



EAN Educational Scenario



Let's fly our kite!

Main source reference: Alexiou, T. & Penderi, E. (Eds.). (2022). *EAN Educational Scenarios*. Aristotle University of Thessaloniki. In the framework of Action "Teacher Training for the Introduction of English in Preschools (EAN)", ESPA, MIS 5093563, DOI:[10.26262/heal.auth.ir.341662](https://doi.org/10.26262/heal.auth.ir.341662)

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Title	Let's fly our kite!
Thematic category	Spring
Rationale	<ul style="list-style-type: none">• The aim of this scenario is for the children to become familiar with the custom of kite flying (Clean Monday/Shrove Monday), both in Greece and abroad (of origin or of interest).• This scenario belongs to the thematic unit of Spring and gives the children the opportunity to make their own kites.• The vocabulary and phrases in this scenario allow them to repeat vocabulary related to colours and animals.





Children

- ✓ know the basic shapes (triangle, square).
- ✓ know some animals and colours in English.
- ✓ know the custom of kite flying of 'Clean Monday' (the beginning of Lent).

Teachers

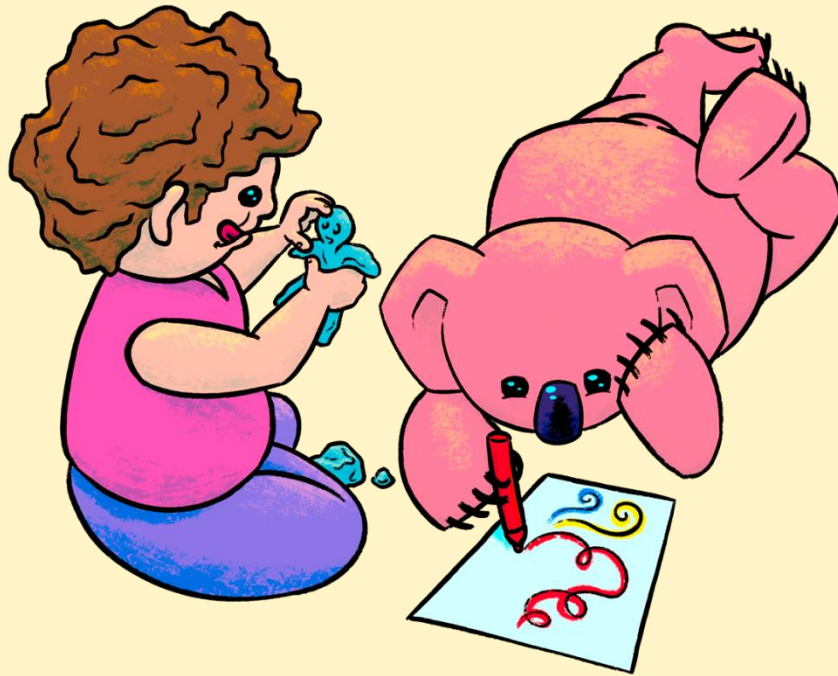
- ✓ In previous activities and thematic units, the English language teacher (**LT**), has gone over vocabulary on colours and animals again with the children.
- ✓ The preschool teacher (**PT**) has worked with the children on the thematic unit of Spring and has referred to the custom of kite flying on Clean Monday or has started a related project.
- ✓ The preschool teacher (**PT**) has already decided with the children to search together with their parents/guardians for images on the custom of kite flying in various parts of the world.





