



Kite Day



Hooray! It's Kite Day!

**Bear and Mole do all the prep work to make a kite.
But what will they do when a wind storm takes their
kite away?**

Kite Day Activities

This activity manual is split into fourteen parts. Please note that many of the activities could fit under multiple sections:

Activities by Age Group – A breakdown of which activities in the manual are good for toddlers, preschoolers, and school-age children.

Activities by Group Size – A breakdown of which activities in the manual are good for small groups or large groups.

The Five Practices for Bolstering Early Literacy – How talking, reading, writing, playing, and singing all play a part in early literacy.

Quick Reading Tips – Ideas so you can make the most of your reading time.

Fun Facts about Kites, Bears, Moles, and Birds

Kite Day Festival – Ideas for hosting an all day celebration honoring *Kite Day* at your location.

Literacy – Activities that focus on reading comprehension, story creation, and general functions of a book.

Science – Activities that include scientific facts and concepts.

Engineering – Activities that include science and also problem solving and design.

Math – Activities that include math concepts from learning numbers to symmetry.

Creative Arts – Activities where children draw pictures, create sculptures using food, and participate in community projects.

Games and Movement – Activities that involve teamwork, motor skills, and general fun.

Rhymes and Songs – Wordplay fun related to birds, bears, moles, and kites.

Other Recommended Books and Resources

Activities by Age Group

The following activities are good for **toddlers**:

- Act Out the Story (Literacy)
- Weather Study (Science)
- Making Wind (Science)
- Pretend to Be a Mole (Science)
- Paper Bag Kites (Science)
- Wind Socks (Engineering)
- Hibernation (Engineering)
- Color the Kite (Creative Arts)
- Make a Bird Nest (Creative Arts)
- Mole Holes (Creative Arts)
- Kite Snacks (Creative Arts)
- Community Mural (Creative Arts)
- Match the Color Kites (Games and Movement)
- Scarves as Kites (Games and Movement)
- Be a Kite (Games and Movement)
- Rhymes and Songs

The following activities are good for **preschoolers**:

All activities are appropriate for preschool-age children. You may wish to adapt parts of the activities based on your particular group.

The following activities are good for **school-age children**:

- Act Out the Story (Literacy)
- Nonfiction vs. Fiction (Literacy)
- Compare Stories (Literacy)
- Compare Stories Part 2 (Literacy)
- Picture Walk (Literacy)
- Story Cubes (Literacy)
- Parts of a Book (Literacy)
- Kite Vocabulary (Literacy)
- Onomatopoeia (Literacy)
- Studying the Font (Literacy)
- Reading a Map (Literacy)
- Becoming an Author (Literacy)
- Weather Study (Science)
- Weather Study Part 2 (Science)
- Weather Study Part 3 (Science)
- Wind Effects (Science)

- Pretend to Be a Mole (Science)
- Paper Bag Kites (Engineering)
- Paper Airplanes (Engineering)
- Wind Socks (Engineering)
- Hibernation (Engineering)
- Symmetry (Math)
- Kite Height (Math)
- How Many Eggs (Math)
- Color the Kite (Creative Arts)
- Make a Bird Nest (Creative Arts)
- Mole Holes (Creative Arts)
- Drawing the Story (Creative Arts)
- Kite Snacks (Creative Arts)
- Edible Bird Nests (Creative Arts)
- Emotions in *Kite Day* (Creative Arts)
- Community Mural (Creative Arts)
- Kite Festival (Games and Movement)
- Feathers (Games and Movement)
- Match the Kites (Games and Movement)
- Pin the Tail on the Kite (Games and Movement)
- Be a Kite (Games and Movement)

Activities by Group Size

Small Group Activities:

- Act Out the Story (Literacy)
- Group Read (Literacy)
- Nonfiction vs. Fiction (Literacy)
- Compare Stories (Literacy)
- Compare Stories Part 2 (Literacy)
- Picture Walk (Literacy)
- Picture Walk Part 2 (Literacy)
- Story Cubes (Literacy)
- Parts of a Book (Literacy)
- Kite Vocabulary (Literacy)
- Onomatopoeia (Literacy)
- Learn to Write (Literacy)
- Studying the Font (Literacy)
- Rhyme Time (Literacy)
- Reading a Map (Literacy)
- Becoming an Author (Literacy)
- Weather Study (Science)
- Weather Study Part 2 (Science)
- Weather Study Part 3 (Science)
- Making Wind (Science)
- Wind Effects (Science)
- Pretend to Be a Mole (Science)
- Paper Bag Kites (Engineering)
- Paper Airplanes (Engineering)
- Wind Socks (Engineering)
- Hibernation (Engineering)
- Symmetry (Math)
- Symmetry Part 2 (Math)
- Kite Height (Math)
- How Many Eggs (Math)
- Learning Numbers: Sorting Kites (Math)
- Color the Kite (Creative Arts)
- Make a Bird Nest (Creative Arts)
- Mole Holes (Creative Arts)
- Drawing the Story (Creative Arts)
- Kite Snacks (Creative Arts)
- Edible Bird Nests (Creative Arts)
- Emotions in *Kite Day* (Creative Arts)

- Community Mural (Creative Arts)
- *Kite Day* Game (Games and Movement)
- Feathers (Games and Movement)
- Match the Kites (Games and Movement)
- Match the Colors (Games and Movement)
- Scarves as Kites (Games and Movement)
- Pin the Tail on the Kite (Games and Movement)
- Be a Kite (Games and Movement)

Large Group Activities:

- Act Out the Story (Literacy)
- Picture Walk (Literacy)
- Kite Vocabulary (Literacy)
- Rhyme Time (Literacy)
- Weather Study (Science)
- Making Wind (Science)
- Wind Effects (Science)
- How Many Eggs (Math)
- Color the Kite (Creative Arts)
- Community Mural (Creative Arts)
- Kite Festival (Games and Movement)
- Scarves as Kites (Games and Movement)
- Be a Kite (Games and Movement)

The Five Practices for Bolstering Early Literacy

The building blocks for reading are acquired long before children enter school. Fostering the development of early literacy skills helps prepare children for school. Talking, writing, reading, playing, and singing are an easy and fun way to start building those skills.

Many of the activities in this guide feature these five practices. Look for the icons throughout the manual.



Talking – Kids learn words and language rules by listening and talking. Don't worry about talking "on their level;" kids can understand much more than they are able to repeat back. Share new words and ideas with kids. Have kids tell stories to further help them with language development.



Writing – Scribbling and drawing are forms of early writing; they are helping kids to hone fine motor skills. Writing can also involve activities that strengthen finger muscles (playing with clay, tracing in sand) so kids are ready to hold a writing utensil later.



Reading – The best way to help a child become a reader is to read with them. It introduces them to words they might not hear in everyday language. If you follow under the words with your finger it helps them learn that words make sounds and that (in English) we read left to right.



Playing – Play is the work of children and it helps them practice being adults. There are many opportunities for playing while learning. For example, pretending that a box is a boat helps kids think symbolically, preparing them for understanding that letters stand for words and ideas.



Singing – It's easier to remember a song than the spoken word. Add a tune to help kids remember things (think of the ABC Song). Plus, you'll be giving them a mnemonic device that they can use in the future.

Quick Reading Tips

- Create a reading environment:
 - Set up a comfortable space.
 - Make sure there is good lighting and that kids can see the illustrations.
 - If you are reading one-on-one, sit close together.
 - Avoid other distractions (noise, televisions, etc.).
- Read books multiple times.
 - Multiple readings offer the opportunity to first enjoy the story then explore other parts of the book.
 - Kids like knowing what is coming next.
 - After reading the story, let your child “read” it back to you using their own words.
 - Talk about new vocabulary words.
 - Explore the perspective provided in the illustrations.
 - Look for information provided in the illustrations that is not provided in the text.
 - Let children pick the books they want to read.
- Introduce more books related to theme, topics, characters, authors, and illustrators that your child likes. Visit your local library and ask your librarian for assistance.
- Before reading:
 - Point out the title, author, and illustrator of the book on the cover.
 - Talk about the title of the book.
 - Ask questions based on the cover of the book. Examples from *Kite Day* may include:
 - What animals do you think will be in this book?
 - What do you think they are going to do today?
 - What else might happen?
- During reading:
 - Run your finger under the words.
 - Read with expression. Use different voices for characters.
 - Ask questions allowing kids to further predict what may happen in the story.
 - Ask questions confirming comprehension of the story.
- After reading:
 - Extend the book through related activities (such as the ones in this manual).
 - Ask children to tell you what happened in the story.
- Read both stories and factual information.
 - Read books.
 - Read signs you see in stores.
 - Read letters and emails.
 - Read cereal boxes.
- Make sure kids see you reading for pleasure.
- Read together every day.

Fun Facts about Kites, Bears, Moles and Birds

These fun facts can be used to introduce a program. Use them all at once or intersperse them throughout a multi-week program. Put them on fliers or other promotional materials to garner interest in a *Kite Day* program. These facts are just a starting point. What else can you find about kites, bears, moles and birds?

- ❖ It is believed that kites were first used in China more than 2,000 years ago.
- ❖ Kites are used for fun, in contests, and in scientific experiments.
- ❖ Kites are named after graceful birds. Kites (the birds) are found on all of the continents and prey on small animals.
- ❖ The American Kitefliers Association was started in 1964.
- ❖ November 1 or 2 is the Kite Festival of Santiago Sacatepequez in Guatemala. Children fly kites to scare away evil spirits which are frightened by the sound of wind against paper.

- ❖ The state animal of Louisiana, New Mexico, and West Virginia is the black bear. The state animal of California and Montana is the grizzly bear.
- ❖ There are eight different species of bears in the world: brown bear, Asiatic black bear, North American black bear, polar bear, sun bear, sloth bear, spectacled bear, and giant panda. Koala bears are not bears.
- ❖ Famous bear characters in children's literature include: Winnie the Pooh, Paddington Bear, the Berenstain Bears, Baloo (*The Jungle Book*), Corduroy, and Little Bear.
- ❖ October 12 is National Bring Your Teddy Bear to Work Day.

