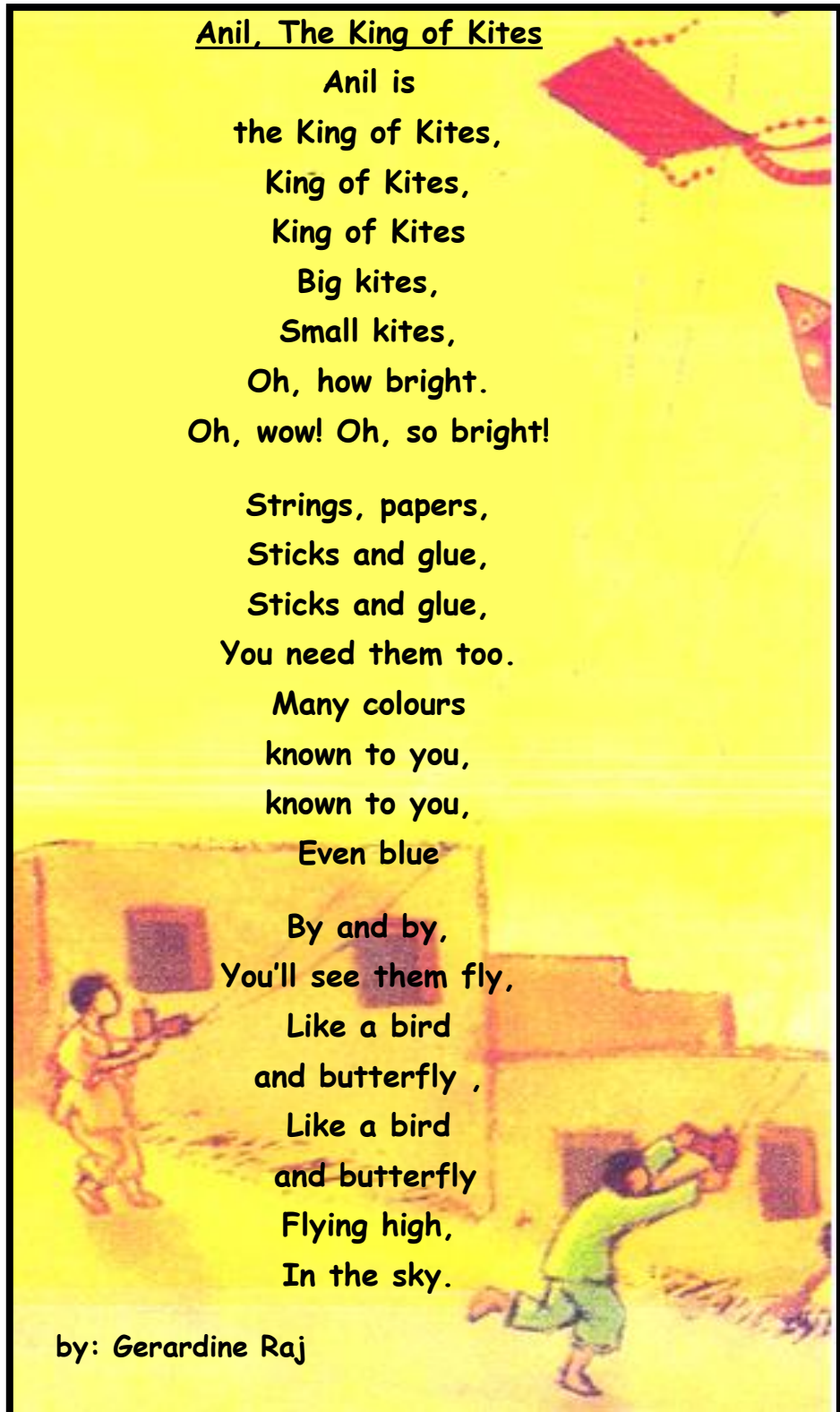
Anil is
the King of Kites,
King of Kites,
King of Kites
Big kites,
Small kites,
Oh, how bright.
Oh, wow! Oh, so bright!

Strings, papers,
Sticks and glue,
Sticks and glue,
You need them too.

Many colours
known to you,
known to you,
Even blue

By and by,
You'll see them fly,
Like a bird
and butterfly ,
Like a bird
and butterfly
Flying high,
In the sky.

by: Gerardine Raj



Steps:


1. Establish context: Show a picture of people flying kites and elicit from pupils what they see.
2. Distribute a jazz chant to pupils.
3. Pupils listen to the teacher first.
4. Pupils recite together.
5. Next, teacher includes actions such as clapping and stomping feet in the jazz chant and asks pupils to follow.
6. Divide pupils into groups and ask them to use their creativity to come up with their own jazz chants with actions.
7. Ask each group to present their jazz chant in front of the class.
8. Pick the best group based on creativity, fluency and pronunciation.

**Teacher's note: Teacher source for the picture her/himself.
Teacher may use the group assessment form.
The jazz chants can be on any topics.*


Educational Emphases:

- Creativity and Innovation
- Assessment
- Multiple intelligences (Bodily-kinaesthetic, Musical)

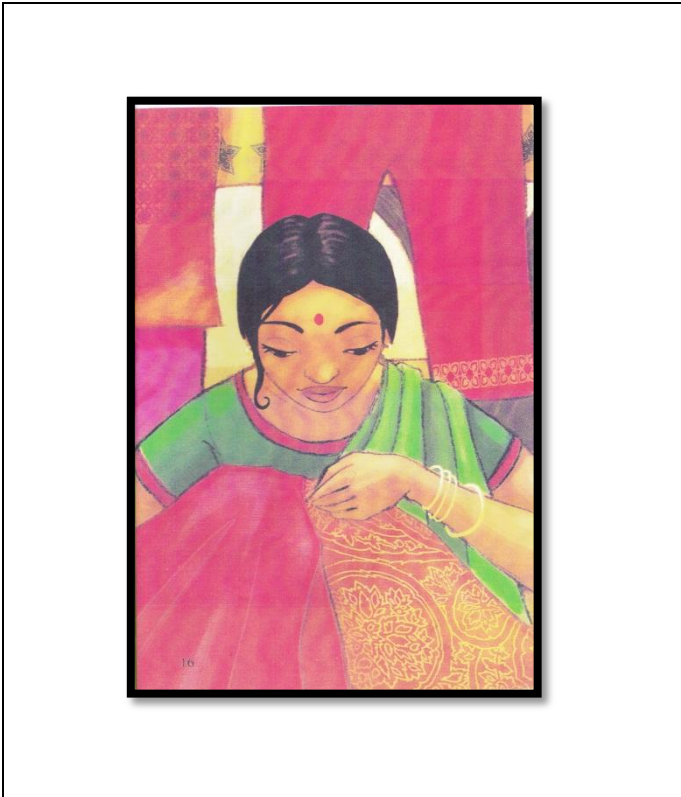
Steps:

1. Distribute Worksheet 10(a) of pictures taken from the book.
2. List down words/phrases of encouragement from the book.
3. For weaker pupils, list out the page number for answers.
4. Distribute Worksheet 10(b) which has the format of writing a note.
5. Ask pupils to write a note of encouragement for each picture in worksheet.
6. Then, cut out each note from Worksheet 10(b) and paste it in Worksheet 10(a). 
7. Check answers through individual and whole class feedback.

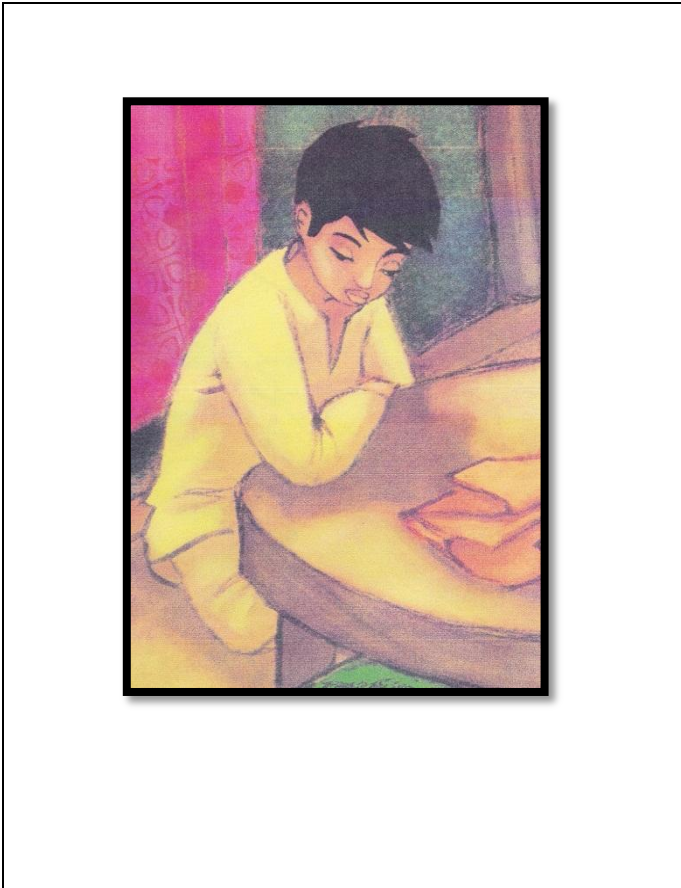
Educational Emphases:

-  • Thinking skills (Applying)
- Mastery learning
- Constructivism
- Knowledge acquisition
- Assessment

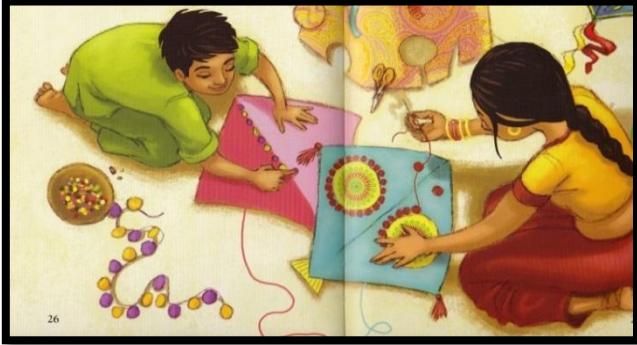
WORKSHEET 10(a)



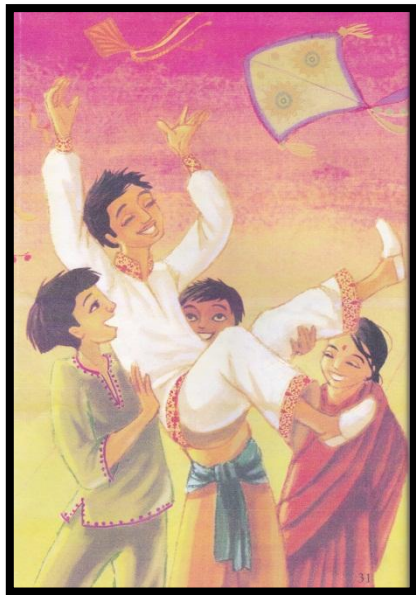
- Paste your note here -



- Paste your note here -



- Paste your note here -



- Paste your note here -

WORKSHEET 10(b)

Dear _____,

From,

_____,

_____,

_____,

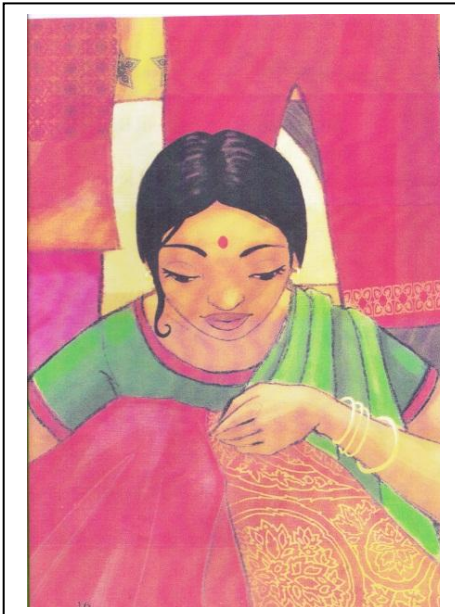
** Note to teacher: For intermediate learners, list options for answers:*

- *Don't give up.*
- *You're very beautiful.*
- *You sew very well.*
- *Well done! I'm so happy for you.*
- *You're very clever.*
- *Don't be sad.*
- *The kite is attractive.*
- *You're very creative.*
- *Congratulations! I'm so proud of you.*
- *You're very hardworking.*

Steps

1. In groups of four, ask pupils to write their own dialogues.
2. Pupils role play the situation.

Group 1: Anil and his mother



Anil's mother is sewing. (Sample Dialogue)

Anil : Hi mum!

Mother : Yes dear.

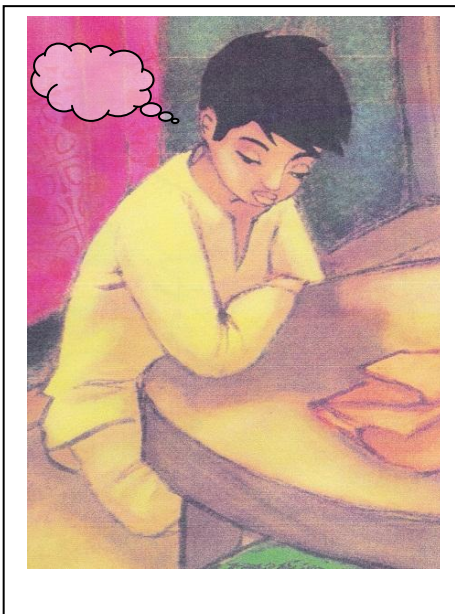
Anil : What are you sewing?

Mother : I'm sewing a sari for a wedding.