<p>Main Thematic areas</p> <p>Child and Communication (Language)</p>	<ul style="list-style-type: none">To use basic vocabulary and phrases in English related to kite flying and animals <p>Suggested vocabulary kite, up, down, fly, wind, high, tail, butterfly, octopus, dragon, eagle, bird</p> <p>Suggested phrases It's a kite!, What (animals, colours) can you see?, Let's fly our kites, draw an animal, cut the animal out, join two sticks together, glue the paper to the sticks, add the rope and the tail, here is your kite</p>
<p>Child and Natural Sciences</p>	<ul style="list-style-type: none">To make simple three-dimensional crafts (kites).To determine the parts of a craft (steps for making a kite) .To understand the relationship between the order or sequence (up-down, right-left) and to give instructions
<p>Thematic areas involved</p> <p>Child, Body, Creation and Expression</p> <p>Child, Self and Society</p>	<ul style="list-style-type: none">To adapt their movement so as to follow kinetic or rhythmic motifs (story and rhyme/song)To recognise the basic elements that may change, making the movement more creative (story and rhyme/song). <ul style="list-style-type: none">To search for and select suitable information on the internet (various kites)To distinguish common elements and differences in the kite-flying customs from various cultural environments.
<p>Developing attitudes</p>	<ul style="list-style-type: none">To get to know about kite-flying customs from other cultures.To work together to make their own kites.





- ✓ Kiki the Koala
- ✓ Picture from the festival of the winds
(from the internet)
- ✓ Map of the world
- ✓ Flashcards with pictures of animals
(butterfly, octopus, dragon, bird, eagle)
- ✓ Flashcards with various kites with shapes
of animals on them (butterfly, octopus,
dragon, bird, eagle)
- ✓ Flashcards with the steps for making a kite
(take a piece of paper, draw an animal,
join two sticks together, glue the paper to
the sticks, add rope and tail, here is your
kite)
- ✓ Material for making a kite
- ✓ Song “The kite is up in the sky!”



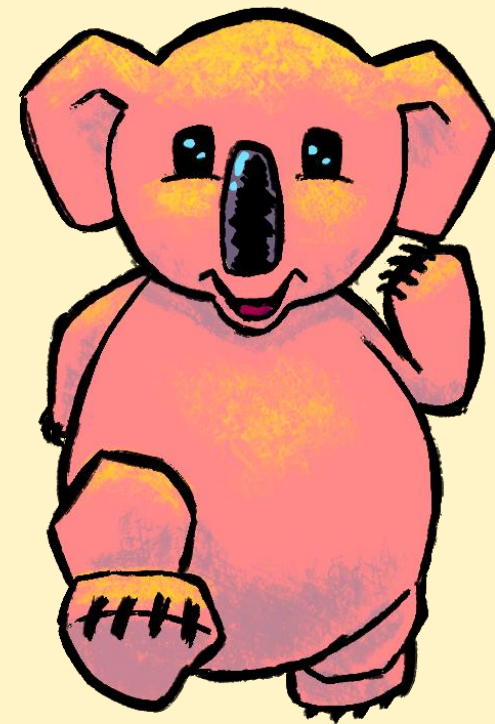


Description of the procedure and
suggested activities







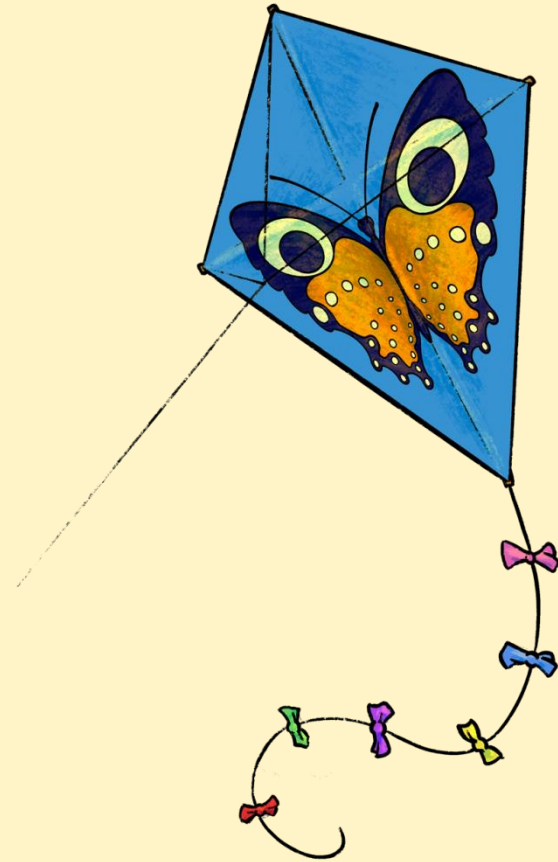
Kiki, learning from the children about the custom of kite flying (Clean Monday), shows them photographs on the internet of the Festival of the winds which is held in Australia.