- ❖ Moles have poor eyesight but can hear very well.
- ❖ Moles spend most of their lives in underground burrows.
- ❖ A mole needs to eat the equivalent of its body weight every day. They mostly eat earthworms.
- ❖ Moles can dig up to 18 feet an hour. Once the tunnels are done, they can run through them at 80 feet per minute.

- ❖ The Pennsylvania State Bird is the Ruffed Grouse.
- ❖ There are about 10,000 species of birds in the world. The most common species is the chicken.
- ❖ Birds have hollow bones. Their light weight helps them to fly.
- ❖ It is believed that birds evolved from dinosaurs.
- ❖ February is National Bird-Feeding Month.

Kite Day Festival

Celebrate the book with a festival of activities.

Things to consider when planning the day:

- Staffing – Do you need a staff member at each station? Can one staff member keep an eye on multiple stations? Are there volunteers that can help? Remember that many teenagers are looking for community service hours.
- Space – Are you planning to use one large space/room/outdoor area or spread activities throughout your building?
- Noise – If activities are too close together it may be difficult for people to hear instructions. Plan noisy activities far apart from each other.
- Supplies – Do you have a set number of attendees or is the attendance unknown? Plan activities with more supplies than you think you need. You can also plan for activities that don't require consumable supplies.
- Station Times – Will all activities be available at all times? Will certain activities only be open for a short time period? Can people rotate through activities at their own pace or on a set schedule?
- Weather Contingencies – If you are hosting your event outdoors do you have a place to move it in bad weather?

The following activities are particularly suited to a festival. Choose the ones that you like best and fit your space:

- Scheduled readings of the book. Bring in “celebrity” readers to read the book every hour during your festival. Readers may include a local member of a kite association, someone who works with bears at the zoo, a member of the library Friends group, etc.
- Story Cubes (Literacy)
- Kite Vocabulary (Literacy)
- Becoming an Author (Literacy) – Dedicate a computer to the website.
- Making Wind (Science)
- Wind Effects (Science)
- Pretend to Be a Mole (Science)
- Paper Bag Kites (Engineering)
- Paper Airplanes (Engineering)
- Wind Socks (Engineering)
- How Many Eggs (Math)
- Learning Numbers: Sorting Kites (Math)
- Color the Kite (Creative Arts)
- Make a Bird Nest (Creative Arts)
- Kite Snacks (Creative Arts)
- Community Murals (Creative Arts)

- Match the Color Kites (Games and Movement)
- Pin the Tail on the Kite (Games and Movement)

Literacy

Act Out the Story



Sure, it's nice to sit quietly and listen to a book but sometimes it's more fun to get up and move with the story. Everyone can become part of the experience by acting out the pages of a book. Younger kids can follow your lead while older children can create their own movements.

Materials:

- A copy of *Kite Day*
- Open space

Directions:

At the end of each page, try to act out what happened on that page. You can do one quick movement per page or try to act everything out. A couple examples may be:

- "Bear looked at the sky. Could it be? he wondered?"
 - Look up at the sky.
 - Hold your hands out to the side like you are asking a question.
 - Point to your forehead as you wonder.
- "He tilted his head up. Whiff. Whiff. Whiff."
 - Scrunch your nose while you sniff.
 - OR Point to your nose and sniff.
- "He smiled and then shouted, 'Kite day!'"
 - Smile really big.
 - Jump up and down yelling "Kite day!"

Questions:

- What page did you like best?
- Are there props we could use to make the book more interactive?
- How many people do you need if everyone has their own character in the book?
- What costumes could you use to act out the different characters?

Group Reading



The text in picture books is rarely large enough to read from the back of a room. By creating posters of the text you are including everyone in the reading of the words. It will help children realize that the letters and words in a book are important.

Materials:

- A copy of *Kite Day*
- 22 pieces of posterboard (or 11 if you use back and front)
- Markers

Directions:

- Write the text from each page on a piece of posterboard.
- Make the text large so that a group of children can see the words.
- You may choose to combine some pages and split others up.
 - Examples:
 - You may put “He tilted his head up. Whiff. Whiff. Whiff.” and “He smiled and then shouted, ‘Kite Day!’” on two separate pieces of posterboard.
 - You may put “Bear collected.” “Mole Studied.” and “Bear snatched.” all on the same piece of posterboard.
 - Do whatever works best for you.
- As you read the book, display the correct piece of posterboard so that everyone can read together.
- Note: This activity is easiest with two adults – one to hold the book and one to flip the posterboard pieces.

Questions:

- How many words are used in this story?
- What words are repeated many times?

Nonfiction vs. Fiction



Use this opportunity to talk about nonfiction (facts) and fiction (make believe) books. Try to use specific vocabulary words such as *nonfiction*, *fiction*, *facts*.

Materials:

- A copy of *Kite Day*
- One of the nonfiction titles about birds/moles/bears listed in the back of the manual.

Directions:

- Read both books aloud to the group.

Questions:

- Which book is about real birds/moles/bears?
- Are bears and moles friends in real life?
- Which book contains facts about an animal?

- Which book is make believe?

Compare Stories



Materials:

- Copy of *Kite Day*
- Copy of another kite story book from the resource section.

Directions:

- Read both stories aloud.
- Discuss the similarities and differences between the two stories.

Questions:

- In which story does the kite get stuck in a tree? Or, does the kite get stuck in a tree in both stories? Or, what happens to the kite in each book?
- Who flies the kite in each book?
- What color is the kite in each book?

Compare Stories Part 2



Many people think the words are the most important part of any book. And they are very important. In a picture book, the illustrations hold equal weight to the words. Oftentimes there are whole storylines told in illustrations that are never mentioned in the words. A wonderful example is the page that reads “Away, away away spun the kite” in *Kite Day*. Just look at the expressions on the faces of Bear and Mole. This activity helps children really study the illustrations in a picture book.

Materials:

- Copy of *Kite Day*
- Copy of another 1-2 fictional books with a bear character (see the resource section for examples)

Directions:

- Read all of the books aloud.
- Look at how the bears are illustrated in each book and answer the questions below.

Questions:

- What color is the bear in each book?
- Which bear looks furrier?
- How do the bears look the same?
- How do the bears look different?
- Which bear looks kinder?
- Which bear would you rather meet?

Picture Walk

Continuing with the thoughts above about illustrations in picture books, take a picture walk through a book.

Materials:

- A copy of *Kite Day*
- Paper, pen, and paper clips OR post-it notes and a pen

Directions:

- Look through the book as a group without reading any of the text in the book.
- Pause on each page to ask everyone what they think is happening based on the pictures.
- Write your own text for the book as you go through each page.
- Use a paper clip to attach the text to each page (or a post-it note).
- Read through the whole book with the text you have written as a group.

Questions:

- Do you like the picture walk story we have written as a group?
- Would you make any changes? What would they be?

Picture Walk Part 2

This activity encourages children to study a particular part of the illustrations on a close level.

Materials:

- A copy of *Kite Day*

Directions:

- Look for the pages that show the tail of Bear and Mole's kite.
- Count the number of bows on the tail of the kite.
- Identify the colors of the bows on the tail of the kite.

Questions:

- Are the colors in the same order on every page?

Story Cubes



Materials:

- 3 large six-sided cubes (these can be made from cardboard boxes, foam, etc.)
- Markers
- Images of the characters in the book (Bear, Mole, Baby Birds, Mother Bird). In order to make a character for each side of the character cube, it is recommended that you make two copies of Bear and Mole since they are the main characters in the book.

Directions:

Create a character cube by attaching the character images to the sides of one of the cubes.

Create a setting cube by writing settings on each side of one of the cubes. This can be done with help from the children. Here are some sample settings:

- Park
- School
- Library
- Zoo
- Ice Cream Shop
- Grocery Store
- Dentist Office
- Kite Store

Create a kite action cube by writing actions on each side of the last cube. This can be done with help from the children. Be crazy or realistic with the actions. Here are some sample ideas:

- Flew up high
- Did tricks
- Snapped from its kiteline
- Lost its tail
- Fell down to the ground
- Found a friend
- Baked a cake
- Went to school

Roll all three cubes to get your prompts for a new story. You might roll “Bear flew his kite at the Grocery Store and the kite did tricks” or “Mother Bird flew her kite at the library and the kite baked a cake.” Older kids can write a story based on the prompt. Younger children can create a story with the assistance of an adult.

Questions:

- Did you get the prompts you wanted for your story?
- Is your story funny or sad? (or something else)
- What other story cubes could we make?
- How is your story similar to *Kite Day*? How is it different?

Parts of a Book



It’s never too early to talk about the parts of a book. Learning how to identify the title and author is an especially important skill. This skill will enable children to look for their own books in the library. It will also eventually help them create bibliographies for research projects.

Materials:

- A copy of *Kite Day* (or any other book of your choice)

Directions:

Point out and discuss the various parts of a book:

- Author – the person who wrote the book
- Book Jacket – the paper cover on the book
- Copyright Page – cataloguing information about the book, usually in the front of the book but sometimes in the back
- Endpapers – pages glued to the inside of the book cover
- Illustrator – the person who created the illustrations for the book (For *Kite Day* the illustrator and author are the same)
- Recto – right hand page of a book
- Title – the name of the book
- Verso – left hand page of a book

Questions:

- Can you identify these parts of a book on another book?
- Why is it important to be able to identify the title and author of a book?

Kite Vocabulary



Children that have heard a lot of words have an easier time reading because they can sound out words they already know. *Kite Day* provides an opportunity to share new vocabulary words with kids.

Materials:

- A kite as a prop
- The following list of vocabulary words related to kites
- Large printouts of the vocabulary words (optional)
- Tape (optional)

Directions:

- Hang the kite somewhere that everyone can see it. Make sure you can also reach all the parts of the kite.
- Share the names of the parts of the kite while pointing at them.
- You may also wish to tape the names of each part to the appropriate space on the kite.