Anil : Oh, it's beautiful. You are so creative.

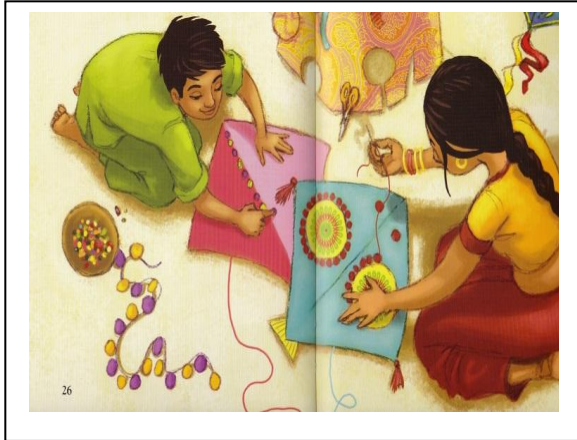
Mother : Thank you.

Group 2: Anil is alone and sad.



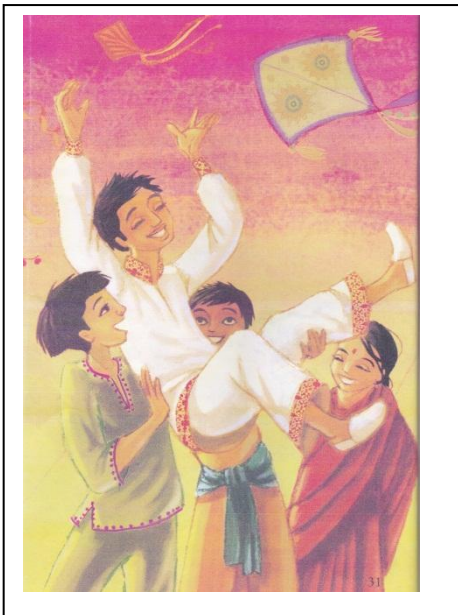
Anil is sitting alone in his room and is talking to himself. (Monologue)

Group 3: Anil and his mother .



Anil's mother is helping him to decorate the kites. (Dialogue)

Group 4: Anil is being hoisted by his friends.



Anil is being hoisted by his friends. (Dialogue)

- Educational Emphases:**
- Constructivism
 - Contextual learning
 - Values and citizenship

Create a wedding invitation card/congratulatory card using MS PowerPoint.

Steps:

1. Ask pupils to bring samples of wedding invitation/congratulatory cards.
2. Get pupils to talk about the contents of the card. For example: date, time, venue, RSVP, etc.
3. Take pupils to the computer laboratory.
4. Assign pupils to create their own card according to their creativity.
5. Pupils present their work.
6. Teacher assesses their work.

** Teacher's note: Pupils' work can be printed or shown on the screen.*

Educational Emphases:

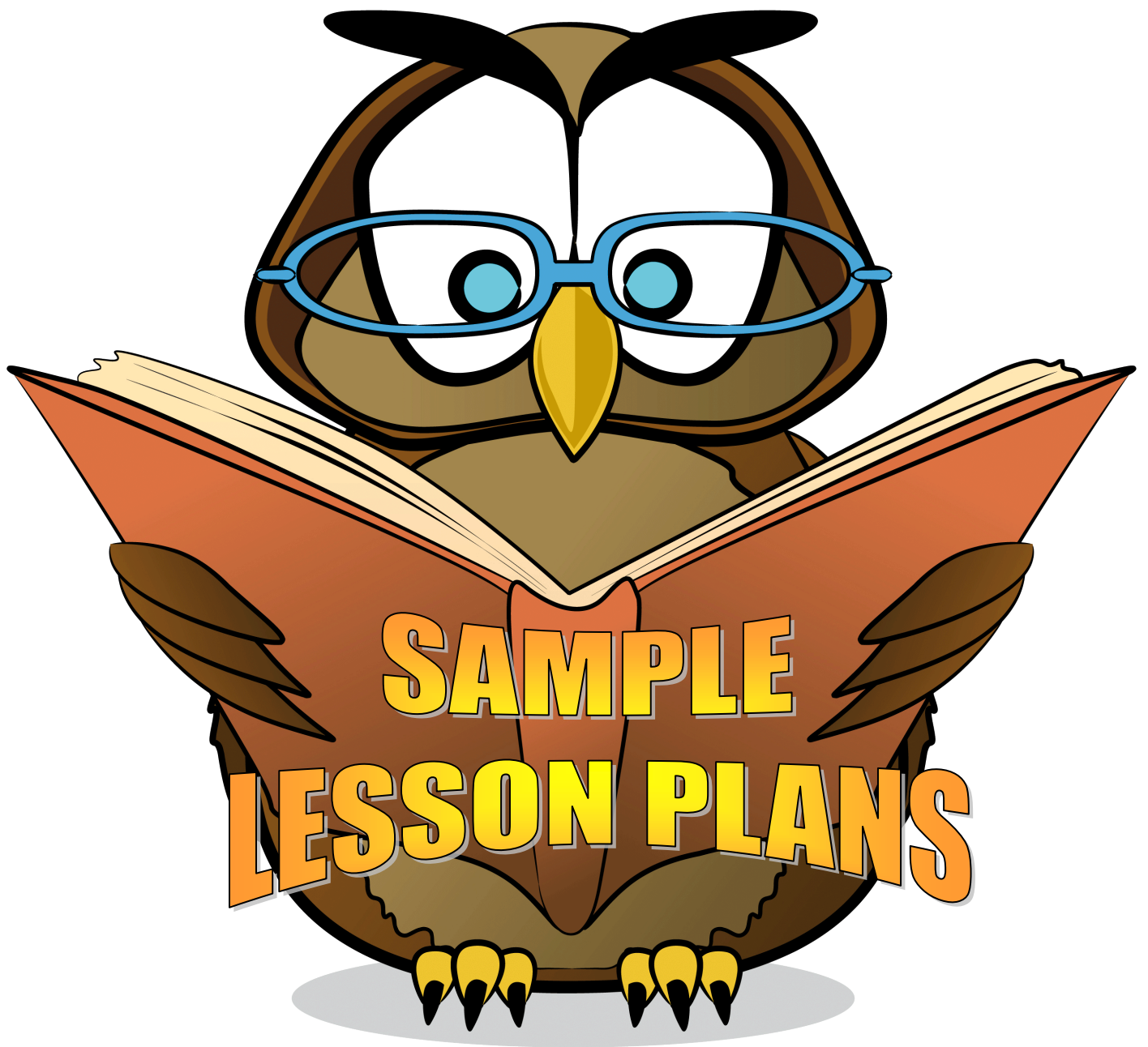
- Information and communication technology (ICT)
- Creativity and innovation
- Assessment

Steps:

1. Inform pupils beforehand to bring costumes suitable to be worn to a wedding ceremony.
2. Pupils prepare themselves for the fashion show.
3. Pupils put up a fashion show.
4. Pupils are asked to describe their clothing.
5. Explain the appropriate and inappropriate types of clothing to wear to certain functions and places.

Educational Emphases:

- Multiple intelligences (Kinaesthetic)
- Creativity and innovation.



Sample 1

Theme : World of Stories

Topic : The King of Kites

Learning Standard: 4.2.1 Able to respond to literary texts:

- a) characters
- b) place and time
- c) values

Objectives : By the end of the lesson, pupils should be able to:

- i. identify the features on the cover of the book
- ii. complete the mind maps based on the two main characters
- iii. sequence pictures correctly according to the main events in the story

Time : 60 minutes

Teaching aids : Reading text, task sheet, picture cards.

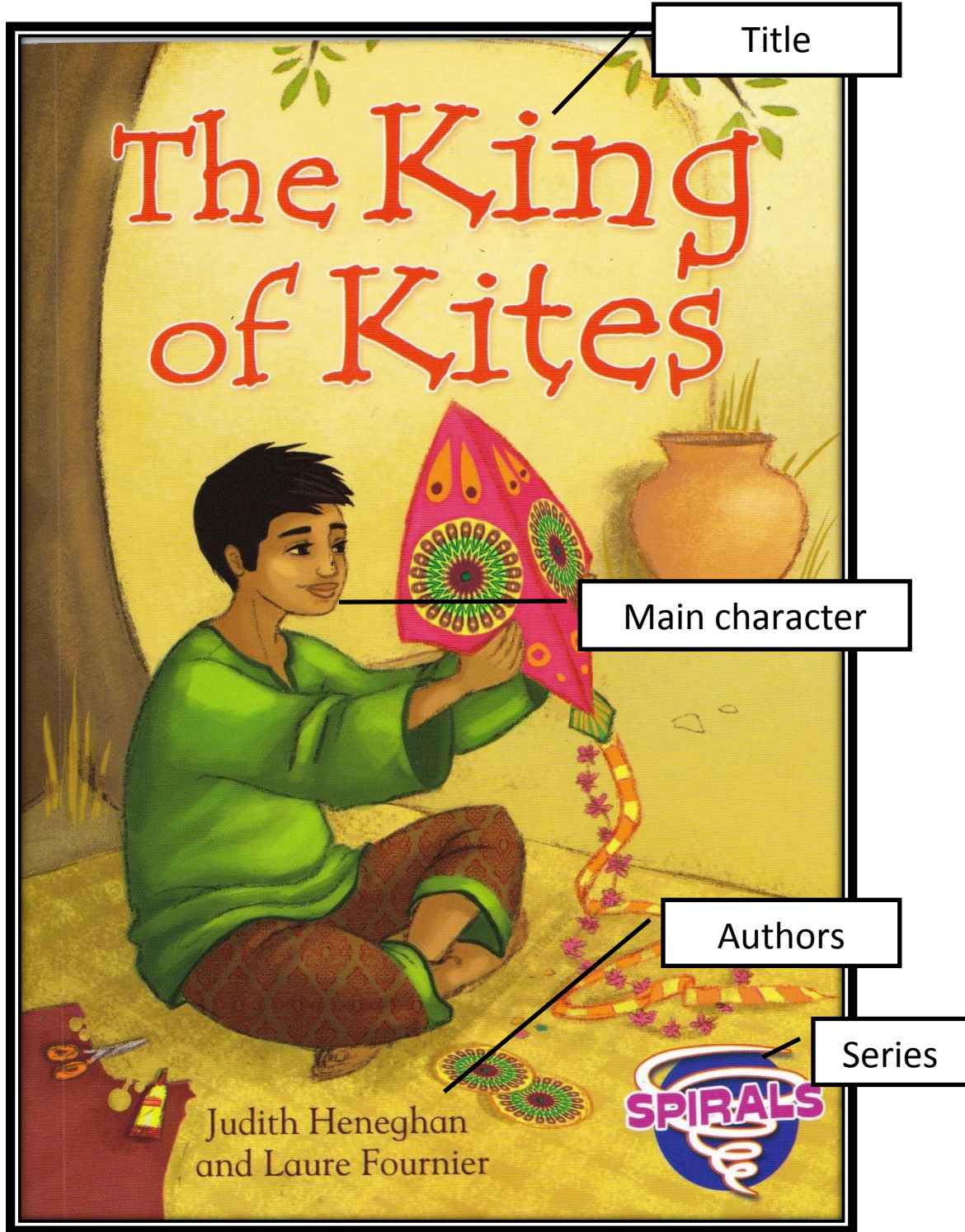
CCE / EE : Thinking skills, contextual learning, multiple intelligences (Visual-spatial), i-Think Programme (Bubble map)

Steps:

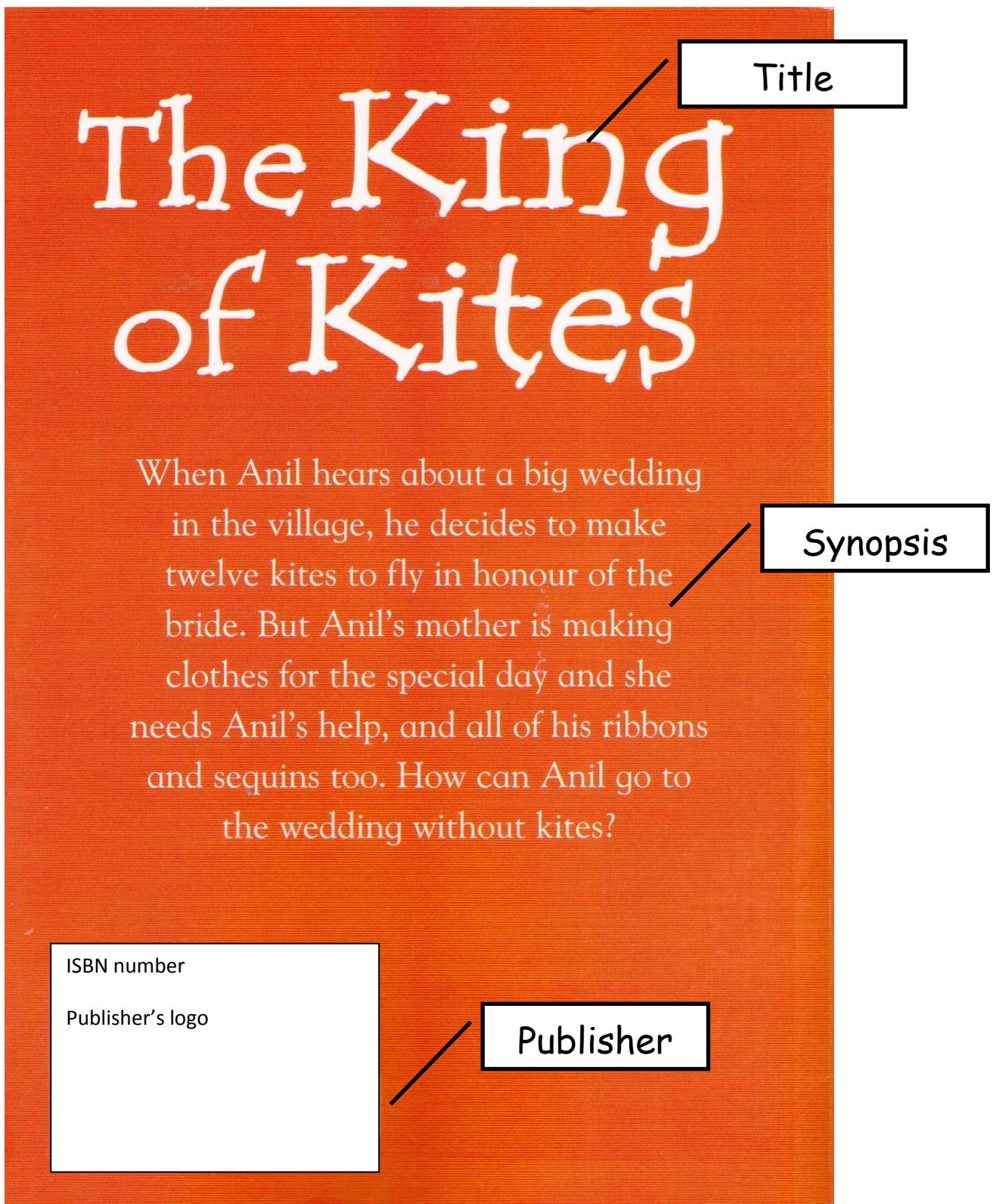
Pre-Reading: Talk About the Cover

1. Show the book cover.
2. Ask Wh-questions about the cover. Example: What do you think this boy likes to do?
3. Get the pupils to talk about the cover.
 - a. Ask pupils to predict the story.
 - b. Ask questions to elicit the features generally found on a book cover.
4. Distribute worksheet 1 to pupils for them to complete.
5. Show another story book and get pupils to identify the features on the cover.

** Teacher's note: The cover refers to the front and back of the book.*



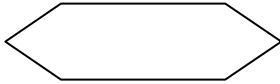
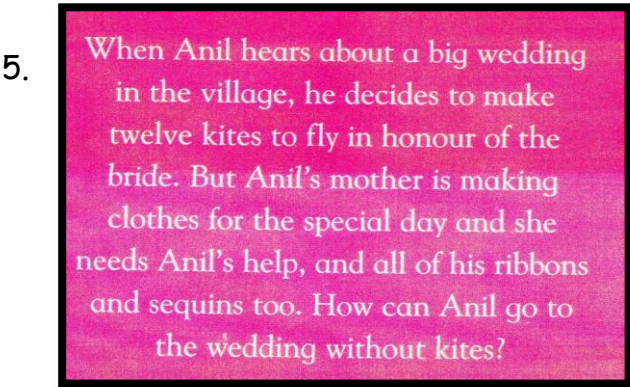
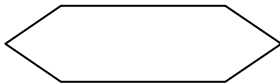
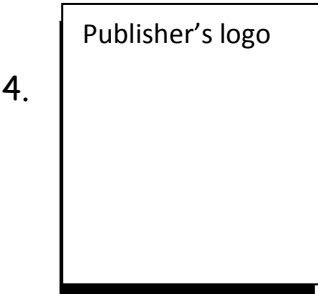
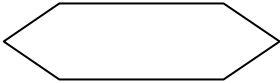
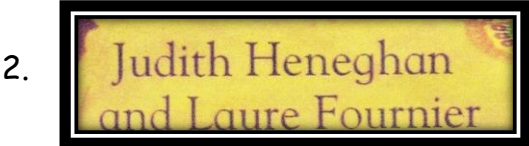
Front cover



Back cover

WORKSHEET 1

Name the features found on the cover.

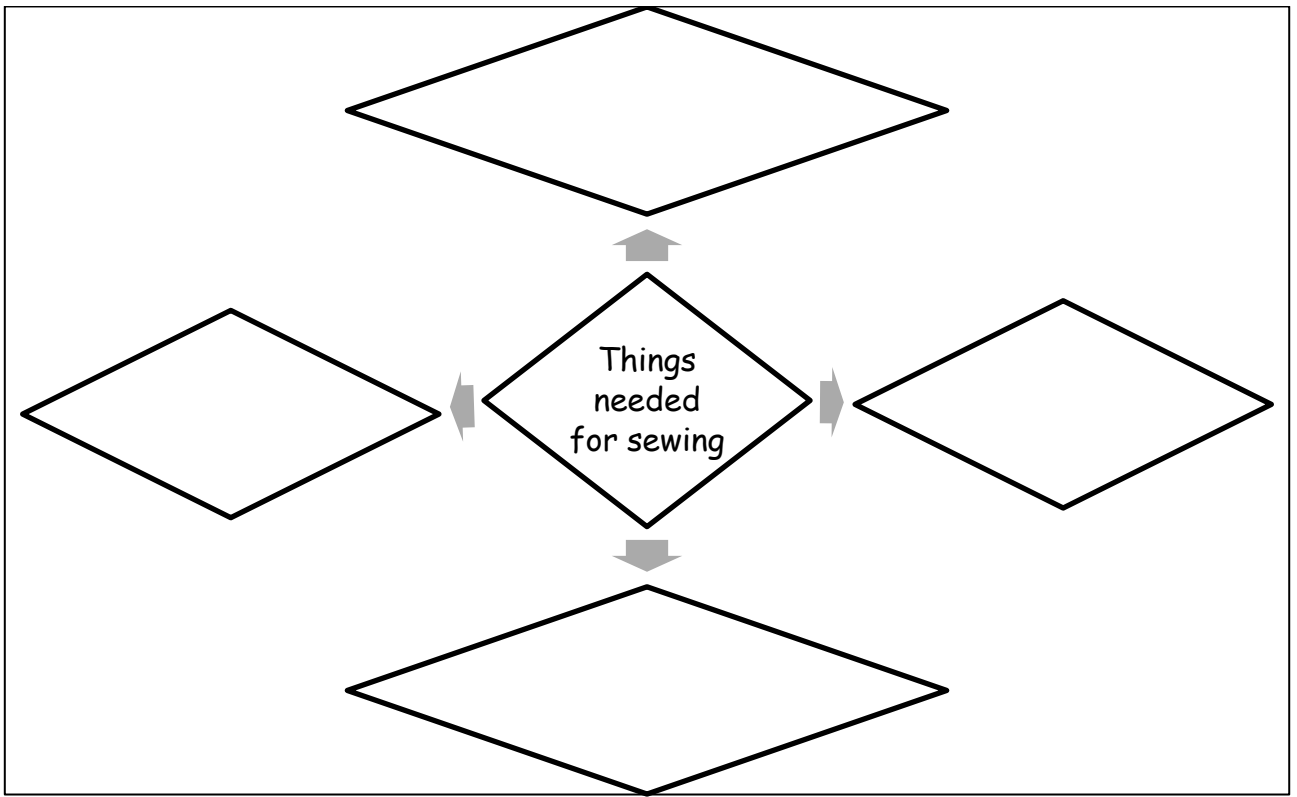
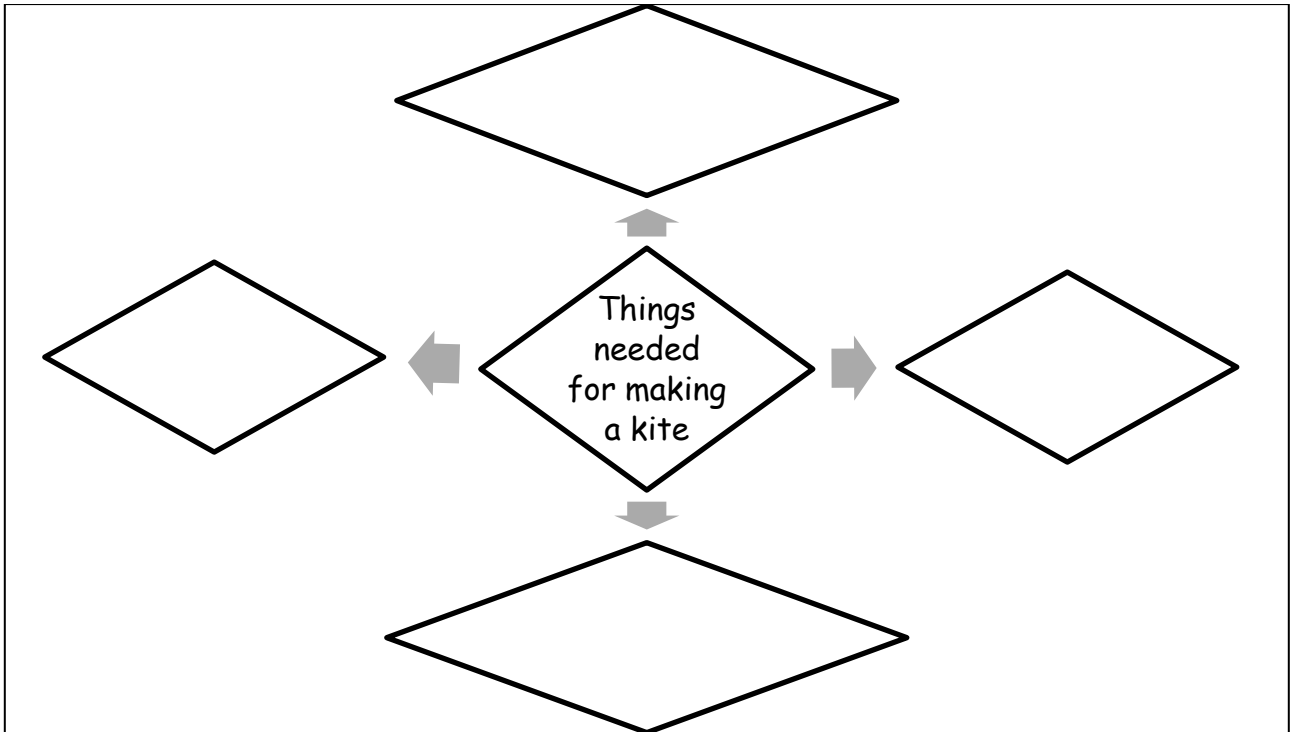


While Reading: Mind Maps

1. Ask pupils to skim through the book and find the pages which match the headings of the first and second mind maps (things needed to make a kite - page 10 and things needed for sewing - page 9).
2. Ask pupils to complete the mind maps given.
3. Ask pupils what the two main characters in the story are doing. (Anil - making kites; Anil's mother - sewing)

WORKSHEET 2

Complete the mind maps given.



Post Reading: Sequencing pictures

1. Distribute Worksheet 4.
2. Ask pupils to sequence the pictures correctly according to the main events in the story.

** Teacher's note: Ask pupils to cut out pictures and paste them in another piece of paper or number them.*

WORKSHEET 4

Sequence the pictures in the correct order.

1. 	2. 		
3. 	4. 	5. 	6. 
7. 	8. 	9. 	

Sample 2

Theme : World of Stories

Topic : The King of Kites

Learning Standard : 4.2.1 Able to respond to literary texts:

- a) characters
- b) place and time
- c) values

4.3.1 Able to plan, produce and display creative works based on literary texts using a variety of media with guidance.

4.3.2 Able to plan, prepare and participate in a performance with guidance based on literary works.

Objectives : By the end of the lesson, pupils should be able to:

- i. fill in the speech bubbles with suitable social expressions
- ii. write a jazz chant with correct spelling
- iii. recite a jazz chant with correct pronunciation, rhythm and intonation

Time : 60 minutes

Teaching aids : Reading text, task sheet, worksheet, picture cards.

CCE / EE : Thinking skills, values and citizenship, contextual learning, creativity and innovation.

Steps:

Pre-Reading: What did they say?

1. Establish context: Show pictures of people with different emotions and ask pupils to guess what those emotions are.
2. Ask pupils to identify the emotions of the characters found on selected pages. Example: Elicit emotions seen on page 5 (Happy).
3. Ask pupils to identify other situations where they feel happy. (Example: family picnic, family dinner, winning a competition and etc.)

While Reading (Activity 1): Social Expression

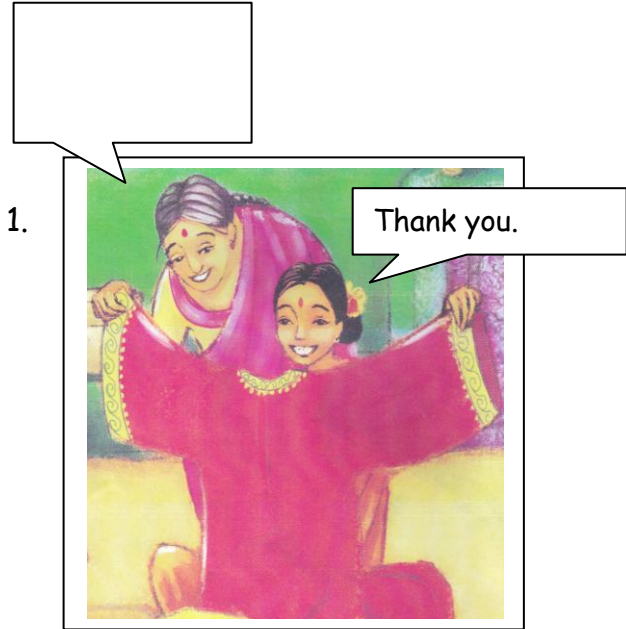
1. Pupils work in pairs.
2. Distribute Worksheet 4 to pupils and ask pupils to fill in the suitable social expressions.
3. Ask pupils to check their answers with their partner.
4. Get pupils' feedback and list answers on the board.
5. In pairs, ask pupils to do a speaking activity for pictures with two speech bubbles for social expressions.