 **(LT-PT)** We encourage the children to look at the pictures from the Festival of the winds that Kiki shows them on the internet to spot the similarities and differences in terms of their own experiences from taking part in kite-flying events. **(PT-LT)** We prompt the children to make connections with whatever has already been talked about in the class over the last few days.


 **(LT-PT)** We ask the children: **“What can you see?”** The children respond: **“A kite!”**. We confirm: **“Yes! It’s a kite!”** introducing the word ‘kite’ into the English language. The children describe the kites, giving them the chance to recycle their known vocabulary (e.g., colours, animals): **“What colours/animals can you see?”**.






 **(PT-LT)** We open up the map of the world and get the children to show Kiki the pictures they had found after doing some research at home with their parents on the custom of kite flying in certain places around the world (Mexico, Japan, Germany, England, Greece).


 **(LT-PT)** With our help, the children show the pictures one at a time and place them on the map, saying the different names for 'kite' in these places (Mexico-papalote, Japan-tako, Germany-drachen, England-kite/bird, Greece-paper eagle). The word 'kite' is 'heard' also in other languages either the children's own language in the class and/or in the languages they are interested in.


 **(PT-LT)** We help the children remember the names of the animals from the different countries (butterfly, octopus, dragon, bird (kite), eagle, correspondingly) so that they can say them to Kiki.


 **(LT-PT)** We repeat the words in English, saying **“Oh! It’s a(n) butterfly/octopus/dragon/bird/eagle”**, showing the corresponding flashcards and the children repeat the vocabulary in the same order in English so that Kiki can learn them.






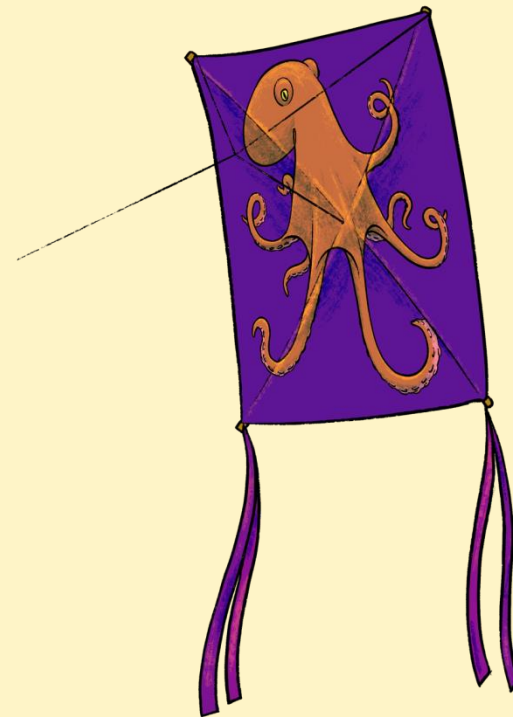
 **(LT-PT)** We show the flashcards with the different kites (**butterfly, octopus, dragon, bird, eagle**), naming them, while the children make the corresponding movements, copying the animals.