Kite Vocabulary:

- Frame (also called spars or bones) – This is the pieces of wood that makes the kite’s form.
- Sail (also called the cover or skin) – This is the fabric or paper that attaches to the frame and catches the wind. The Sail is often colorful and decorated.
- Kiteline (also called the cord or tether) – This is the line that attaches to the kite so it won’t fly away.
- Line Winder (also called the reel) – This is the device used to hold the unused part of the Kiteline. It keeps it from knotting or getting tangled.
- Tail – The part that hangs off of the kite. The purpose is to add drag to the kite.

Questions:

- Why do you think some of the parts of the kite have multiple different names?
- Are there other things that are called a Sail? (for example – a “Sail” is also found on a boat) What about a Frame? Or a Tail?
- Can you find all of the parts of a kite in the illustrations in *Kite Day*.

Onomatopoeia

Kite day contains many onomatopoeic words. According to Merriam-Webster, the definition of onomatopoeia is: “the naming of a thing or action by a vocal imitation of the sound associated with it (as *buzz*, *hiss*).”

Materials:

- A copy of *Kite Day*
- Another book from the Onomatopoeia resource list.

Directions:

- Read *Kite Day* aloud.
- Ask the kids to stop you (raise their hand, yell out – whatever is comfortable for you) whenever they hear an onomatopoeic word.
- Hint: Many, but not all, of the words in colorful text are onomatopoeia.
- Read another book with onomatopoeia. Can you identify all of the onomatopoeic words?

Questions:

- Can you think of other onomatopoeic words?
- Can you act out the onomatopoeic words in *Kite Day*? What about other onomatopoeic words?

Learn to Write

Learning to write takes a lot of practice. Children need to build up the finger strength to hold a writing utensil. They need to learn to identify letters. This activity provides some building blocks for learning to write.

Materials:

- The words “Kite,” “Bear,” and “Mole” written in large, clear letters on paper.
- Tracing paper (optional)
- Writing utensil (optional)

Directions:

- Let the kids trace the letters of each word using their finger.
- An optional activity is to put a piece of tracing paper over each word and let the kids try to trace the words with a crayon or other writing utensil.
- Talk about how words are read left to right (in English).

Questions:

- Can you sing the ABC song?

- What do the letters represent? (sounds)
- What are words made of? (letters)
- What other words would you like to write? (Note: many kids want to learn how to recognize and write their first name, or just the first letter)

Studying the Font



Sometimes picture books use different font styles as a storytelling element. In *Kite Day* repetitive words or ideas are presented in colorful text.

Materials:

- A copy of *Kite Day*

Directions:

- As you read the book, look closely at the font used on each page.
- Look especially at the use of color for the font.

Questions:

- Why do you think the author uses different colors for the font of this book?
- What is the same every time there are words in a color?

Rhyme Time



Materials:

- A copy of *Kite Day*

Directions:

- Pause at the end of pages with good rhyming words.
- Pick one word from that page.
- Say words that rhyme with your chosen word.

Good words to choose include: sky, day, bear, mole, cut, flew, dark, grew, and kite.

Questions:

- Are rhyming words always spelled alike? (i.e., sky and fly, mole and hole, bear and hair)

Reading a Map



Parks are usually great places to fly a kite because there is lots of open space. Locate some places to fly a kite in your neighborhood.

Materials:

- Map of your town, county, area, etc.
- Post-It Notes

Directions:

- Study the map together.
- Explain how parks are typically colored green on many maps (Make sure this is the case on your map. If not, make adjustments as necessary.)
- Write out the word “Park” so that kids can also look for that word on the map.
- Put Post-It notes on the map wherever you find a park.

Questions:

- How many parks are nearby?
- Have you been to any of these parks? Do you think you could fly a kite there?
- What other things can we learn from maps?

Becoming an Author



Materials:

- Access to the Internet and the website for Will Hillenbrand, the author/illustrator of *Kite Day*: <http://www.willhillenbrand.com/index.html>

Directions:

- Click on the About Me section of the website to learn a little about Mr. Hillenbrand.

Questions:

- What did Will do as a child that helped him become an author and illustrator?
- Would you like to be an author or illustrator?
- Are there other authors or illustrators you would like to learn about?

Science

Weather Study

A rain storm hits while Bear and Mole are flying their kite. Study the weather in your area for a week, a month, or longer.

Materials:

- Outdoor thermometer
- Large paper (or dry erase) calendar
- Markers

Directions:

- At the same time every day, write on the calendar the temperature outside.
- Is it sunny? Cloudy? Rainy? Windy? Draw a picture under the temperature reading illustrating the weather that day.

Questions:

- How many sunny days were there? Rainy? Cloudy? Windy?
- Did the temperature change a lot each day? Or stay about the same?

Weather Study Part 2

Materials:

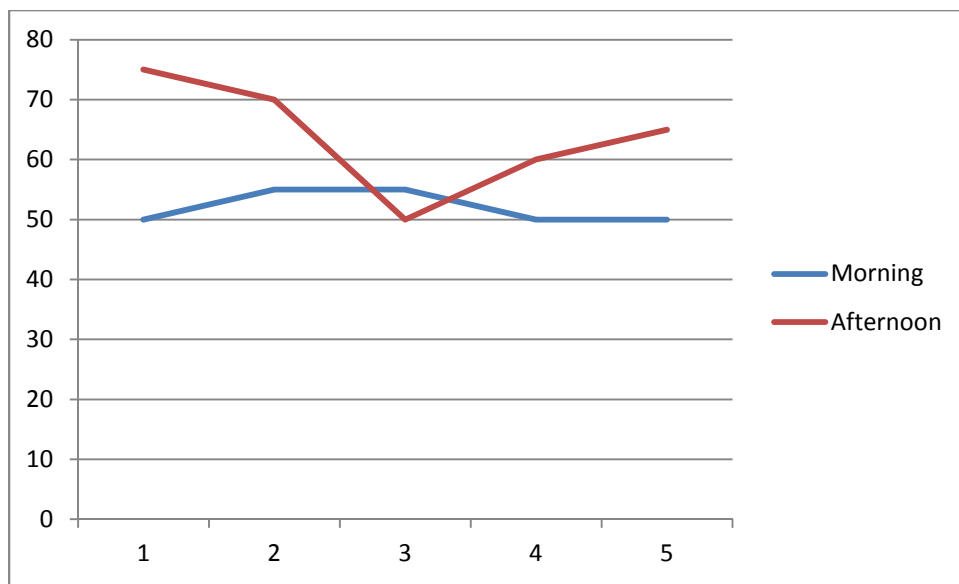
- Outdoor thermometer
- Large paper (or dry erase) calendar
- Markers
- Posterboard

Directions:

- Record the temperature twice each day – once in the morning and once in the afternoon.
- Write each temperature on the corresponding day on the calendar.
- At the end of the week, create a line graph showing the two temperatures each day.

Your calendar and graph may look something like this:

Monday Morning – 50 Afternoon – 75	Tuesday Morning – 55 Afternoon – 70	Wednesday Morning – 55 Afternoon – 50	Thursday Morning – 50 Afternoon – 60	Friday Morning – 50 Afternoon – 65
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Questions:

- Is it usually warmer in the morning or the afternoon?
- Why do you think there is a difference?
- If you have a day like Wednesday where it gets colder in the afternoon – Why was Wednesday different? What happened that afternoon to make it colder?

Weather Study Part 3

Materials:

- Clear plastic soda bottle
- Ruler
- Permanent marker

Directions:

- Cut the top off of the soda bottle so that it has a wide mouth.
- Using the ruler, draw inch (and centimeter if you like) markers up the side of the bottle.
- Put the bottle outside before a rain storm. You may want to dig a small hole in the ground to make sure the bottle stays upright in wind.
- At the end of the storm, bring the bottle in to see how much rain fell.

Questions:

- Does it look like a lot of rain fell? Or a little?
- We can tell from the bottle that * ½ an inch* of rain fell. Why isn't there ½ an inch of water sitting on the grass?

Making Wind

Materials:

- Paper

Directions:

- Fold the paper accordion style to make a fan.
- Flap the fan up and down to make wind.

Questions:

- Why does flapping the fan make it feel like wind?
- What happens if you flap the fan faster? Slower?

Wind Effects



Materials:

- A variety of things that can be carried by the wind (feathers, hats, pieces of paper)
- A variety of things that generally are not carried away by the wind (rocks, heavy book)

Directions:

- Go outside on a windy day.
- Carefully (so that you do not hit people) throw items up into the air.
- See which items fly the furthest.

Questions:

- What items flew in the wind?
- What items did not fly?
- Why do you think some items don't fly in the wind?

Pretend to Be a Mole



Materials:

- Play tunnel (Such as the ones on LakeshoreLearning.com Item #LA243, LA244, or LA245)
 - Note: If you do not have a play tunnel, you can create a tunnel using sofa cushions.
- Blindfold

Directions:

- Tell children that moles have very poor eyesight. However, they use other senses to quickly get through their tunnels.
- One at a time, blindfold a child and let them climb through the tunnel.
- Optional: Let kids go through the tunnel once with a blindfold. Then a second time without a blindfold. Which time was quicker?

Questions:

- How do you think a mole moves so quickly through tunnels without good eyesight?

Engineering

Paper Bag Kites

Materials:

- Paper lunch bags
- String
- Streamers
- Golf pencils or dowels
- Scissors
- Crayons
- Box fan

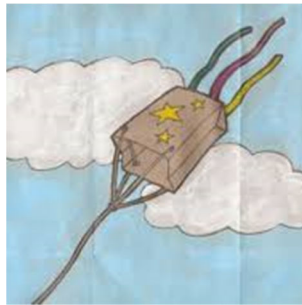
Directions:

- Cut off the bottom of the paper bags.
- Decorate the bags using crayons.
- Attach streamers to one end of the bag (as a kite tail)
- Attach strings to the other end of the kite making a girdle.
- Tie the loose end of the string to a golf pencil or dowels.
- Turn on the fan and let the kites fly.

Project idea and example of a finished kite thanks to:

<http://community.starnetlibraries.org/2015/09/kites-and-kite-programs-for-all-ages/>

This site also has two more kite craft ideas.



Questions:

- What is the best placement for the streamers?
- Does the streamer length affect how well the kite flies?
- How far away from the fan should you put the kite for it to fly highest? Lowest?