** Teacher's note: Accept any suitable answers. For intermediate learners, list option for answers.*

WORKSHEET 5

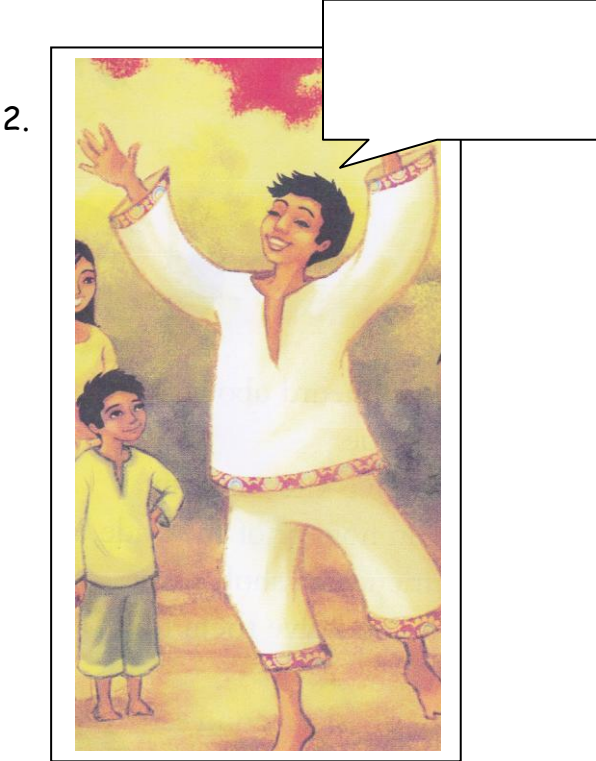
Fill in the speech bubbles with the suitable expressions.

1.

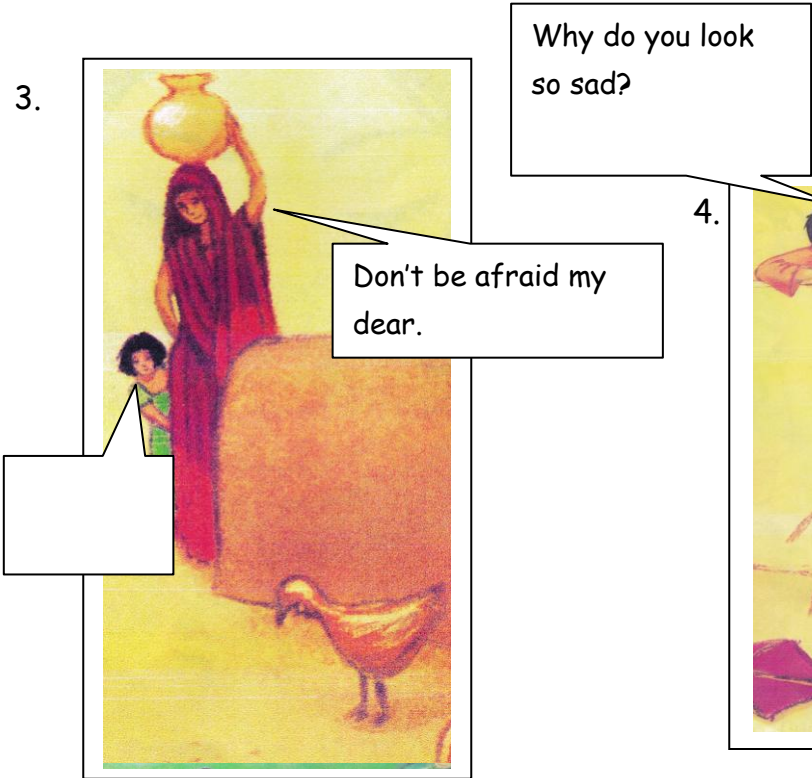


Thank you.

2.



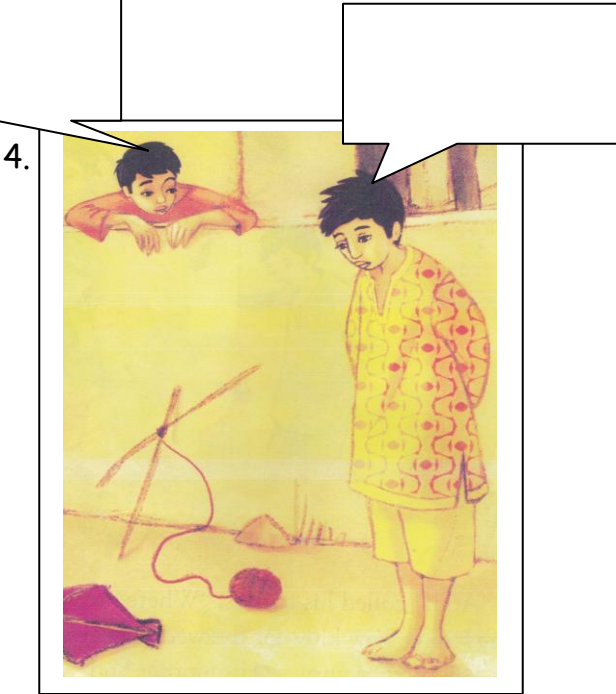
3.



Why do you look so sad?

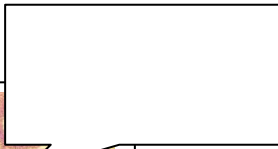
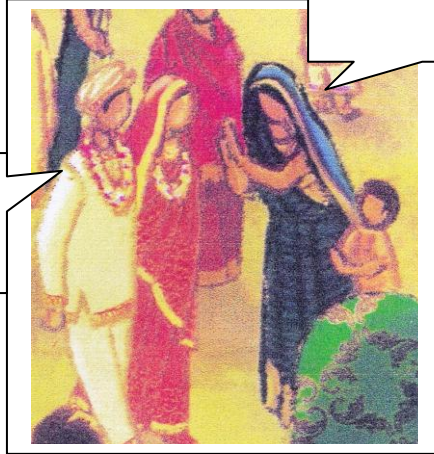
Don't be afraid my dear.

4.

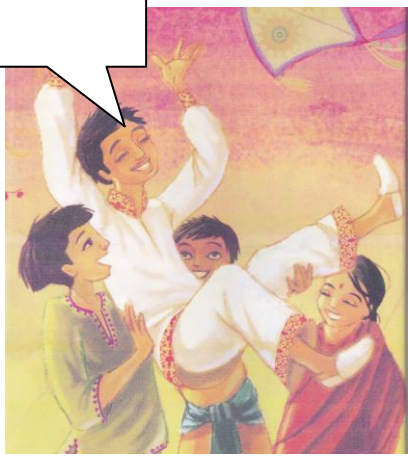


5.

Thank you.



6.



7.



Post Reading Activity: Jazz ChantAnil, The King of Kites

Anil is
the King of Kites,
King of Kites,
King of Kites
Big kites,
Small kites,
Oh, how bright.
Oh, wow! Oh so bright!

Strings, papers,
Sticks and glue,
Sticks and glue,
You need them too.

Many colours
known to you,
known to you,
Even blue

By and by,
You'll see them fly,
Like a bird
and butterfly ,
Like a bird
and butterfly
Flying high,
In the sky.

by: Gerardine Raj

Steps:

1. Establish context: Show a picture of people flying kites and elicit from pupils what they see.
2. Distribute a jazz chant to pupils.
3. Pupils listen to the teacher first.
4. Pupils recite together.
5. Next, teacher includes actions such as clapping and stomping feet in the jazz chant and asks pupils to follow.
6. Divide pupils into groups and ask them to use their creativity to come up with their own jazz chants with actions.
7. Ask each group to present their jazz chant in front of the class.
8. Pick the best group based on creativity, fluency and pronunciation.

**Teacher's note: Teacher source for the picture her/himself.
Teacher may use the group assessment form.
The jazz chants can be on any topics.*

Sample 3

Theme : World of Stories

Topic : The King of Kites

Learning Standard: 4.2.1 Able to respond to literary texts:

- d) characters
- e) place and time
- f) values

Objectives : By the end of the lesson, pupils should be able to:

- i. identify and relate emoticons to the characters in the story
- ii. respond appropriately to the given situations
- iii. give ideas on how they can help their friends

Time : 60 minutes

Teaching aids : Reading text, task sheet, picture cards, emoticons.

CCE / EE : Thinking skills, values and citizenship, contextual learning.

Steps:

Pre-Reading: Console me

1. Establish context: Ask pupils what they do when a friend shares with them a problem. How would they respond? Example: Encourage, give advice.
2. Show pictures found in the book with different emotions of the characters. Ask pupils to state the emotions.
3. Show pictures of different emoticons relating to the different emotions of the characters.
4. Ask pupils to relate emoticons to the characters in the story.

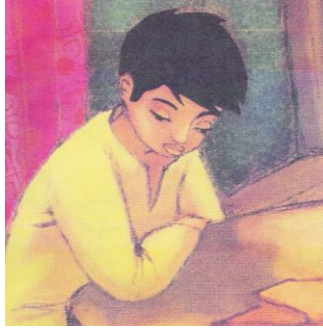
**Teacher's note: Teacher source for pictures of emoticons*

While Reading: Be the counsellor

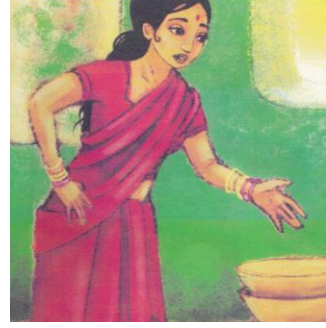
1. Divide pupils into groups. Distribute Task sheet 3 to pupils showing the same pictures in the text but with different situations.
2. Ask pupils to discuss in their respective groups how they would respond to the particular situation.
3. Pupils present their answers in class.

TASK SHEET 3

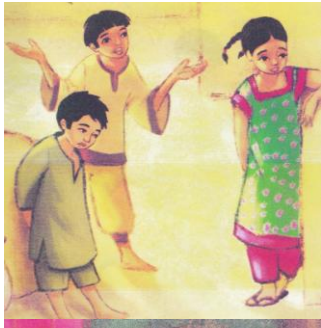
Share your responses based on the situations given.



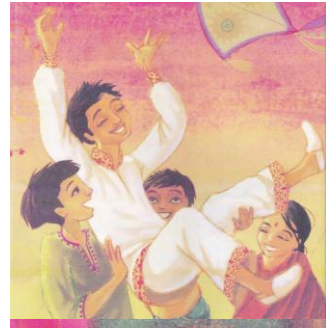
Your friend is sad because his pet died. How would you cheer him up?



Your mother has lost her purse. How do you think she feels? How can you help her?



Your sister was scolded by her teacher because she did not do her homework. How do you think she feels? How would you advise her?



Your cousin won a competition. How do you think he feels? How do you congratulate him?

Post-Reading: Song

"Count On Me" by Bruno Mars

If you ever find yourself stuck in the middle of the sea
I'll sail the world to find you
If you ever find yourself lost in the dark and you can't see
I'll be the light to guide you

Find out what we're made of
When we are called to help our friends in need

You can count on me like one, two, three, I'll be there
And I know when I'm needed
I can count on you like four, three, two, and you'll be there
'Cause that's what friends are supposed to do

If you toss and you turn and you just can't fall asleep
I'll sing a song beside you
And if you ever forget how much you really mean to me
Everyday I will remind you
Find out what we're made of
When we are called to help our friends in need

You can count on me like one, two, three, I'll be there
And I know when I'm needed
I can count on you like four, three, two, and you'll be there
'Cause that's what friends are supposed to do

You'll always have my shoulder when you cry
I'll never let go, never say goodbye

You know you can count on me like one, two, three,
I'll be there
And I know when I'm needed
I can count on you like four, three, two,
and you'll be there
'Cause that's what friends are supposed to do
You can count on me 'cause I can count on you

Songwriter(s): Philip Lawrence, Peter Gene Hernandez, Ari Levine
Copyright: Mars Force Music, Wb Music Corp., Toy Plane Music, Music Famamanem Lp, Roc Nation Music, Northside Independent Music Publishing Llc, Art For Art's Sake Music, Music Famamanem, Bughouse

[- From:
<http://www.elyrics.net> -]
Lyrics from eLyrics.net

Steps:

1. Distribute the lyrics.
2. Show the video clip of the song.
(<http://www.youtube.com/watch?v=SbAUzcuvVYc>)
3. Pupils sing along the lyrics with the teacher.
4. Get ideas from pupils on how they can help their friends.

Enrichment Activity: Conduct a "Friendship Game".

1. Ask pupils to find words to describe their friends.
2. Begin the game by introducing a word and the pupils take turns to say a word that describe the friend.
3. Example: Teacher says a name of a pupil in the class. The first pupil may say "Kind" and the next pupil may say "Helpful".
 - * Options: loving, hardworking, considerate, clever and any other appropriate words.

** Teacher's note: Encourage positive words. Teacher may provide answers*

Sample 4

Theme : World of Stories

Topic : The King of Kites

Learning Standard: 4.3.1 Able to plan, produce and display creative works based on literary texts using a variety of media with guidance.

4.3.2 Able to plan, prepare and participate in a performance with guidance based on literary works.

Objectives : By the end of the lesson, pupils should be able to:

- i. state the contents in a note of encouragement
- ii. write the suitable note of encouragement for each picture
- iii. do a role play based on the pictures

Time : 60 minutes

Teaching aids : Reading text, task sheet, picture cards.