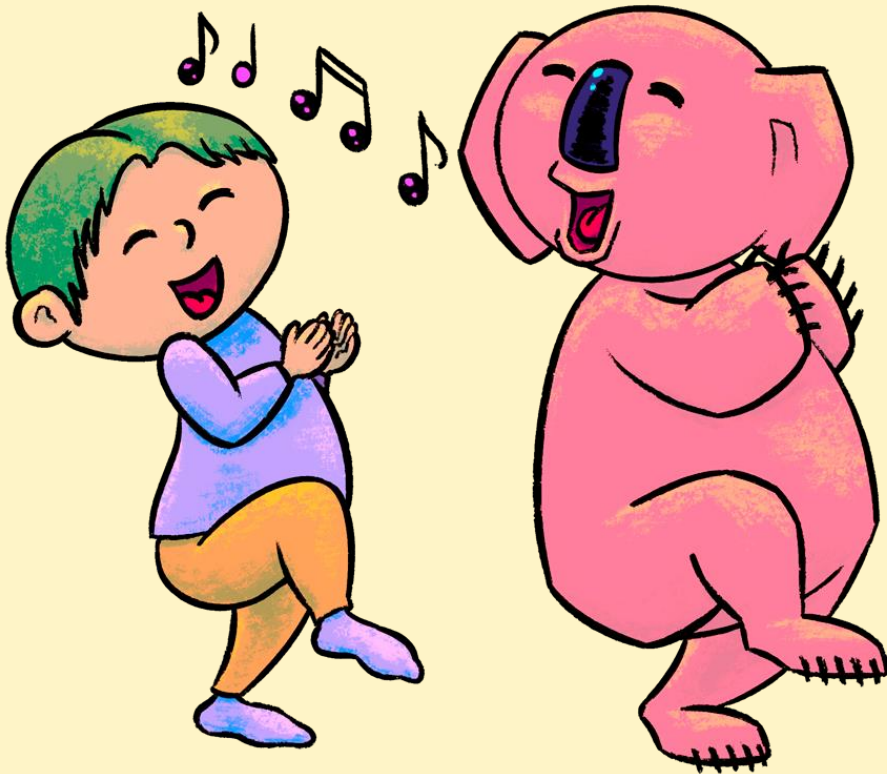
 **(LT-PT)** We explain a word-play game to the children so they can learn them better. Each child chooses one of the flashcards that are on the floor. The children move around to the rhythm.

 **(LT-PT)** We start by saying: **“Fly, little kites! Fly high!”** and strike the tambourine in rhythm. At the same time, we begin to sing the song “The kite is up in the sky” (see the next slide), encouraging the children to sing along.

 When the music and singing stops, the

children form teams, depending on the animal shape on the kite.





Red and blue, red and blue

Green and yellow, too

Little kite I fly with you


Red and green and blue


Little kite I fly with you


Red and green and blue x2





 **(LT-PT)** Kiki suggests that the children make their own kites: **“Let’s make our kites”**. She shows the children flashcards with the steps she followed when she made her kite, saying the corresponding phrases (**“Take a piece of paper, draw an animal, cut out the animal, join the two sticks together, glue the paper to the sticks, add the rope and the tail. Here is your kite!”**).


 **(LT-PT)** The children are put into groups. Each group has flashcards in front of them with the steps for making a kite jumbled up. We ask the children to look carefully and put them in the right order.


 **(LT-PT)** While the groups are working, the teachers help and support the children. Once they have them in the right order, the


groups present them and repeat the steps in English. We can make use of the familiar rhythm of the song, “This is the way” for the steps for making the kite and gradually encourage the children to sing along with us.





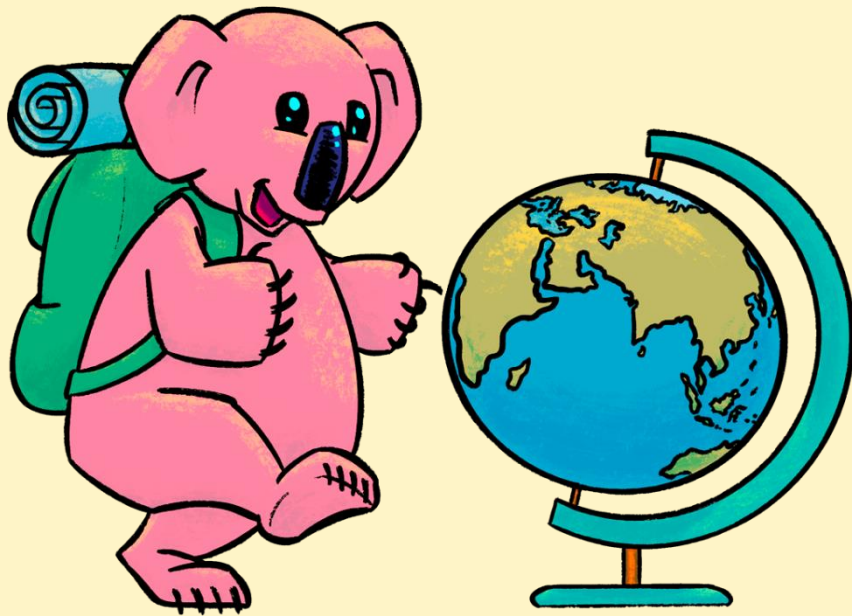
 **(LT-PT)** Each group undertakes to make their own kite. We help them by repeating the steps in English one at a time (e.g., “**Draw an animal**”), showing, if necessary, the corresponding flashcard and the children make use of the instructions, but also adding elements based on their ideas and suggestions (e.g., painting the animal design they choose:
butterfly/octopus/dragon/bird/eagle).