Paper Airplanes



Kites aren't the only things that can fly. Experiment with making different paper airplanes to see which one flies the best.

Note: This activity has been given a "Writing" icon. While kids aren't actually writing, they are building fine motor skills and finger/hand strength by building paper airplanes.

Materials:

- Paper
- Crayons or markers if you wish to decorate your planes (it is best to color the paper before you start folding)
- Directions for making paper airplanes
 - Use one of these books:
 - Harbo, Christopher L. *The Kids' Guide to Paper Airplanes*. 2009. Mankato, MN: Capstone Press.
 - Harbo, Christopher L. *Paper Airplanes: Flight-School Level 1*. 2011. Mankato, MN: Capstone Press.
 - Or one of the many paper airplane website available on the web:
 - <http://paperairplaneshq.com/paper-airplanes.html>
 - <http://www.funpaperairplanes.com/>

Questions:

- Which style airplane flew furthest? Highest? Fastest? Why?
- Which airplane do you like best? Why?

Wind Socks

Wind socks are another thing that flies in the wind. Hang one outside your classroom or home so you always know which way the wind is blowing.

Materials:

- Construction paper
- String
- Streamers or ribbon
- Crayons or markers
- Tape

Directions:

- Decorate the construction paper before creating the wind sock.
- Roll the paper into a tube shape and tape together.
- Attach streamers or ribbons to one end of the tube.
- Tie or tape one end of string to the other end of the tube. Tie the other end of the string to the same side of the tube but the other side of the circle.
- Hang the wind sock outside.

Questions:

- Wind socks are often used at airports. How do you think this helps the pilot land the plane?
- Experiment with putting more or less streamers on the end. Which wind sock catches the wind best?

Hibernation

Kids love to build forts out of furniture and blankets. Add an educational element to the fun by teaching kids about hibernation. After reading one of the nonfiction books about bears, create a hibernation “cave” for stuffed bears.

Materials:

- A variety of fort building supplies: couches, blankets, chairs, cushions, tables, etc.
- Stuffed animal bears

Directions:

- Use your imagination to create a fort.
- Put the stuffed bears in the fort so they can hibernate.
- Optional: Create a fort that can stay in place for a week. Allow the bears to hibernate all week long.

Questions:

- Do all bears hibernate?
- During what season do bears hibernate?
- Where do bears hibernate?

Math

Symmetry

Materials:

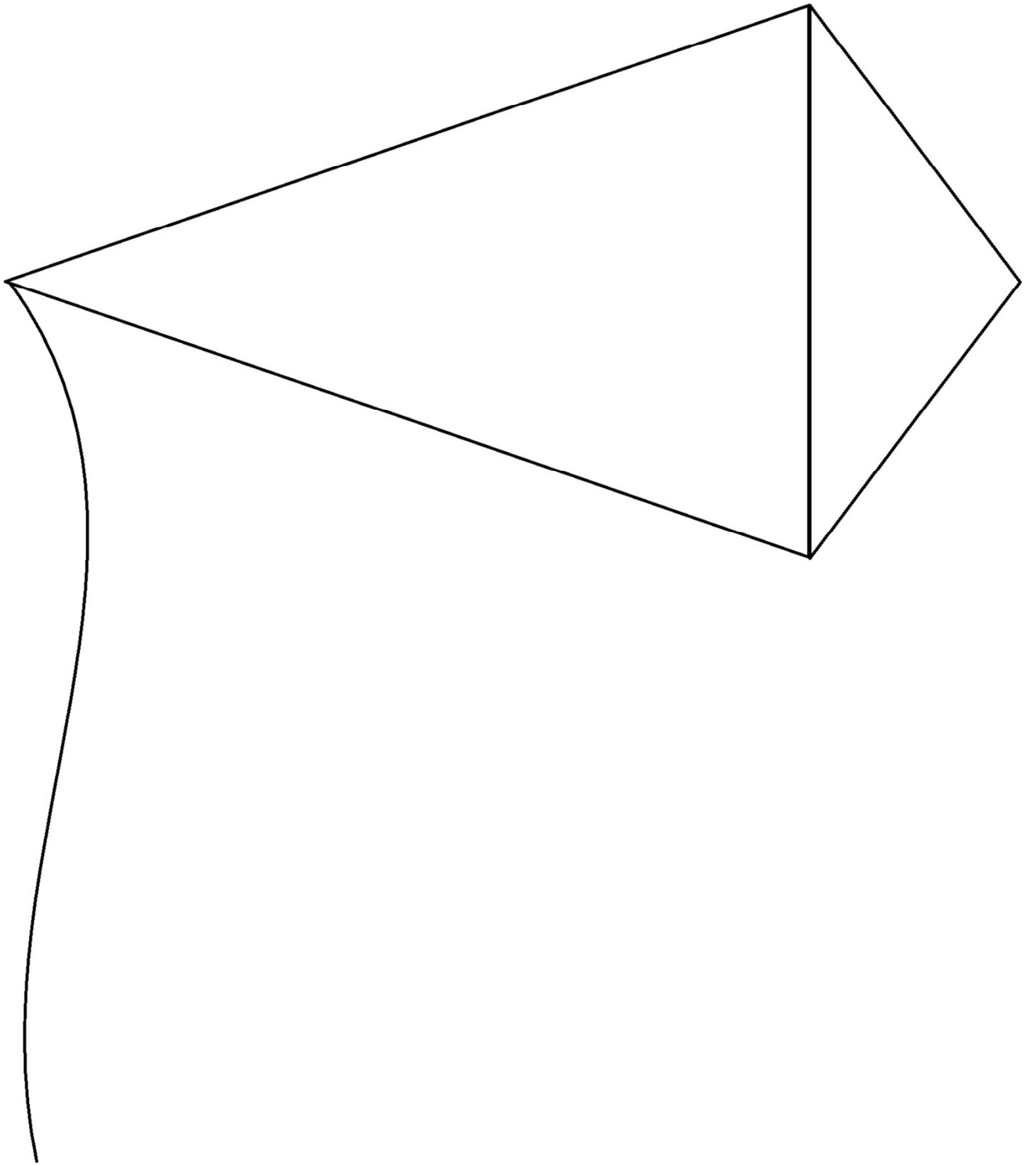
- Copies of the following kite images
- Crayons or markers
- A copy of *Let's Fly a Kite* (in the trunk)

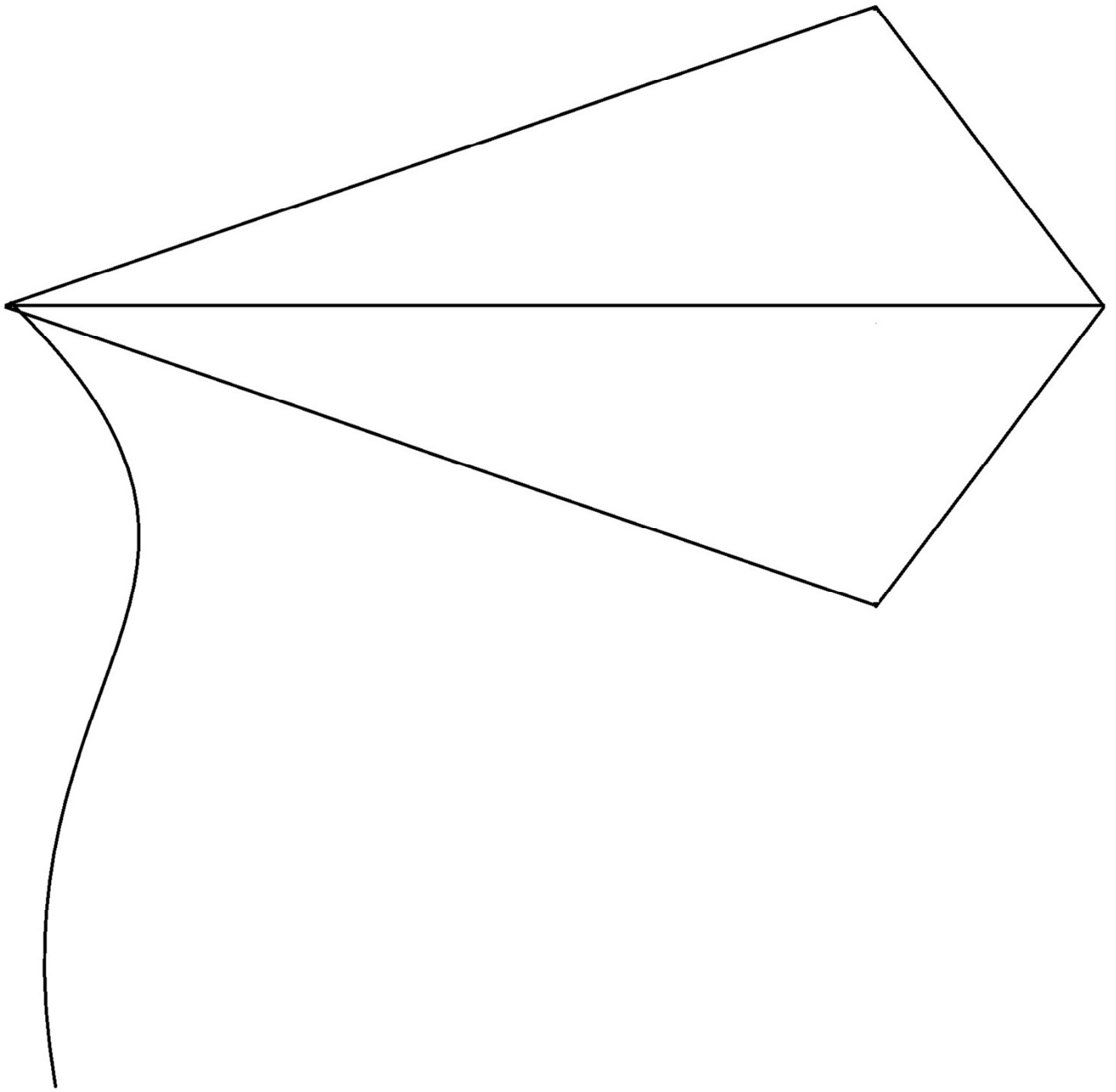
Directions:

- Read *Let's Fly a Kite* and talk about symmetry.
- Give everyone a copy of each kite image.
- Ask them which image has symmetrical halves.
- Ask them to draw mirror images in the two triangles on the symmetrical kite.
- Ask them to draw different images in the two triangles on the non-symmetrical kite.