CCE / EE : Thinking skills, values and citizenship, contextual learning.

Steps:

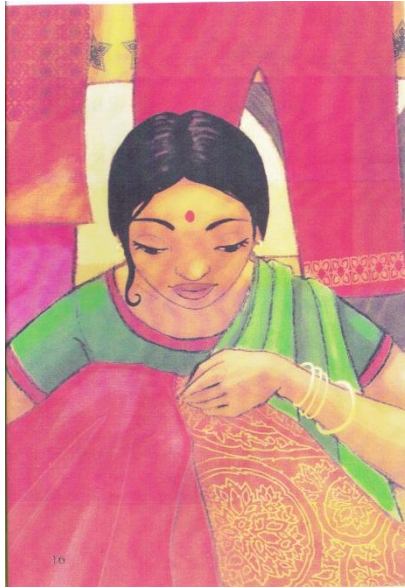
Pre-Reading: My point of view.

1. Establish context: Show pupils an example of a note of encouragement.
2. Ask pupils when do we give it and why?
3. List pupils' answers on the board.

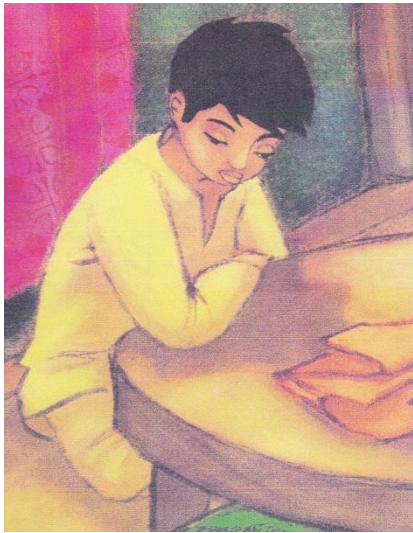
While Reading: Writing notes of encouragement.

1. Distribute Worksheet 10(a) of pictures taken from the book.
2. List down words/phrases of encouragement from the book.
3. For weaker pupils, list out the page number for answers.
4. Distribute Worksheet 10(b) which has the format and outline of writing a note.
5. Ask pupils to write a note of encouragement for each picture in worksheet.
6. Then, cut out each note from Worksheet 10(b) and paste it in Worksheet 10(a).
7. Check answers through individual and whole class feedback.

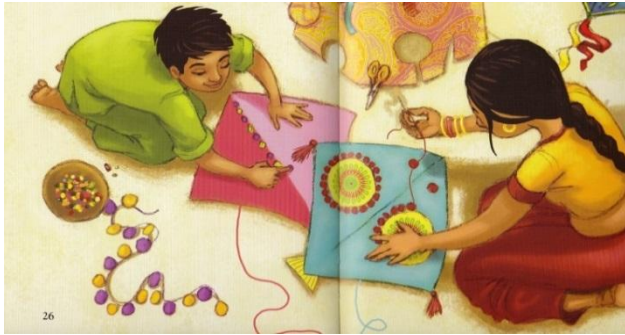
WORKSHEET 10(a)



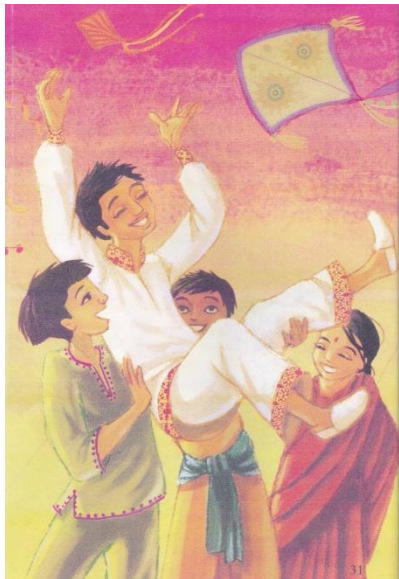
- Paste your note here -



- Paste your note here -



- Paste your note here -



- Paste your note here -

WORKSHEET 10(b)

Dear _____,

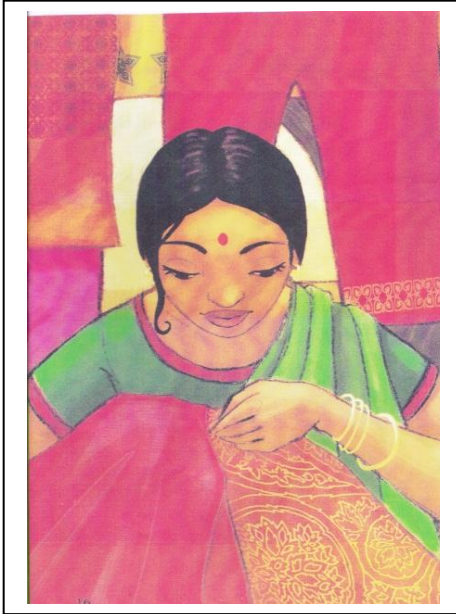
From,

** Note to teacher: For intermediate learners, list options for answers:*

- *Don't give up.*
- *You're very beautiful.*
- *You sew very well.*
- *Well done! I'm so happy for you.*
- *You're very clever.*
- *Don't be sad.*
- *The kite is attractive.*
- *You're very creative.*
- *Congratulations! I'm so proud of you.*
- *You're very hardworking.*

Post Reading: Role Play

1. In groups of four, ask pupils to write their own dialogue.
2. Role play the situation.

Group 1: Anil and his mother**Anil's mother is sewing. (Sample Dialogue)**

Anil : Hi mum!

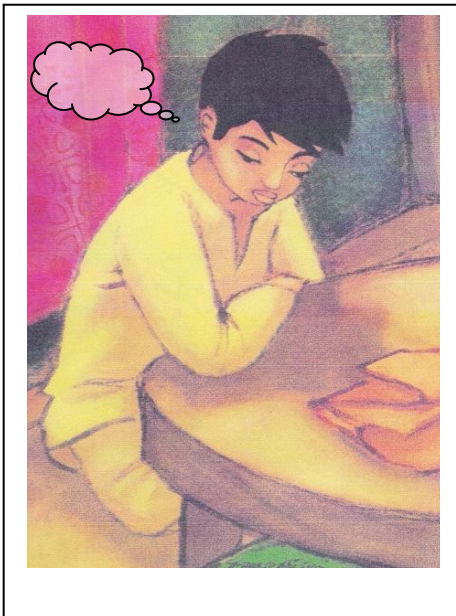
Mother : Yes dear.

Anil : What are you sewing?

Mother : I'm sewing a sari for a wedding.

Anil : Oh, it's beautiful. You are so creative.

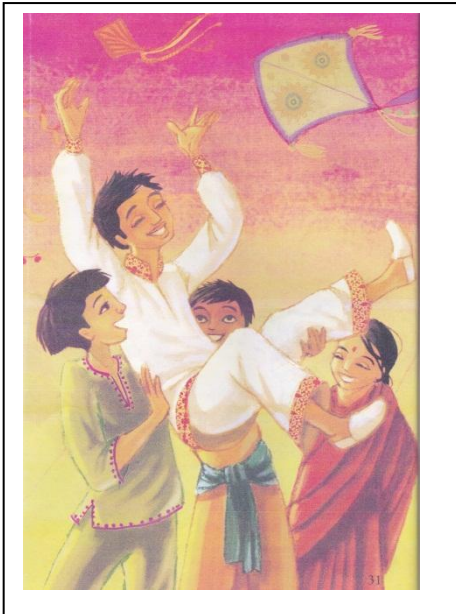
Mother : Thank you.

Group 2: Anil is alone and sad.**Anil is sitting alone in his room and is talking to himself. (Monologue)**



Anil's mother is helping him to decorate the kites.

Group 4: Anil is being hoisted by his friends.



Anil is being hoisted by his friends.

Sample 5

Theme : World of Stories

Topic : The King of Kites

Learning Standard : 4.2.1 Able to respond to literary texts:

- d) characters
- e) place and time
- f) values

4.3.1 Able to plan, produce and display creative works based on literary texts using a variety of media with guidance

Objectives : By the end of the lesson, pupils should be able to:

- i. talk about a wedding card
- ii. complete the diagram with information before and during the wedding ceremony in the story
- iii. create a wedding card using MS Power Point

Time : 60 minutes

Teaching aids : Reading text, task sheet, picture cards.

CCE / EE : Information and communication technology (ICT), Thinking skills, values and citizenship, contextual learning, creativity and innovation, knowledge acquisition

Steps:

Pre-Reading: Wedding Invitation Card

1. Show samples of wedding invitation cards/ congratulatory cards.
 - Malay wedding card. Source: <http://v2.weddingkami.com/?p=37>
 - Chinese wedding card. Source: http://www.zazzle.ca/fatfatin_white_sakuras_chinese_wedding_invitation_card-137449591723883443
 - Indian wedding card. Source: http://www.zazzle.co.uk/emerald_green_gold_royal_indian_peacock_wedding_card-137028852213015908
2. Get pupils to talk about the contents of the card. For example: date, time, venue, RSVP, and etc.

While Reading: Complete the diagram.

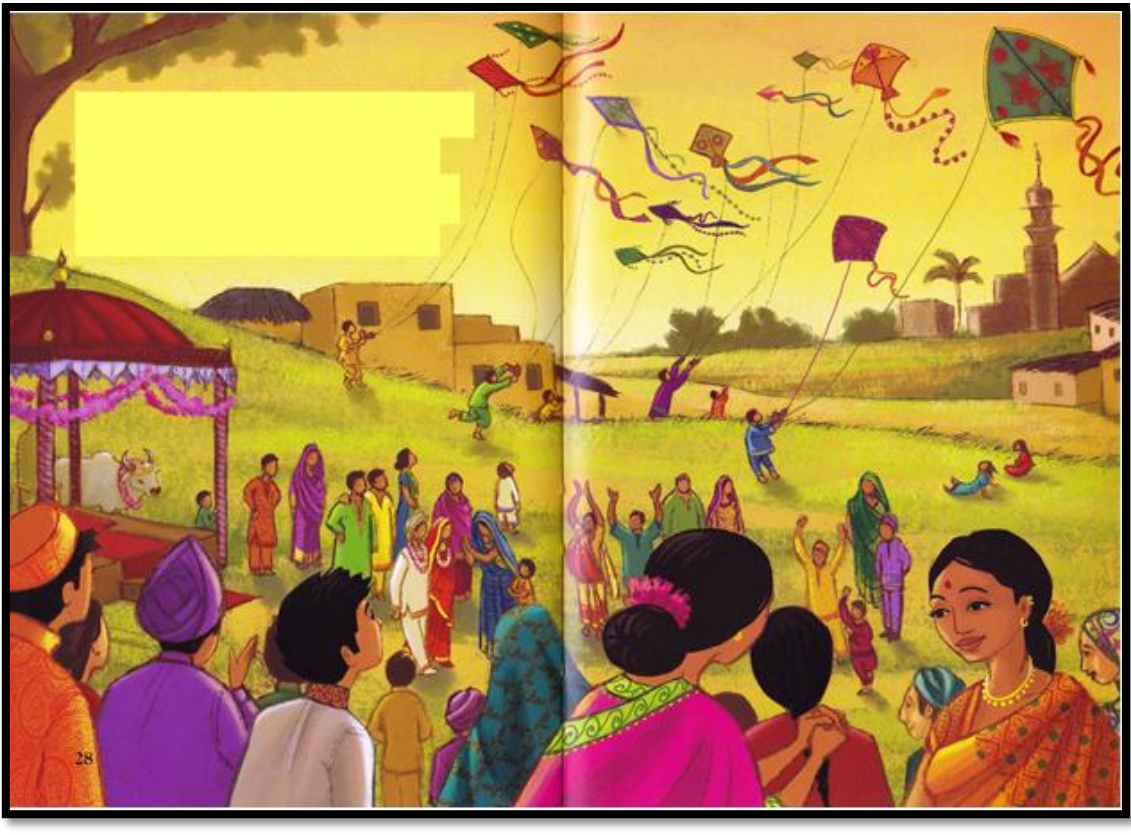
1. Project two pictures in Task sheet 2 to pupils (a picture before the wedding - page 27 and another picture on the wedding day - page 28).
2. Elicit from pupils the activities that the people are doing in each picture.
3. List pupils' answers on the board.
4. Distribute Worksheet 11.
5. Ask pupils to complete the diagram.