 **(LT-PT)** The groups present their kite, making use of the words in English (e.g., “**This is our kite! Look! A green dragon!**”) with the support of the teachers.

 **(PT-LT)** The teachers and the children go out into the schoolyard and try to get their kites to fly. Kiki says : “**Fly, my kite, fly, high in the sky. Fly, my kite, fly high in the sky**” and the

children repeat it.






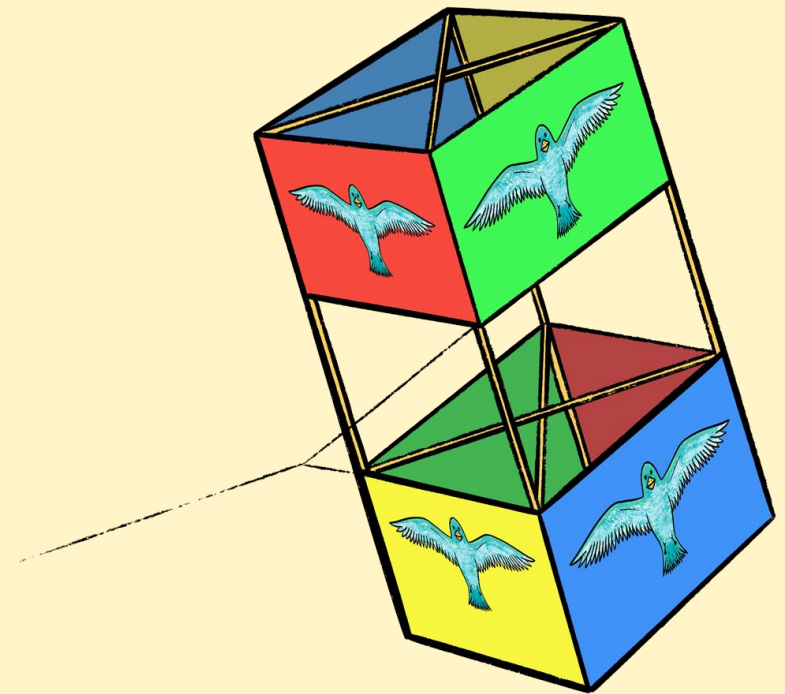


The children create their own digital interactive poster-hot spot with information, images and video for kite flying in various parts of the world. The digital poster can be sent to homes or to the primary school.





-  EAN Digital Game: “Let’s make a kite!”. The children listen to the guidelines and place the pictures in the correct order in order to make the kite.
-  We organise a puzzle. There are 7 boxes-pieces of the puzzle, one for each step of the craft. The children listen (use of audio recording by native speakers) to the different stages for making the craft, each time joining one of the pieces until they have finally made the kite.
-  The children listen (use of audio recording or instructions given by the English teacher) to the different stages for making the kite in random order (e.g., “**Draw an animal**”) and find the correct picture, placing it in the right order.





Acknowledgements/Credits

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Song: "The kite is up in the sky"

Music: Konstantinou Vasiliki