Questions:

- Which kite do you like best? The symmetrical kite? Or the non-symmetrical kite?
- What else can you find that is symmetrical?
- Can you find a picture in a book that is symmetrical?
- Take a symmetry walk outside. What can you find that is symmetrical? (sidewalk squares, windows, some leaves, etc.)





Symmetry Part 2



Materials:

- Large copies of the uppercase letters of the alphabet
 - These can be printed on paper, magnetic refrigerator letters, felt letters
- Large copies of the lowercase letters of the alphabet (optional)

Directions:

- Before starting the activity, have everyone trace the letters with their fingers.
- Ask everyone to sort the letters into piles of symmetrical and non-symmetrical letters (for example “A” is symmetrical, “L” is not).

Questions:

- What happens when you turn the letters on their side? Does that change which letters are symmetrical?
- Is the first letter of your name symmetrical?
- Are more uppercase or lowercase letters symmetrical?

Kite Height

Materials:

- One kite
- A ruler, measuring tape, or yardstick

Directions:

- Fly the kite together as a group.
- When you are ready to bring the kite back down, carefully wind the string around something other than the line winder/reel.
- Once the kite is down, unwind the string that was used to fly the kite.
- Measure the string to see how high the kite was in the air.
- Extension activity – Lay all of the used string down in a straight line. Have kids start lying down next to the string – foot to head. See how many kids long the string is.

Questions:

- Why does a kite need so much string to fly?

How Many Eggs

The art of estimation takes many skills: visually counting the number of items seen, assessing the size and shape of the items in question, using addition and/or multiplication skills to finalize a final estimate, and a little bit of lucky guessing.

Materials:

- A large clear container with a lid
- Enough jelly beans or other egg shaped objects to fill the container.

Directions:

- Fill the container with the jelly beans. Put the lid on the container and seal it tight. Let everyone estimate/guess the number of “eggs” in the container. Who was closest?
- If you are doing this activity as part of a festival, add a box and slips of paper for people to put their guesses.

Questions:

- How did you come up with your estimate?
- What factors helped you make your estimate?
- What factors made it difficult to figure out how many eggs are in the container?

Learning Numbers: Sorting Kites



This is an easy make-and-take activity. Children can bring home their numbered kites and continue practicing at home.

Materials:

- Five (or more) die-cut kite shapes
- Popsicle sticks (optional)
- Glue or tape (optional)

Directions:

- Write the numbers 1-5 on each of the die-cut kite shapes.
- Glue or tape a popsicle stick to the back of each kite.
- Mix up the order of the kites and ask the child to put them back in numerical order.

Questions:

- Can you count out loud?
- What does a number “1” look like? “2?” “3?” “4?” “5?”
- What number comes after 5?

Creative Arts

Color the Kite

This activity helps with future writing skills because children are holding a writing utensil (crayon) and building dexterity and finger strength.

Materials:

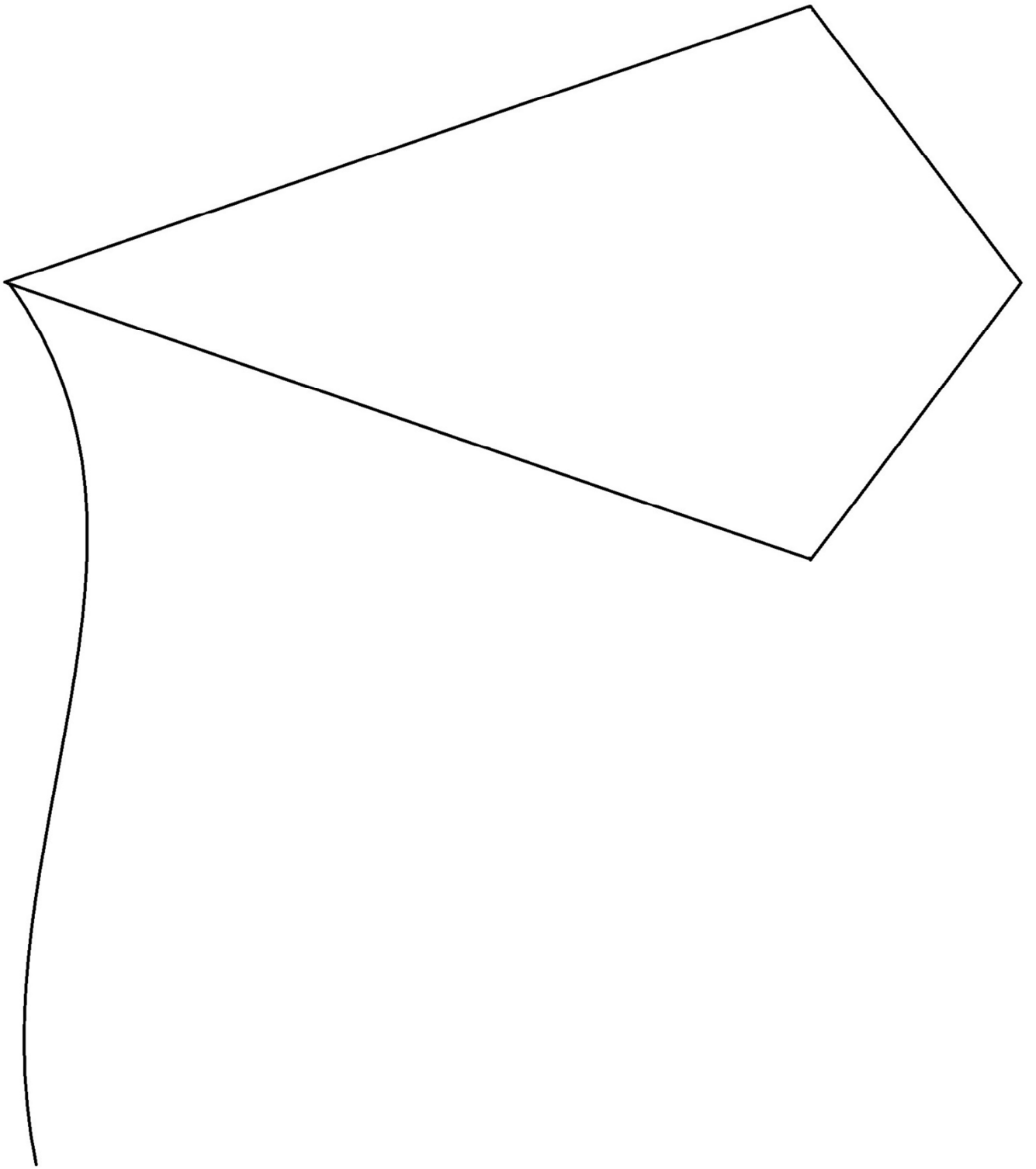
- Kite coloring sheets (Do a web search or use the image on the next page)
- Crayons

Directions:

- Allow every child to color their kite however they wish.

Questions:

- What color(s) did you use on your kite?
- What shape is a kite?



Make a Bird Nest

Materials:

- White paper plates
- Crayons or markers
- Construction paper in earth tones (brown, orange, yellow)
- Glue
- Stapler
- Pompoms
- Googly eyes
- Plastic eggs (optional)

Directions:

- Cut the paper plate in half.
- Decorate the bottom side of each plate half using markers, crayons, and/or strips and scraps of paper. (The strips of paper are like the twigs in a nest.)
- Staple the two halves together leaving the top open.
- Glue googly eyes onto pompoms to make birds.
- Place the birds in the nest.
- Optional: Use plastic eggs instead of pompoms for unhatched birds.

Questions:

- Would you like to live in a nest?
- How many birds do you think would fit in your craft nest? How many eggs?

Mole Holes



Materials:

- Play-Doh
- A large cookie sheet with raised sides

Directions:

- Spread a layer of Play-Doh on the entire cookie sheet. You'll want the layer to be pretty thick.
- Have the kids use their fingers to create tunnels and "rooms."
- Talk about how this is like a side-view of a mole's home.

Questions:

- How does the mole get into the tunnels?

- How many different “rooms” do you think a mole needs?
- How many different entrances does your pretend mole home have?

Drawing the Story

This can be considered part of the Writing Practice because children are asked to create a visual representation of the story.

Materials:

- A copy of *Kite Day*
- Plain paper
- Crayons

Directions:

- Take a picture walk through the book. Talk about the pages and what is happening on them.
- Then let everyone draw their favorite part of the book. With the help of an adult, the child can write or dictate a couple sentences about what is happening on their page.

Questions:

- What is your favorite part of the book? Why?
- Did you draw the same thing that is happening in the book or something different?
- Which character is your favorite?

Kite Snacks

Materials:

- Bread
- String licorice
- Jelly
- Chocolate chips
- Raisins

Directions:

- Cut the bread into the shape of a kite.
- Add jelly to one side of the bread.
- Stick chocolate chips and/or raisins into the bread as further decoration.
- Put a piece of string licorice at the bottom as the kite line.

Questions:

- What else could you use to decorate your kite snack?

Edible Bird Nests

Materials:

- Chocolate chips
- Chow mien noodles
- Jelly beans
- Double boiler
- Wax paper
- Spoon

Directions:

- Melt the chocolate chips using a double boiler.
- Stir in the noodles to coat them in chocolate.
- Put a large spoonful of the mixture on wax paper.
- Using a spoon, or your fingers, hollow out the middle of the mixture to create the inside of the nest.
- Once the mixture has cooled and hardened, add jelly beans.

Questions:

- If the jelly beans were real eggs, what color bird do you think would hatch from the eggs?
- We used chocolate and noodles to make a nest. What do birds use to make their nest?

Emotions in *Kite Day*



Bear and Mole go through a wide range of emotions in this book. They feel joy, accomplishment, disappointment, fear, and happiness. Books are a great way to talk about emotions because they provide the opportunity to discuss feelings without being personal. The illustrations in books help children identify and relate to the feelings/emotions of the characters.