TASK SHEET 2

Picture before the wedding

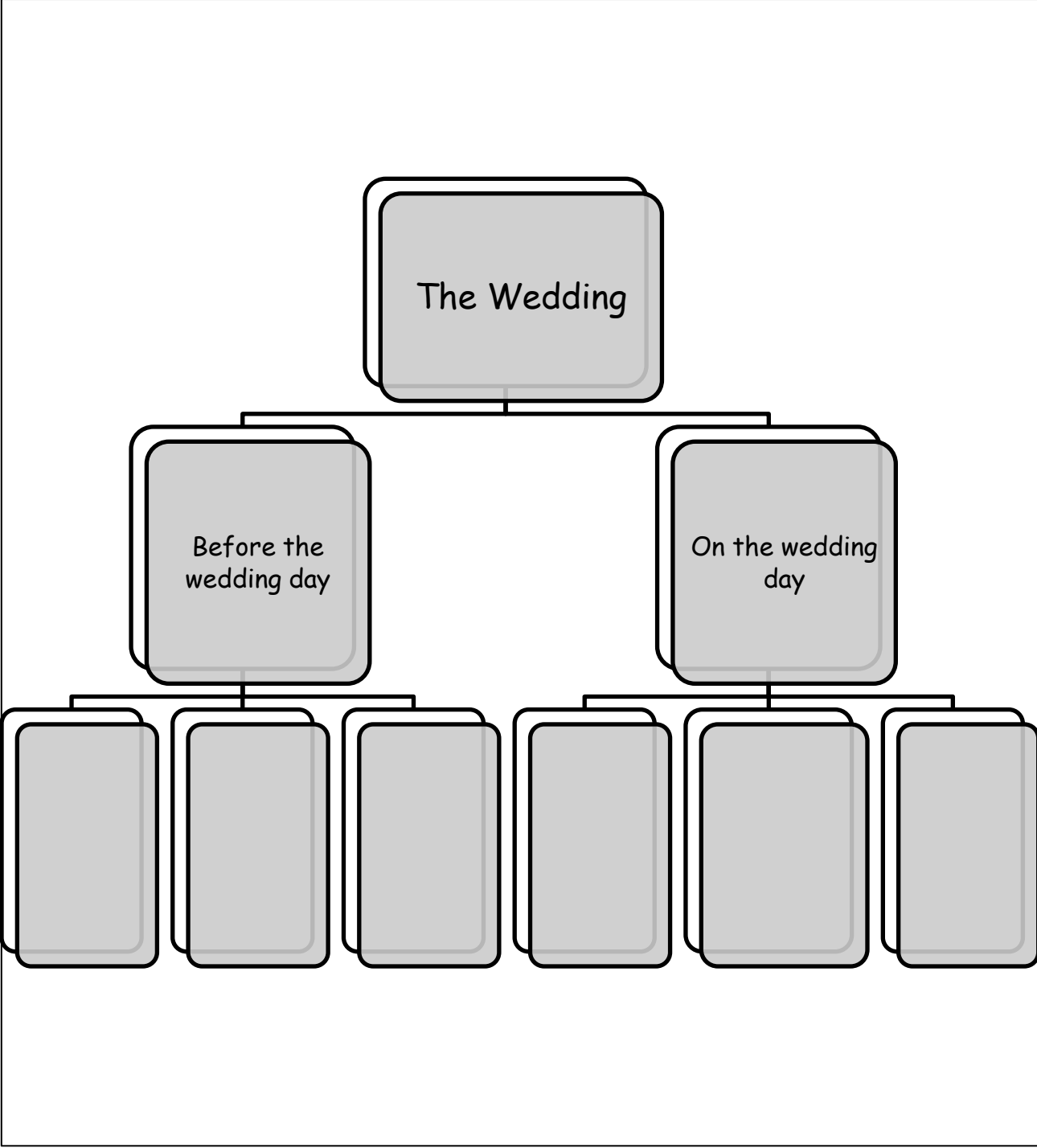


Picture on the wedding day



WORKSHEET 8

Complete the diagram.



Post Reading: Wedding Invitation Card/Congratulatory Card.

1. In pairs, assign pupils to design a wedding card according to their creativity using MS Power Point.
2. Pupils present their work.

** Note for the teacher: Pupils' work can be printed or shown on the screen.*

Examples of completed work:-



Source: http://v2.weddingkami.com/wp-content/uploads/2011/01/16ayeshamundzir.weddingkami.com_.png



Source: http://www.zazzle.ca/fatfatin_white_sakuras_chinese_wedding_invitation_card-137449591723883443



Source: http://www.zazzle.co.uk/emerald_green_gold_royal_indian_peacock_wedding_card-137028852213015908

Sample 6

Theme : World of Stories

Topic : The King of Kites

Learning Standard : 4.2.1 Able to respond to literary texts:

g) characters

h) place and time

i) values

Objectives : By the end of the lesson, pupils should be able to:

i. identify and show different emotions

ii. fill in the speech bubbles with suitable social expressions

Time : 30 minutes

Teaching aids : Worksheet, picture cards

CCE / EE : Thinking skills, values and citizenship, contextual learning

Steps:

Pre-Reading: What did they say?

1. Establish context: Show pictures of people with different emotions and ask pupils to guess what those emotions are.
2. Ask pupils to identify the emotions of the characters found on selected pages. Example: Elicit emotions seen on page 5 (Happy).
3. Ask pupils to identify other situations where they feel happy. (Example: family picnic, family dinner, winning a competition and etc.)

** Teacher's note: Teacher source for pictures of people showing different emotions.*

While Reading : Social Expression

1. Pupils work in pairs.
2. Distribute Worksheet 3 to pupils and ask pupils to fill in the suitable social expressions.
3. Ask pupils to check their answers with their partner.
4. Get pupils' feedback and list answers on the board.

** Teacher's note: Accept any suitable answers. For intermediate learners, list option for answers.*

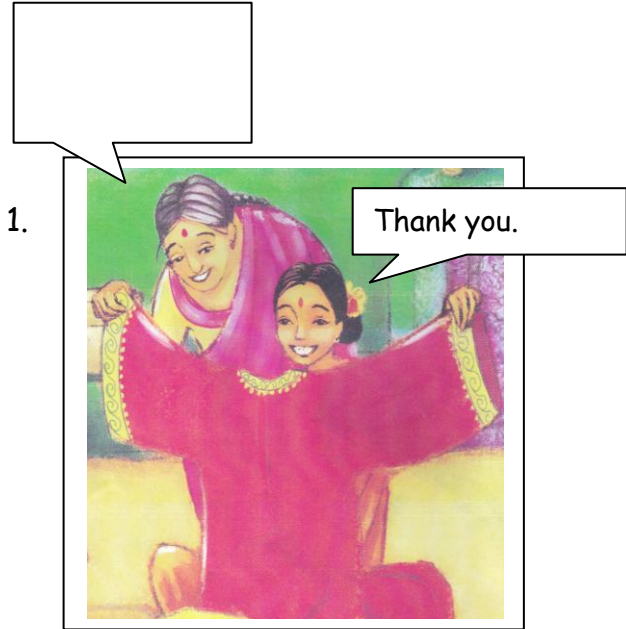
Post Reading

1. In pairs, ask pupils to do a speaking activity for pictures which have two bubbles for social expressions.

WORKSHEET 5

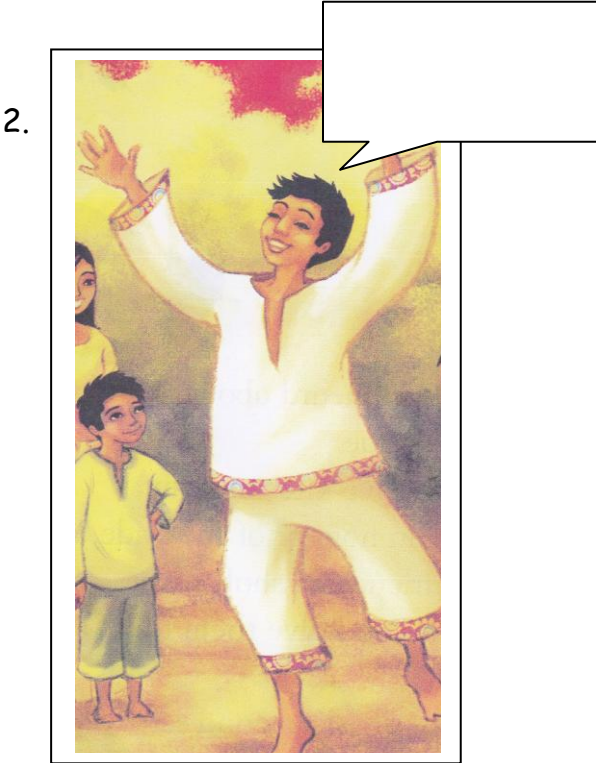
Fill in the speech bubbles with the suitable expressions.

1.

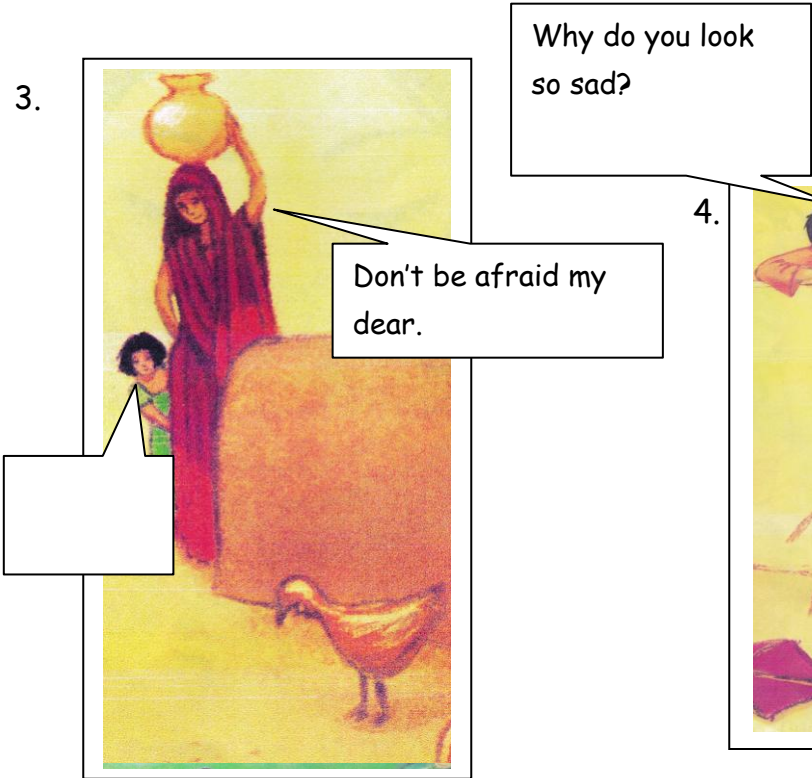


Thank you.

2.



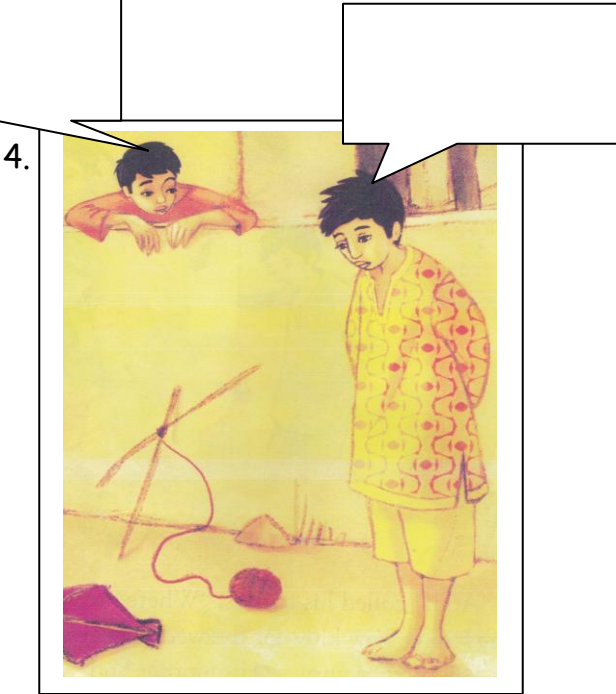
3.



Why do you look so sad?

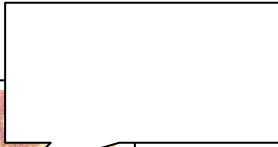
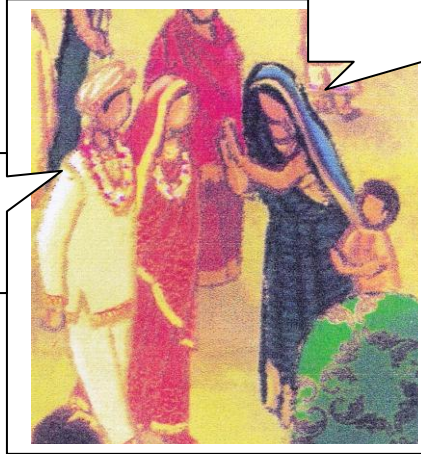
Don't be afraid my dear.

4.

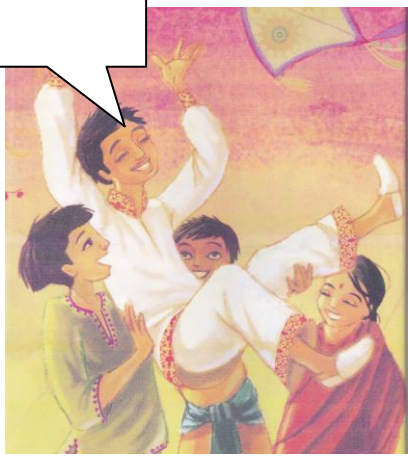


5.

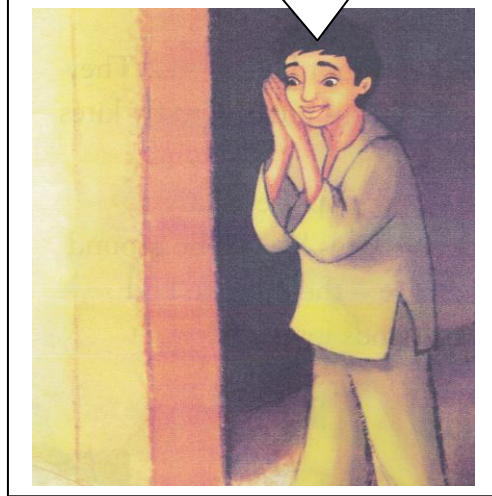
Thank you.



6.



7.