Materials:

- A copy of *Kite Day*
- Paper
- Crayons

Directions:

- Read the story all the way through.
- Once the story is complete, go back through the book and identify the emotions felt by the various characters.
- After discussing the emotions, have everyone draw one of the emotions in the book.

Questions:

- How would you feel flying a kite?
- How would you feel if the kite broke loose?
- What do you think the baby birds are feeling at the end of the book?

Community Mural

Large pieces of art are fun because they can be a community effort. Everyone contributes different ideas to a large piece of art.

Materials:

- A large piece of butcher paper
- Crayons or markers
- A wall large enough for the entire piece of chart paper (Note: in a library, it can be fun to cover the outside of the reference desk with paper for this activity)
- Masking tape

Directions:

- Tape the piece of paper to the wall.
- Draw large kite outlines all over the piece of paper.
- Set out crayons or markers and let everyone decorate a kite.
- Optional: Once the mural is complete, tape the mural to the ceiling so it looks like many kites in the sky.

Questions:

- Can you find any kites that are similar?
- What colors do you see on the mural?

Games and Movement

Kite Day Game



Materials:

- Copy of the *Kite Day* game available online and in your trunk.

Directions:

- Play according to the rules included with the game.

Kite Festival



This particular activity requires a large amount of coordination. You may want to consider co-planning the activity with another community organization.

Materials:

- A large open outdoor space
- A nice, windy day
- Prizes or ribbons for first place winners
- Kite judges
- Spare kites (optional)

Directions:

- Plan the festival for a couple hours on a weekend day (you may want to plan two dates in the case the first is rained out).
- Advertise the festival in advance.
- Let everyone fly their kites.
- Ask judges to give prizes to kites.
 - Prizes may include: Most Colorful Kite, Most Unique Kite, Best Kite Trick, etc.

Feathers



Materials:

- A feather for every child
- A large space

Directions:

- Give each child one feather.
- Tell them to look up, hold the feather above their mouth, and blow on the feather while letting go with their hand.
- Blow on the feather each time it floats back down.
- See who can keep the feather from touching the ground.
- You may wish to experiment with different size feathers.

Questions:

- Is it difficult to keep the feather in the air? Why?
- Try blowing more softly on the feather. Does that make it easier or harder to keep the feather in the air?

Match the Kites



Materials:

- Small paper kite shapes (about the size of a playing card)
- A marker

Directions:

- Write one number on one side of each kite.
- Make a matching pair for each number.
- Turn the kites upside down and mix them up.
- Turn over one kite. Try to turn over the kite with the same number.
- If you get a match, you go again.
- If you do not get a match, it is the next person's turn.

Questions:

- What is a good strategy for winning this game?

Match the Color Kites



Materials:

- Construction paper in a variety of colors.
- One kite shape for each color of paper.

Directions:

- Cut each kite shape in half and mix up all the pieces.
- Kids then match each of the same color pieces to create whole kites.
- Note: Laminate the pieces after cutting to make the game last longer.

Scarves as Kites



Materials:

- A scarf for each child (juggling scarves work very well)

Directions:

- While singing a kite song/rhyme, wave the scarves in the air like a kite.
- Note: The song “Let’s Go Fly a Kite” works very well with this activity. Every time the song says “up to the highest height” lift the scarf high in the air or throw it in the air.

Questions:

- How are these scarves like real kites?
- How are kites different from these scarves?
- What other ways can we pretend play with scarves?

Pin the Tail on the Kite



Pin the Tail on the Donkey is a classic children’s party game. Create your own version of the game with a kite theme.

Materials:

- A large paper kite shape
- Thick ribbon pieces or another representation of a kite tail

- Tape
- A blindfold

Directions:

- This game works similar to Pin the Tail on the Donkey.
- Each child is given a piece of ribbon with a piece of tape on the back.
- Blindfold the children one at a time and let them try to “pin” their tail on the kite.
- The child closest to the correct placement wins.

Questions:

- How does your sense of touch help you with this game?
- What would happen if the picture of the kite was flipped upside down? Or on its side? Would the game be harder or easier?

Be a Kite

Materials:

- Wind sounds. Try this YouTube video which features the sound of wind and birds:
https://www.youtube.com/watch?v=qSc3Q_9VQIA
- Open space for kids to spread out.

Directions:

- Start the video/sound and tell kids to act like they are a kite blowing in the wind.
- Pause the video/sound and have everyone freeze in place.
- Start the video/sound again.

Questions:

- Do kites freeze in the sky when the wind stops?

Rhymes and Songs

Unless otherwise noted, all rhymes and songs are written/adapted by Julie Dietzel-Glair.

Ready to Fly (Tune: Oscar Meyer Weiner Song)

Oh, I think I'm ready to fly out of this nest now (cup hand like a nest and hold baby bird puppet or finger up to nest)

I'm a baby bird, do you think I should try (pause to let kids say or nod yes)

Oh, I think I'm ready to fly out of this nest now

One, two, three, watch me fly (stretch out both arms and pretend to fly)

Two Little Blackbirds

English Nursery Rhyme

Two little blackbirds (hold out both hands with fingers folded, thumbs up)

Sitting on a wall

One named Peter (indicate left thumb)

The other named Paul (indicate right thumb)

Fly away Peter (put left hand behind back)

Fly away Paul (put right hand behind back)

Come back Peter (return left hand to front)

Come back Paul (return right hand to front)

Other verses:

One named Short, the other named Tall

One named Big, the other named Small

One named Soft, the other named Loud (When using this verse, the birds can be sitting on a "cloud" so everything still rhymes.)

Baby Birds (Tune: Mary Had a Little Lamb)

Baby birds live in a nest,

In a nest, in a nest,

Baby birds live in a nest

Until they can fly.

Then one day they fly away,

Fly away, fly away,

Then one day they fly away

To build another nest.

Rockin' Robin

By: Bobby Day.

Located on the album titled "Rockin' Robin" (1959)

Let's Go Fly a Kite

By: David Tomlinson

Located on the Mary Poppins soundtrack.

The Kites in the Air (Tune: The Wheels on the Bus)

(Make a diamond/kite shape by putting the tips of your pointer fingers together and your thumbs together)

The kites in the air

They fly up high (hold the kite up high)

Fly up high, fly up high

The kites in the air

They fly up high

All around the park

The kites in the air

They swoop down low (swoop the kite towards the ground)

Swoop down low, swoop down low

The kites in the air

They swoop down low

All around the park.

Kites! (Sing like a cheer or attach your own tune)

What flies in the sky way up high?

Kites! Kites!

What waves through the air without a care?

Kites! Kites!

What does circles and rings attached to a string?

Kites! Kites!

Oh, Mr. Kite (Tune: Oh, Mr. Sun, Sun, Mr. Golden Sun)

Oh, Mr. Kite, Kite, Mr. Colorful Kite

Flying way up high

Oh, Mr. Kite, Kite, Mr. Colorful Kite
Flying in the sky

These little children are asking you
To keep on flying so they can play with you

Oh, Mr. Kite, Kite. Mr. Colorful Kite
Please keep flying
Please keep flying
Please keep flying high.

Fly, Fly Red Kite (Tune: Baa, Baa Black Sheep)

Fly, fly red kite
Way up in the sky.
Yes sir, yes sir
I will try.
Fly to the left
And fly to the right.
Fly all day
And sleep at night.
Fly, fly red kite
Way up in the sky.
Yes sir, yes sir
I will try.

You can change the color of the kite and do this rhyme multiple times.

Five Little Kites

Five colorful kites flying in the sky
A'turning and a'swooping right before your eye
One got tired so he went away
Now four colorful kites are left to play.

Four colorful kites flying in the sky
A'turning and a'swooping right before your eye
One got tired so he went away
Now three colorful kites are left to play.

Three...

Two...

One colorful kite flying in the sky
A'turning and a'swooping right before your eye
She got tired so she went away
Now there are no more kites left to play.

Rain, Rain, Go Away

English Nursery Rhyme

Rain, rain, go away,
Come again some other day
We want to go outside and play
Come again some other day

It's Raining, It's Pouring

English Nursery Rhyme

It's raining, it's pouring
The old man is snoring
He went to bed and he
Bumped his head
And couldn't get up
In the morning.

I Like Rain (Tune: Are You Sleeping?)

I like rain, I like rain
And thunderstorms, and thunderstorms
Crash, flash, bang, and boom
Crash, flash, bang, and boom
Here it roar! Here it roar!

Bear and Mole (Tune: The Farmer in the Dell)

Retell the story through a song.

Bear and Mole are friends
Bear and Mole are friends
Hi-ho it's kite day you know
Bear and Mole are friends.

Bear collects and measures
Bear collects and measures
Hi-ho it's kite day you know
Bear collects and measures

Mole studies and draws
Mole studies and draws
Hi-ho it's kite day you know
Mole studies and draws

The kite soars up, up, up
The kite soars up, up, up
Hi-ho it's kite day you know
The kite soars up, up, up

A storm crashes and booms
A storm crashes and booms
Hi-ho it's kite day you know
A storm crashes and booms

The kite flies away
The kite flies away
Hi-ho it's kite day you know
The kite flies away

The mother bird says "Thank you"
The mother bird says "Thank you"
Hi-ho it's kite day you know
The mother bird says "Thank you"

W-I-N-D-Y (Tune: Bingo)

Note: When the song says "(blow)," breathe out like you are blowing out a candle.

Bear and Mole flew a kite
But it was too windy
W-I-N-D-Y, W-I-N-D-Y, W-I-N-D-Y
It was just too windy

Bear and Mole flew a kite
But it was too windy
(blow)-I-N-D-Y, (blow)-I-N-D-Y, (blow)-I-N-D-Y
It was just too windy

Bear and Mole flew a kite
But it was too windy
(blow)-(blow)-N-D-Y, (blow)-(blow)-N-D-Y, (blow)-(blow)-N-D-Y
It was just too windy

Continue until you are blowing for all five letters of the word W-I-N-D-Y.

Bear and Mole Flew Their Kite (Tune: Head, Shoulders, Knees, and Toes)

Bear and Mole flew their kite
Flew their kite.
Bear and Mole flew their kite
Flew their kite.
Until a storm came and gave everyone a fright.
Bear and Mole flew their kite
Flew their kite.

The Mole (Tune: The Wheels on the Bus)

The mole in the ground goes dig, dig, dig
Dig, dig, dig
Dig, dig, dig
The mole in the ground goes dig, dig, dig
All around the yard.

The mole in the ground runs through his tunnels,
Through his tunnels
Through his tunnels
The mole in the ground runs through his tunnels,
All around the yard.

Other Recommended Books and Resources

Books in the One Book Trunk

Cobb, Vicki. *I Face the Wind*.

2003. Illus., Julia Gorton. New York: HarperCollins Publishers.

The best way to learn about wind is to experiment with it. Find a wire coat hanger, a pencil, a plastic grocery bag, two identical balloons, tape, and a ball and perform the experiments as they come up in this book.

Hutchins, Pat. *The Wind Blew*.

1974. New York: Aladdin Paperbacks.

The wind can carry away all sorts of things: an umbrella, a balloon, even somebody's hat. This classic chase is illustrated with rhyming text.

Lin, Grace. *Kite Flying*.

2002. New York: Alfred A. Knopf.

Dragons can fly when a family makes a kite. With large clear illustrations and minimal text, this book can be shared with a wide range of ages. Read the backmatter for interesting facts about kites.

Murphy, Stuart J. *Let's Fly a Kite*.

2000. Illus., Brian Floca. New York: HarperCollins Publishers.

Bob and Hannah want to fly a kite at the beach but first they have to learn to split things equally so everything is fair. Kids can learn about symmetry using simple objects like a kite, the backseat of a car, a blanket, and a sandwich.

Fiction – More Bear and Mole Stories

Hillenbrand, Jane. *What a Treasure!*

2006. Illus., Will Hillenbrand. New York: Holiday House.

Before Mole met Bear, he dug and dug one day looking for treasure. He finds a stick that Bird can use for his nest, a shell that Snail can use for a house, an acorn that Squirrel can eat for dinner, and another hole which contains a new friend.

Hillenbrand, Will. *Spring is Here!*

2011. New York: Holiday House.

Spring has finally arrived. Mole tries everything to wake up Bear but Bear just snores and snores. What can Mole do to wake up his friend?

Hillenbrand, Will. *Off We Go!*

2013. New York: Holiday House.

Mole is ready to try riding his bike without training wheels. With a little encouragement from Bear, he keeps trying and makes it all the way to the Storymobile.

Hillenbrand, Will. *All for a Dime!*

2015. New York: Holiday House.

It's market day! Bear sells blueberries. Mole sells worms. Skunk sells perfume. Can you guess which one sold the most? At least they all have fun.

Fiction – Bears

Morris, Jackie. *Something about a Bear.*

2014. London: Frances Lincoln Children's Books.

Lyrical prose and breathtaking illustrations lead the reader through the eight types of bears. But all readers know that the best type of bear is a teddy bear.

Seeger, Laura Vaccaro. *Dog and Bear.*

2007. New Milford, CT: Roaring Brook Press.

Through three short stories, readers are introduced to Dog and Bear. Bright colorful illustrations accompany this friendship story that pairs well with Bear and Mole's relationship. Also look for other books in the Dog and Bear series: *Dog and Bear: Two's Company* (2008), *Dog and Bear: Three to Get Ready* (2009), and *Dog and Bear: Tricks and Treats* (2014).

Trapani, Iza. *The Bear Went Over the Mountain.*

2012. New York: Sky Pony Press.

The classic song is expanded to include what the bear sees, hears, smells, touches, and tastes. The last page contains a musical score for those not familiar with the song.

Wilson, Karma. *Bear Snores On.*

2002. Illus., Jane Chapman. New York: Margaret K. McElderry Books.

When a snowstorm hits, Mouse sneaks into Bear's lair to warm up. He is soon joined by Hare, Badger, Gopher, Mole, Wren, and Raven. But what will happen when Bear stops snoring? Luckily, he just wants to have fun with all his new friends.

Nonfiction – Bears

Baines, Becky. *A Den Is a Bed for a Bear: A Book about Hibernation.*

2008. Washington, D.C.: National Geographic.

Where do bears go in the winter? Do all bears hibernate? Why do they hibernate? This book has photographs set on the pages like a scrapbook. The small trim size will be easy for little hands to manipulate.

Barner, Bob. *Bears! Bears! Bears!*

2010. San Francisco: Chronicle Books.

Bright illustrations accompany one line of text for each of the eight types of bear. The last two page spreads contain information about baby bears and a world map showing where each type of bear lives.

Borgert-Spaniol, Megan. *Black Bears*.

2015. Minneapolis, MN: Bellweather Media.

Part of the “Blastoff! Readers” series, the smaller trim size of this title will attract kids learning to read. The publisher designates the title as “Level 3: Early Fluent.” Use this book to find bear vocabulary such as cubs, den, mammal, and omnivores.

Brett, Jeannie. *Wild About Bears*.

2014. Watertown, MA: Charlesbridge.

See how the eight species of bears are similar and how they are different. Each species has a dedicated double-page spread along with extra pages about bears in general. The book is illustrated in a friendly, picture book format. Check out Curious City DPW for a downloadable game specifically related to this book: <http://www.curiouscitydpw.com/2015/10/06/wild-about-bears-game/>.

Brown, Margaret Wise. *Love Songs of the Little Bear*.

2001. Illus., Susan Jeffers. New York: Hyperion Books for Children.

Four poems are illustrated over multiple pages each presenting an ideal poetry read-aloud title. The third poem, “Song of Wind & Rain,” is an especially good match for *Kite Day*.

Riggs, Kate. *Brown Bears*.

2015. Mankato, MN: Creative Education and Creative Paperbacks.

Large, interesting photographs will draw kids to this book. Let them flip through it independently or read it aloud.

Fiction – Moles

Bedford, David. *Mole’s in Love*.

2009. Illus., Rosalind Beardshaw. Wilton, CT: Tiger Tales.

Mole goes out in search of love on the first day of spring. However, moles do not see very well and he keeps mistaking farmyard animals for someone to love.

Crimi, Carolyn. *Rock ‘n’ Roll Mole*.

2011. Illus., Lynn Munsinger. New York: Dial Books for Young Readers.

Mole is the ultimate rock and roll star. He’s got the looks, he’s got the clothes, he’s got the music. The only problem is that he is scared to play in front of people. But when the talent show comes along, Mole is the only one that can save the day.

Ehlert, Lois. *Holey Moley*.

2015. New York: Beach Lane Books.

Travel with mole through his underground lair. Ehler's collage artwork adds a lot of color and texture to mole's world. The book is fictional yet it still provides information about these rarely seen animals.

McPhail, David. *Mole Music*.

1999. New York: Henry Holt and Company.

Mole is bored with his life so he orders a violin and learns how to play and eventually becomes very good. Pay attention to the illustrations to watch animals and people enjoying his lovely music from above.

Odone, Jamison. *Mole Had Everything*.

2012. Maplewood, NJ: Blue Apple Books.

Mole thought he had everything he needed until his friend, Emerson, told him he needed more. Mole goes out in search of more things but quickly discovers that more is not always better.

Pfister, Marcus. *Holey Moley*.

2006. New York: North-South Books.

Tim and Matt may be brothers but they both want different things. Matt wants to build a big hill. Tim wants to dig a hole and become a "big strong mole." In the end, they discover that by working together they can both get what they want.

Nonfiction – Moles

Quattlebaum, Mary. *Mighty Mole and Super Soil*.

2015. Illus., Chad Wallace. Nevada City, CA: Dawn Publications.

This is technically a fictional title but many libraries catalog it with nonfiction because of the wealth of information it provides about moles. Many of the illustrations are dark mimicking the real habitat of a mole. Look at the last 4 pages for activities and experiments related to moles and soil.

Savage, Stephen. *Mole*.

2009. New York: PowerKiDS Press.

This book is text heavy but the photographs give kids a chance to see real pictures of moles. Preview the book before sharing as some of the images and concepts may be scary or sad for some children.

Fiction – Birds and Bird Nests

DePalma, Mary Newell. *Two Little Birds*.

2014. Grand Rapids, MI: Eerdmans Books for Young Readers.

Two birds hatch from their eggs, then feed, frolic, and grow before joining their first southern migration. This title also features some onomatopoeic words such as *rumble*, *flash*, *boom*, and *flap*.

Franco, Betsy. *Birdsongs*.

2007. Illus., Steve Jenkins. New York: Margaret K. McElderry Books.

The baby birds in *Kite Day* say “chirrup, chirrup, chirrup.” Play with other bird songs from sunrise to sunset in this title which features a red-capped woodpecker, mourning doves, sparrows, a white gull, white-cheeked chickadees, mallards, a crow, a robin, a thrasher, a hummingbird, and a mockingbird. While the story is fictional, the final page spread offers quick facts on each bird.

Nonfiction – Birds and Bird Nests

Hurley, Jorey. *Nest*.

2014. New York: Simon & Schuster Books for Young Readers.

With only one word per page, readers follow a pair of robins through the seasons as their chick grows. Watch for the surprise kite that can link this book to *Kite Day*.

Rockwell, Lizzy. *A Bird Is a Bird*.

2015. New York: Holiday House.

What makes a bird a bird? That’s easy. It has a beak; it has two wings; it starts out in an egg; and it has feathers. Each of the realistically illustrated birds in this book is identified for budding birdwatchers.

Stewart, Melissa. *Feathers: Not Just for Flying*.

2014. Illus., Sarah S. Brannen. Watertown, MA: Charlesbridge.

We always think of feathers as pretty ways to distinguish birds from one another, yet they do so much more. Created to look like a field journal, the main text can be shared in a read-aloud while the more in-depth information can be shared one-on-one.

Stockdale, Susan. *Bring On the Birds*.

2011. Atlanta, GA: Peachtree Publishers.

Minimal text and crisp illustrations introduce the reader to birds around the world. This book can easily be shared as a read-aloud. Species identification, location, and quick facts are included in the back for kids that want to know more.