Sample 7

Theme : World of Stories

Topic : The King of Kites

Learning Standard: 4.1.1 Able to enjoy jazz chants, poems and songs through non-verbal response

Objectives : By the end of the lesson, pupils should be able to:

- i. recite a jazz chant with correct pronunciation, rhythm and intonation

Time : 30 minutes

Teaching aids : Reading text (jazz chant)

CCE / EE : Values and citizenship, contextual learning

Jazz ChantAnil, The King of Kites

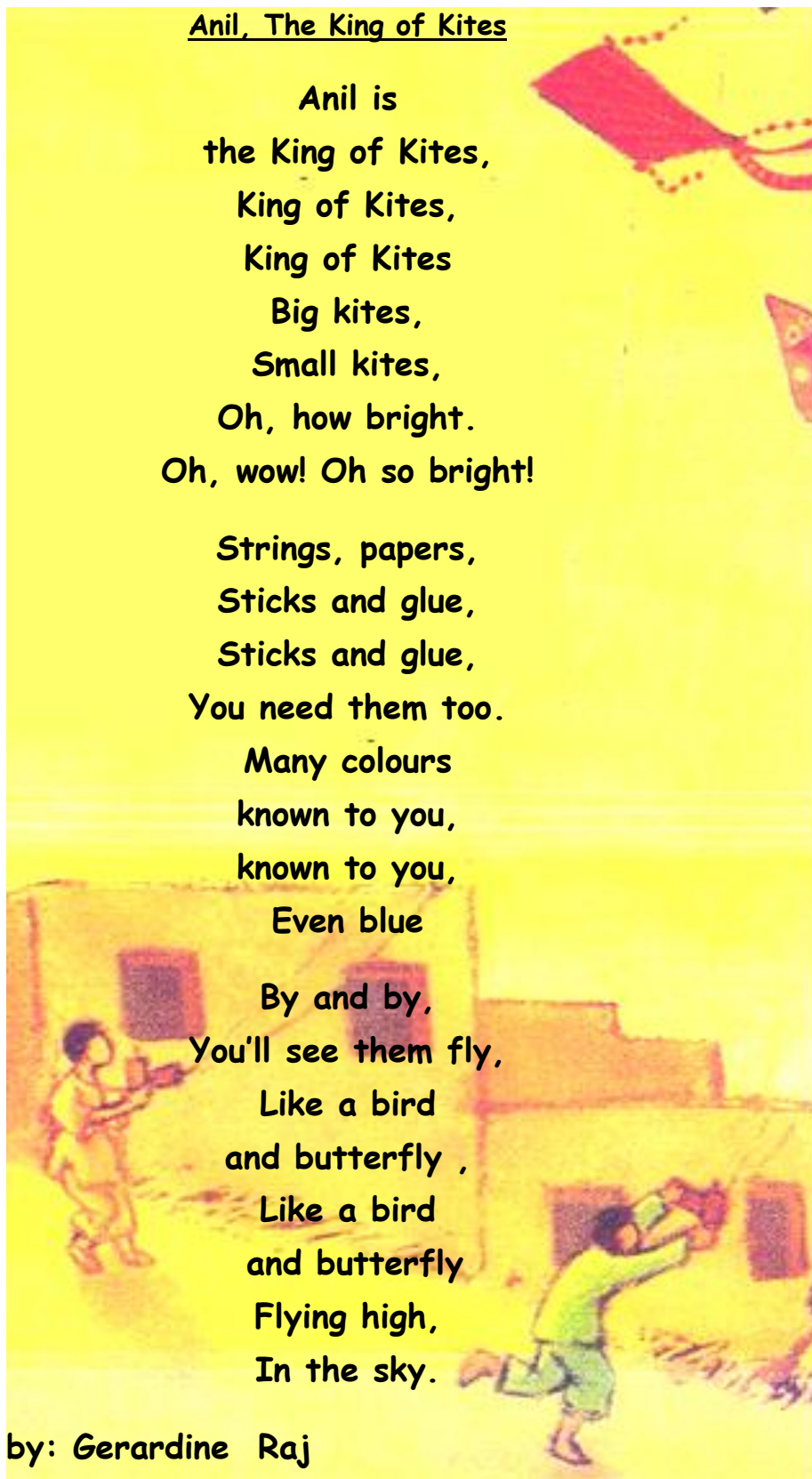
Anil is
the King of Kites,
King of Kites,
King of Kites
Big kites,
Small kites,
Oh, how bright.
Oh, wow! Oh so bright!

Strings, papers,
Sticks and glue,
Sticks and glue,
You need them too.

Many colours
known to you,
known to you,
Even blue

By and by,
You'll see them fly,
Like a bird
and butterfly ,
Like a bird
and butterfly
Flying high,
In the sky.

by: Gerardine Raj



Steps:

1. Establish context: Show a picture of people flying kites and elicit from pupils what they see.
2. Distribute a jazz chant to pupils.
3. Pupils listen to the teacher first.
4. Pupils recite together.
5. Next, teacher includes actions such as clapping and stomping feet in the jazz chant and asks pupils to follow.
6. Divide pupils into groups and ask them to use their creativity to come up with their own actions.
7. Ask each group to perform the jazz chant with their own actions in front of the class.
8. Pick the best group based on creativity, fluency and pronunciation.

**Teacher's note: Teacher source for the picture her/himself.
Teacher may use the group assessment form.*

Sample 8

Theme : World of Stories

Topic : The King of Kites

Learning Standard : 4.2.1 Able to respond to literary texts:

- a) characters
- b) place and time
- c) values

Objectives : By the end of the lesson, pupils should be able to:

- i. talk about different weddings in Malaysia
- ii. complete the diagram with information before and during the wedding ceremony in the story

Time : 30 minutes

Teaching aids : Task sheet, picture cards.

CCE / EE : Thinking skills, values and citizenship, contextual learning.

Steps:

Pre-Reading: Wedding Invitation Card

1. Show pictures of weddings in Malaysia.
 - Malay wedding :Source
<http://www.discoverborneo.com/blog/2009/06/13/DSC02354>
 - Chinese wedding. Source:
<http://thestar.com.my/lifestyle/story.asp?file=/2009/7/28/lifeliving/4149004>
 - Indian wedding: Source: <http://www.india-forums.com/wallpaper/1280x1024/39560-gayatri-and-naresh-wedding-ceremony.htm>
2. Get pupils to talk about the weddings they have attended.

While Reading: Complete the diagram.

1. Project two pictures in Task sheet 3 to pupils (a picture before the wedding - page 27 and another picture on the wedding day - page 28).
2. Elicit from pupils the activities that the people are doing in each picture.
3. List pupils' answers on the board.
4. Distribute Worksheet 11.
5. Ask pupils to complete the diagram.

Post Reading: Presentation

1. Get pupils to present their diagrams.

Malay Wedding



<http://www.discoverborneo.com/blog/2009/06/13/DSC02354>

Chinese Wedding



<http://thestar.com.my/lifestyle/story.asp?file=/2009/7/28/lifeliving/4149004>

Indian Wedding



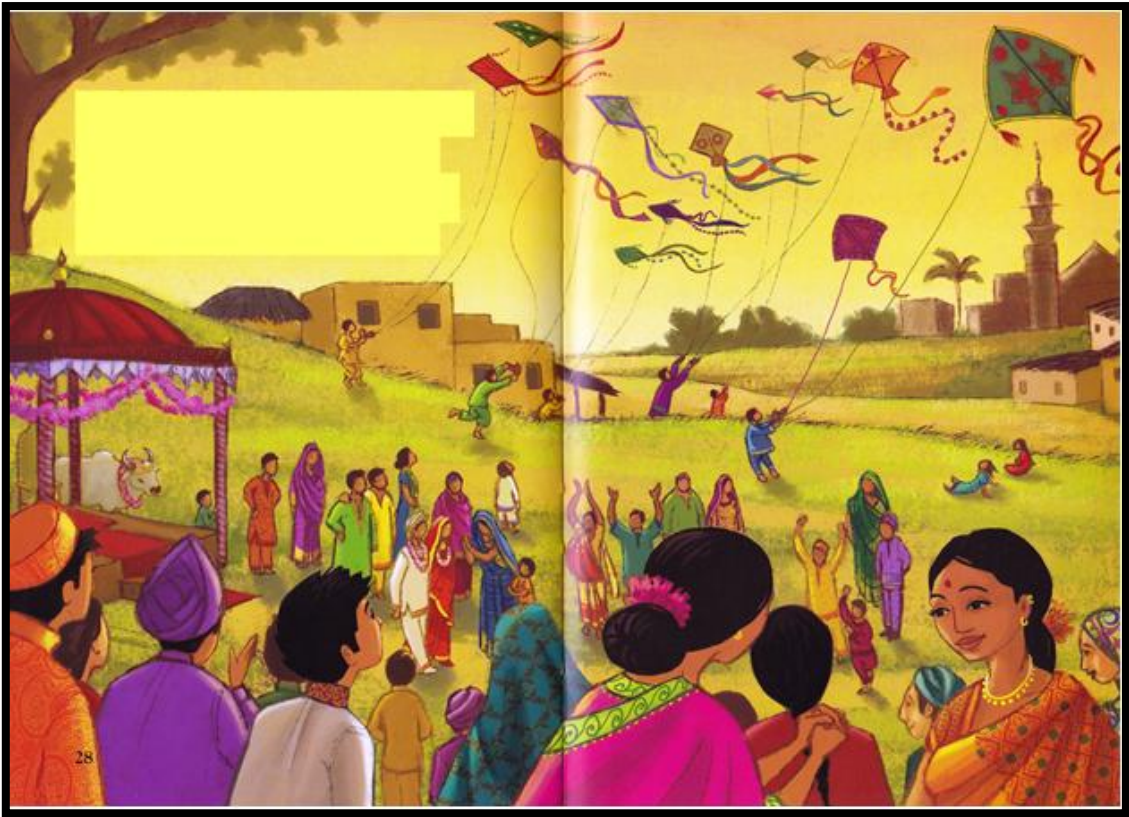
<http://www.india-forums.com/wallpaper/1280x1024/39560-gayatri-and-naresh-wedding-ceremony.htm>

TASK SHEET 2

Picture before the wedding

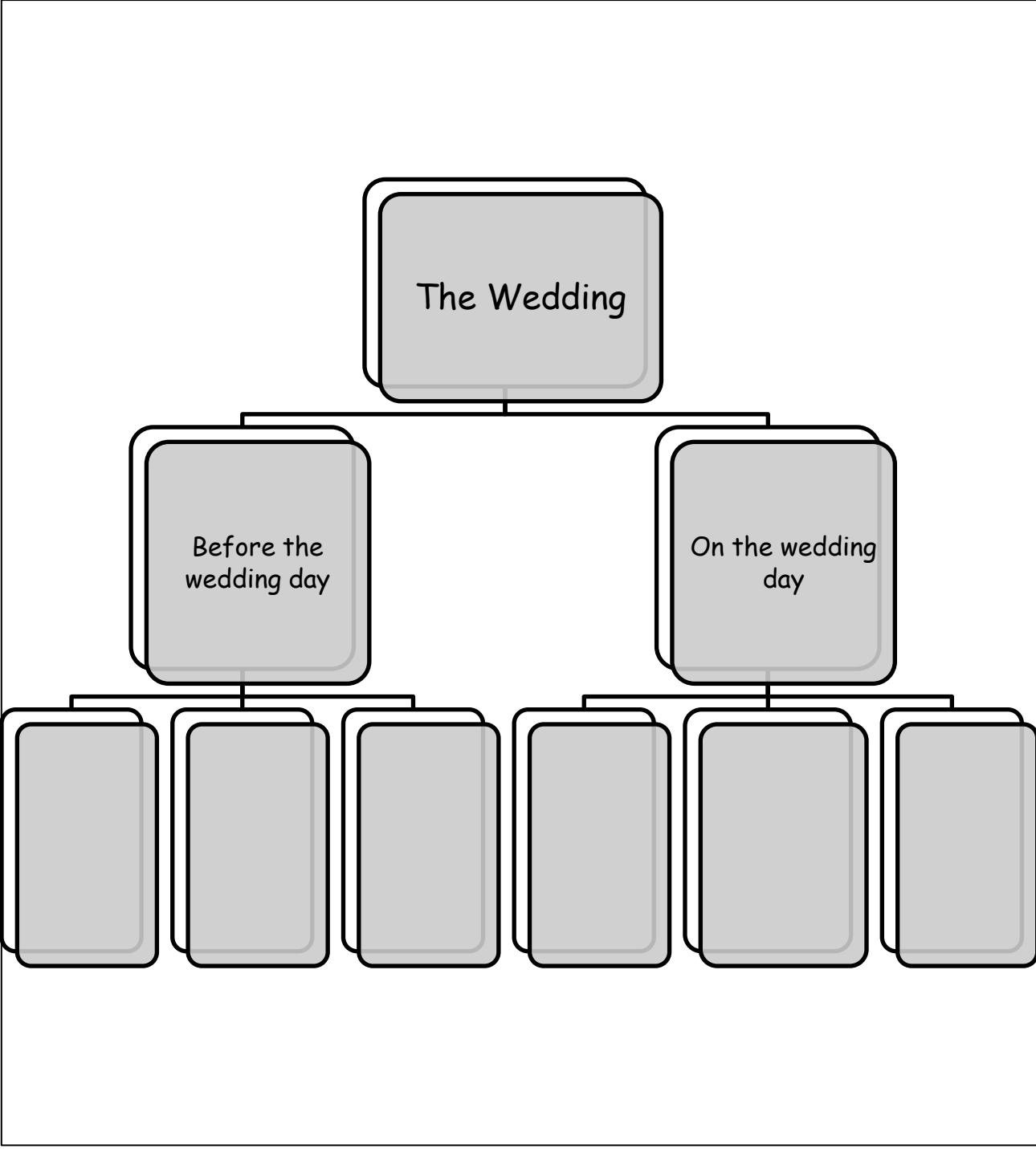


Picture on the wedding day



WORKSHEET 10

Complete the diagram.