Ward, Jennifer. *Mama Built a Little Nest*.

2014. Illus., Steve Jenkins. New York: Beach Lane Books.

Birds build all sorts of nests, not just the kind we usually see in a tree. Read just the four lines of poetic verse per page to share this book as a read-aloud. Further information about each nest is included on each page.

Yolen, Jane. *Birds of a Feather*.

2011. Photo., Jason Stemple. Honesdale, PA: Wordsong.

Learn about the Kingfisher, Oystercatcher, Sandpiper and more through photograph, poetry, and facts.

Yolen, Jane. *Fine Feathered Friends: Poems for Young People*.

2004. Photo., Jason Stemple. Honesdale, PA: Wordsong.

Each double-page spread features a photograph of the featured bird in each poem. Read a couple favorite poems aloud then let the kids flip through the photographs.

Fiction – Kites

Fenske, Jonathan. *Love Is in the Air*.

2012. New York: Penguin Young Readers.

Perfect for your emerging readers. This is the story of a balloon and a kite that become friends and have an adventure in the sky. Like many kite stories, the kite in this book eventually gets stuck in a tree.

Hest, Amy. *Little Chick*.

2009. Illus., Anita Jeram. Somerville, MA: Candlewick Press.

Little Chick and Old-Auntie have three adventures told in separate vignettes in this book. Read the second one, “The Kite That Would Not Fly,” to share another kite story with children.

Jeffers, Oliver. *Stuck*.

2011. New York: Philomel Books.

When Floyd’s kite gets stuck in a tree, he tries everything he can think of to get it down. He throws his shoes at the kite but they get stuck too. Surely a ladder will help, but silly Floyd throws it instead of climbing it. Before you know it, there are all sorts of crazy things stuck in that tree with his kite.

Mayer, Mercer. *Just a Kite*.

2014. New York: Harper.

Little Critter wants to enter the Critterville Kite Flying Contest. But one kite gets mangled in a tree and another disappears when the string breaks. Luckily, Grandpa comes to the rescue. This book is great for those starting to read.

Rey, Margret. *Curious George Flies a Kite*.

1958. Illus., H.A. Rey. Boston: Houghton Mifflin Company.

As usual, Curious George is up to no good. He lets a bunny out of its pen, tries to go fishing with cake as bait, and gets swept away when he tries to fly a kite.

Torres, Leyla. *The Kite Festival*.

2004. New York: Farrar Straus Giroux.

When the Flórez family takes a day trip to San Vicente, they are surprised to find a kite festival. All of the stores are closed but Grandpa Félix and the rest of the family are able to make a kite out of odds and ends.

Williams, Vera B. *Lucky Song*.

1997. New York: Greenwillow Books.

Follow Evie from morning until night as she plays with her new kite.

Nonfiction – Kites

Hosking, Wayne. *Asian Kites*.

2005. Boston: Tuttle Publishing.

This book is a resource for caregivers that want to learn more about kites or make a specific type of Asian kite. Note: Most of the kites in this book are recommended for ages seven and up.

Nonfiction – Weather

Branley, Franklyn M. *Flash, Crash, Rumble and Roll*.

1964. Illus., True Kelley. New York: HarperCollins Publishers.

The dark, heavy clouds rumble, rumble, rumble in *Kite Day*. Is it a thunderstorm? Learn how thunderstorms occur and how to protect yourself when one happens. The book has an older copyright date but was re-illustrated in 1999.

Dorros, Arthur. *Feel the Wind*.

1989. New York: HarperCollins Publishers.

Wind helps kites fly in the sky. But where does wind come from? Find out in this illustrated information book. The last page includes instructions on how to make a simple wind vane.

Gray, Rita (compiler). *One Big Rain: Poems for Rainy Days*.

2010. Illus., Ryan O'Rourke. Watertown, MA: Charlesbridge.

Starting in autumn, travel through the year through poetry: see the rain and the leaves fall, feel the sting of freezing rain, get soaked in spring, and feel the warmth of summer rains. Five poems are included for each season.

Fiction – Books with Onomatopoeia

Bluemle, Elizabeth. *Tap Tap Boom Boom*.

2014. Illus., G. Brian Karas. Somerville, MA: Candlewick Press.

A thunderstorm hits the city and everyone scrambles for cover, but not before they hear the taps, booms, and crackles. The illustrations are a unique blend of photographs and drawings; look closely to find the distinction.

Boswell, Addie. *The Rain Stomper*.

2008. Illus., Eric Velasquez. Tarrytown, NY: Marshall Cavendish Children.

Jazmin isn't going to let a big old storm ruin her parade baton performance. Clatter, splish, and whack along with her. This book is filled with thunderstorm sounds to accompany the storm in *Kite Day*.

Fleming, Denise. *In the Small, Small Pond*.

1993. New York: Henry Holt and Company.

This Caldecott Honor Book features tadpoles, geese, dragonflies, turtles, herons, minnows, whirligigs, swallows, crawfish, ducks, raccoons, and muskrats. Can you find the frog on every page? Watch for words like *splatter*, *click*, *splish*, and *splash*. Ask about BookFlix access at your library to see a video version of this title.

Fleming, Denise. *In the Tall, Tall Grass*.

1991. New York: Henry Holt and Company.

Scooch down low to observe the animals, big and small, that can be found in the tall grass.

Watch for words like *crunch*, *hum*, *snap*, and *zip*.

Garcia, Emma. *Tap Tap Bang Bang*.

2010. New York: Boxer Books.

You need tools to build things and those tools make pretty cool sounds.

Johnson, David A. *Snow Sounds: An Onomatopoeic Story*.

2006. New York: Houghton Mifflin Company.

Told almost completely in onomatopoeic words, watch as the snow falls and then is cleared enough for a child to go to school. The real joy of this book is making the sounds out loud.

Marsalis, Wynton. *Squeak, Rumble, Whomp! Whomp! Whomp!*

2012. Illus., Paul Rogers. Somerville, MA: Candlewick Press.

This book wins the prize for the most unique onomatopoeia: the barber's clippers "Jurrr! Jurrr! Jurrr!," wet feet "Flop-flap-flap-flap...Fuhlop-fuhlop-FUHLAP!," and a kite Whoooooo-ushes.

McMullan, Kate. *I Stink!*

2002. Illus., Jim McMullan. New York: HarperCollins.

The garbage truck travels through the night eating delicious trash. Kids love big trucks and making sounds like *squeal*, *roar*, and *burp*. Also look for other books by the same team:

Tugboat: *I'm Mighty!* (2006), Backhoe: *I'm Dirty!* (2006), Train: *I'm Fast!* (2012), Firetruck: *I'm Brave!* (2014), and Zamboni: *I'm Cool!* (2015). Ask about BookFlix access at your library to see a video version of *I'm Dirty!*, *I'm Fast!*, and *I Stink!*

Nonfiction – Paper Airplanes

Harbo, Christopher L. *The Kids' Guide to Paper Airplanes*. 2009. Mankato, MN: Capstone Press.

Harbo, Christopher L. *Paper Airplanes: Flight-School Level 1*. 2011. Mankato, MN: Capstone Press.

Websites

BookFlix – BookFlix provides fun fiction and nonfiction book pairings for kids to watch on a computer or other Internet compatible device. Anyone with a Pennsylvania Public Library card

has access to the book videos and activities on the BookFlix website. Ask your local library for more information. These particular pairings are fun additions to *Kite Day*.

- *The Ant and the Grasshopper* and *Inside an Ant Colony*: Moles and ants both live underground. Based on what you have learned about moles, what is similar and different about the way both animals live?
- *Bear Snores On* and *A Bear Cub Grows Up*: Learn more about bears with this nonfiction selection.
- *Come On, Rain* and *Rainy Weather Days*: A wind and rain storm hits while Bear and Mole are flying their kite. Watch another story about rain and learn about this type of weather.
- *In the Small, Small Pond* and *Life in a Pond*: The fictional title in this pairing features lots of onomatopoeia.
- *I'm Dirty!* and *Backhoes*: Find more onomatopoeia; this time with heavy machinery.
- *I'm Fast!* and *Trains*: More onomatopoeia from the creators of *I'm Dirty!*
- *I Stink!* and *Garbage Trucks*: More onomatopoeia from the creators of *I'm Dirty!*
- *Owen* and *Mice*: Mice and moles look similar. Read the nonfiction book in this pairing and then compare how mice and moles are different.

American Kitefliers Association: <http://kite.org/> Check out their Kites for Kids site for puzzles and activities: <http://kite.org/activities/kites-for-kids/>

Keystone Kites: <http://keystonekites.com/> (Central PA Kite Fliers and Makers)

Kites and Kite Programs for All Ages: <http://community.starnetlibraries.org/2015/09/kites-and-kite-programs-for-all-ages/>

Pocono Kite Symphony: <http://poconokitesymphony.com/> (An American Kitefliers Association (AKA) Affiliated Chapter)

Wild About Bears: <http://www.curiouscitydpw.com/2015/10/06/wild-about-bears-game/> Go to the site to download a game related to Wild About Bears by Jeannie Brett.

Will Hillenbrand: <http://www.willhillenbrand.com/> Information about the author and illustrator of *Kite Day*.

About the writer

This Pennsylvania One Book manual was written by Julie Dietzel-Glair. She is a Freelance Writer and Library Consultant. Before entering her freelance career, Julie was a children's librarian and then an assistant children's services coordinator in Maryland public libraries for 11 years. She is the author of *Books in Motion: Connecting Preschoolers with Books through Art, Games, Movement, Music, Playacting, and Props* (Neal Schuman – ALA Edition, 2013), and the co-author of *Get Real with Storytime: 52 Weeks of Early Literacy Programming with Nonfiction and Poetry* (Libraries Unlimited, 2015). She provides training sessions for library staff and others interested in early literacy, presents special programming for children, and is available for temporary library projects. She is active in the Association for Library Service to Children and Capitol Choices. To find out more go to Julie's website at www.juliedietzelglair.com and follow her on Twitter @JulieDGWrites.