ANSWER KEY

Worksheet 1 (Activity 1)

1. title 2. authors 3. main character 4. publisher 5. synopsis

Worksheet 2 (Activity 2)

Things needed for making a kite:

- sheets of paper
- spools of string
- a pot of strong glue
- a pair of scissors

Things needed for sewing:

- reels of thread
- a pot of shiny new pins
- a pair of scissors
- folds of fabric

Worksheet 3 (Activity 4)

1. Anil, the King of Kites made beautiful kites.
2. Anil's mother was the Queen of Needles.
3. Anil wanted to make twelve kites for the wedding.
4. Anil's mother was busy sewing clothes for the wedding.
5. Anil helped his mother to buy materials.
6. He had no time to make his twelve kites.
7. Anil's friends helped by giving their kites to Anil.
8. Anil and his mother decorated the kites.
9. On the wedding day, everyone admired the beautiful kites.

Worksheet 4 (Activity 5)

Picture 7 \Rightarrow Picture 3 \Rightarrow Picture 6 \Rightarrow Picture 5 \Rightarrow Picture 1 \Rightarrow Picture 4
 \Rightarrow Picture 8 \Rightarrow Picture 2 \Rightarrow Picture 9

Worksheet 5 (Activity 7)

1. That's a very nice dress. Well done.
2. Hooray! I did it.
3. I'm scared.
4. I broke my kite.
5. Congratulations!
6. We did it!
7. Oh, my dear!

Worksheet 6(a) (Activity 8)

- hardworking
- obedient
- helpful
- kind
- friendly
- thoughtful

Worksheet 6(b) (Activity 8)

- hardworking
- beautiful
- kind
- creative
- friendly
- caring

** Teacher's note: Advanced pupils - Teacher elicits suitable adjectives according to the given pictures.*

Intermediate pupils - Teacher gives a list of adjectives for pupils to choose from.

Worksheet 8 (Activity 13)

1. Anil's mother (3)
2. Anil (1)
3. Anil's friends (4)
4. Anil's mother (5)
5. Anil's friends (6)
6. Anil's mother (2)

**Teacher's note: Accept any other suitable answers*

Worksheet 10 (Activity 15)

Before the wedding day;

- Anil's mother sewed clothes.
- Anil helped his mother.
- Anil prepared the twelve kites.

On the wedding day;

- Anil and the villagers attended the wedding.
- There was a wedding procession.
- Anil's friends flew the kites.

ASSESSMENT



INDIVIDUAL ASSESSMENT - SHORT STORY (THE KING OF KITES)

Name: _____

Class: _____

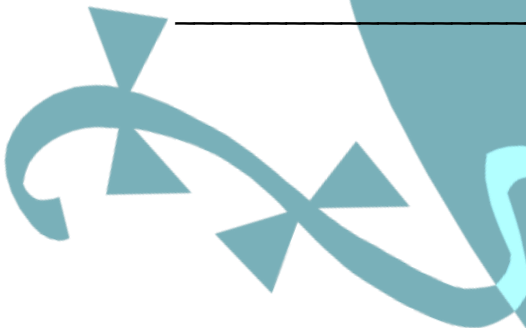
Activity: _____

#Tick whichever applicable

	Excellent	Very Good	Good	Satisfactory
Presentation				
<i>i. Creativity</i>				
<i>ii. Physical Expression</i>				
<i>iii. Overall Performance</i>				
Contents/Ideas				
<i>i. Design</i>				
<i>ii. Creativity</i>				
<i>iii. Knowledge and understanding</i>				
Language Delivery				
<i>i. Pronunciation/Enunciation</i>				
<i>ii. Stress/intonation</i>				
<i>iii. Fluency</i>				

Teacher's comment:

Areas for improvement:







GROUP ASSESSMENT - SHORT STORY (THE KING OF KITES)

Group's name: _____ Class: _____

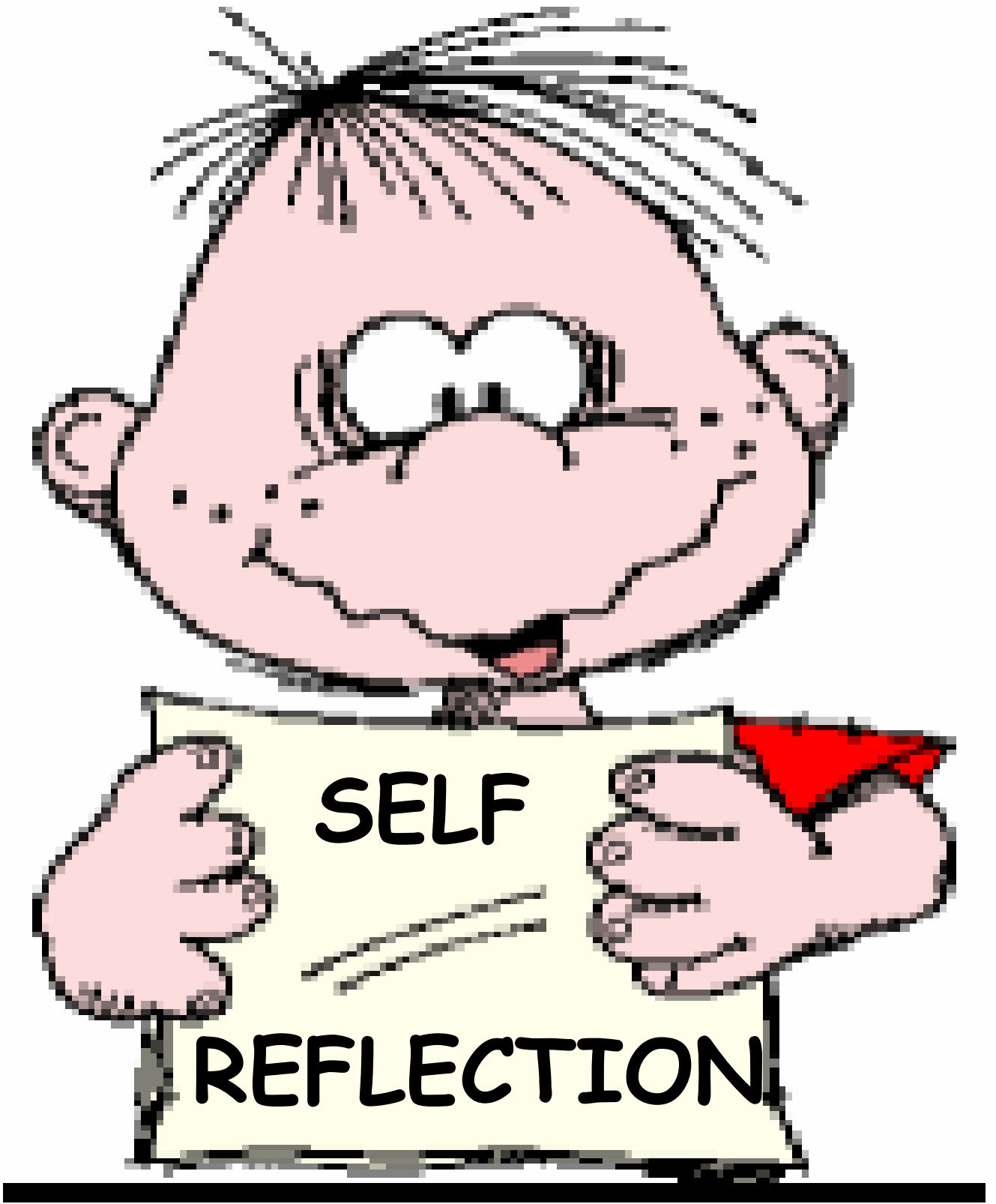
Activity: _____

Tick whichever applicable

	Excellent 	Very Good 	Good 	Satisfactory 
Presentation				
<i>i. Creativity</i>				
<i>ii. Physical Expression</i>				
<i>iii. Overall Performance</i>				
Contents/Ideas				
<i>i. Design</i>				
<i>ii. Creativity</i>				
<i>iii. Knowledge and understanding</i>				
Language Delivery				
<i>i. Pronunciation/Enunciation</i>				
<i>ii. Stress/Intonation</i>				
<i>iii. Fluency</i>				
Teamwork				
<i>i. Participation</i>				
<i>ii. Cooperation</i>				

Teacher's comment:

Areas for improvement:



PUPIL'S SELF REFLECTION - SHORT STORY (THE KING OF KITES)

Fill in the spaces with the items indicated in the box.



3 things that I have learned

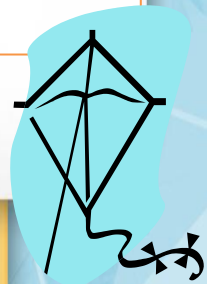
- _____
- _____
- _____

2 things I found interesting

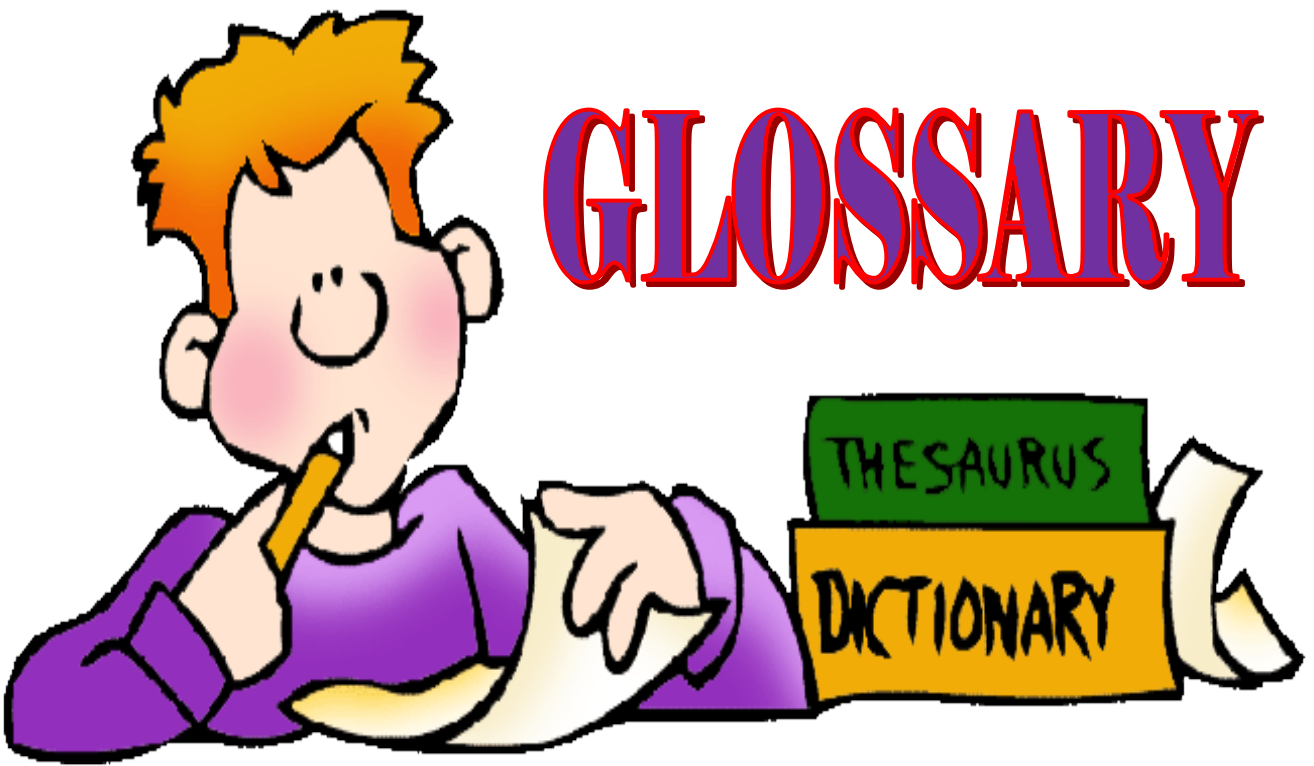
- _____
- _____

1 question I still have.

- _____



GLOSSARY



GLOSSARY

1	Sticks	(n) a small thin branch of a tree
2	Glue	(n) a sticky substance that is used as an adhesive
3	Mend	(v) restore by replacing a part or putting together what is torn or broken
4	Stitch	(v) fasten by sewing; do needlework
5	Seams	(n) joint consisting of a line formed by joining two pieces
6	Pattern	(n) a decorative or artistic work
7	Silk	(n) fibers from silkworms cocoons provide threads for knitting
8	Yard	(n) the enclosed land around a house
9	Fabric	(n) cloth, material, textile
10	Wedding	(n) the act of marrying
11	Honour	(v) show respect towards
12	Bride	(n) a woman who has recently been married
13	Sequins	(n) adornment consisting of a small piece of shiny material used to decorate clothing
14	Shade	(n) protective covering that protects something from direct sunlight
15	Thread/String	(n) any long object resembling the thin line
16	Nightfall	(n) the time of day immediately following sunset
17	Promise	(n) a verbal commitment in agreeing to do something
18	Ground	(n) surface
19	Fetch	(v) bring or take back
20	Decorate	(v) make more attractive by adding ornaments, colour etc
21	Praised	(n) an expression of approval and commendation
22	Admired	(adj) regarded with admiration
23	Lifted	(adj) held up in the air
24	Queen of needles	highly skilled in sewing
25	King of Kites	highly skilled in making kites
26	His fingers flew	doing a task effortlessly

