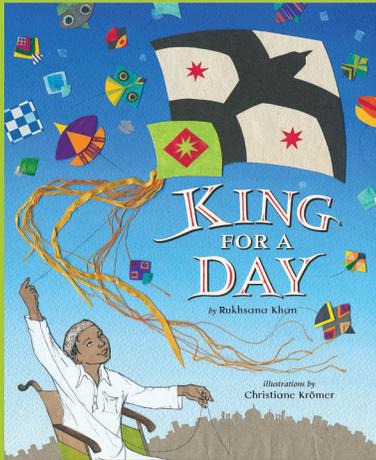


TEACHER'S GUIDE



LEE & LOW BOOKS

King for a Day

written by Rukhsana Khan, illustrated by
Christiane Krömer

About the Book

Genre: Realistic Fiction

*Reading Level: Grades 3–4

Interest Level: Grades 1–5

Guided Reading Level: N

Accelerated Reader®
Level/Points: 3.9/0.5

Lexile™ Measure: 600L

*Reading level based on the
Spache Readability Formula

Themes: Cultural Celebrations
(Basant/kite-flying festival),
Compassion, Working Toward/
Achieving a Goal, Cooperation,
Generosity, Living With a
Disability, Bullying, Modern-
day Pakistan, Middle Eastern
Interest

SYNOPSIS

The spring festival of Basant is here, and the city of Lahore, Pakistan, is alive with feasts, parties, and kite-flying battles. On this special day, Malik will test his skills with Falcon, the small, powerful kite he has built for speed.

From his rooftop, Malik launches Falcon into the sky. He does battle with the kites flown by the bully next door. Then Malik goes after more kites, guiding Falcon into leaps, swirls, circles, and dives. By the end of the day, Malik has a big pile of captured kites. He is the king! But then the bully reappears, trying to take a kite from a girl in the alley below. With a sudden act of kingly generosity, Malik finds the perfect way to help the girl.

This lively, contemporary story introduces readers to a centuries-old festival and the traditional sport of kite fighting, and to a spirited, determined young boy who masters the sport while finding his own way to face and overcome life's challenges.

Award-winning author Rukhsana Khan touches hearts with *King for a Day*, which was selected as a Junior Library Guild Choice and placed on numerous reading lists.



BACKGROUND

Adapted from “About Basant”

King for a Day tells a story about Basant. In early spring, when the chill of winter has fled from the ancient city of Lahore, Pakistan, and light breezes carry the scent of flowers, it is time for Basant, the annual kite festival.

Basant started many years ago with the Hindu celebration that marked the end of cool weather and the beginning of warm weather. With time, Basant became a celebration that crossed religious and cultural boundaries. People from inside and outside Pakistan flocked to Lahore to watch or participate in the kite battles. Many kite enthusiasts spent weeks preparing for the festival, practicing their flying skills by waging mock battles.

The festival begins on the night before Basant. Huge spotlights are perched on rooftops so people can see, and white kites are flown because white shows up best in the night sky. The next day, people bring out their colorful kites. Shouts and cheers, drumming, and bugle blasts create a festive mood. Everywhere there are feasts and parties. Women dress in bright colors, often wearing yellow or green to represent spring. Toward the end of the day, people bring out even larger kites, and at night there are fireworks to symbolize all the kite battles.

Traditionally kite strings were coated with powdered glass so they would be sharp enough to cut through other kite strings. Later, metal strings were also used. Unfortunately the sharp strings sometimes injured or killed people and cut electrical wires. In 2007, kite flying and the celebration of Basant in Lahore were banned for safety reasons and for security concerns due to orthodox religious opposition. Talks and plans to revive the celebration have reoccurred over the years (<https://nation.com.pk/18-Feb-2017/basant-and-kite-flying-through-history-and-ban>). But, as of

2018, the celebration continues to be banned. People still share their memories of the sky of Lahore filled with brilliant color and drama.

To learn more about Basant and the kite festival, visit this Canadian site for kids at <https://www.cbc.ca/kidscbc2/the-feed/lets-enjoy-basant-a-huge-kite-flying-festival>. You can also view a 1 ½ minute video overview of the holiday at <https://www.allaroundthisworld.com/basant-kite-festival/#.W5nXHS1lITY>.

Additional LEE & LOW Titles about Festivals & Celebrations

Every Month is a New Year written by Marilyn Singer, illustrated by Susan L. Roth <https://www.leeandlow.com/books/every-month-is-a-new-year>

Juneteenth Jamboree written by Carole Boston Weatherford, illustrated by Yvonne Buchanan <https://www.leeandlow.com/books/juneteenth-jamboree>

Horse Song: The Naadam of Mongolia written and illustrated by Ted and Betsy Lewin <https://www.leeandlow.com/books/horse-song>

A Full Moon is Rising written by Marilyn Singer, illustrated by Julia Cairns <https://www.leeandlow.com/books/a-full-moon-is-rising>

Celebrate! Connections Among Cultures written and photographed by Jan Reynolds <https://www.leeandlow.com/books/celebrate-connections-among-cultures>



VOCABULARY

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below. Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word.

Content Specific

Basant, Insha-Allah, Malik, bamboo, kite

Academic

bully, fortune, attack, sliced, currents, bracing, trap, steep, snagging, storms, pluck, prey, clusters, slashes, stacks, tangles, thorns, magnificent, sobbing, trailing, alley, slicing, triumphs

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

1. What has been your experience with flying a kite? Have you ever gotten a kite tangled? How do you “control” a kite? What does it feel like to fly a kite?
2. Festivals are fun celebrations that often have cultural significance. How many different festivals can you name? Describe your favorite festival. What makes it unique? Why do you enjoy that festival?
3. Have you ever heard of Basant? What do you know about this celebration?
4. What do you think bullying is? What does it mean to be bullied? How do you think people should deal with bullies? Why?

Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1, Craft & Structure, Strand 5, and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

1. Talk about the title of the book. Then ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?
2. Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, vocabulary page, author and illustrators' dedications, illustrations, and note at the end.
3. Ask students to examine the cover of *King for a Day*. What do they notice? What kind of clothes is the boy on the cover wearing? What kind of hat?
4. You can continue building interest with the following questions:



- Where do you think the story is set? Be as specific as you can.
- One of the kites on the cover is bigger than the others. What sort of animal do you see on the big kite? Do you think this big kite is going to be important in the story?

Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

Have students read to find out:

- what they think the themes of the story could be
- how they would describe Malik in terms of character traits
- why the title is significant
- where they think the story takes place and what the cultural relevance of the story means to that place
- how and when in the story Rukhsana Khan uses words (and specifically verbs) to vividly paint the action and heighten the drama
- what bullying looks like in this story and what it means
- how you can demonstrate and show kindness in different ways

Encourage students to consider why the author, Rukhsana Khan, wanted to share this story with young people. Also encourage students to consider why the illustrator, Chrstiane Krömer, used the style of collages, paper art, and textiles.

AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite evidence with their answers.**

Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3; and Presentation of Knowledge & Ideas, Strand 4)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

1. What is Basant? When does it take place?
2. Where does the story take place? How would you describe the setting?
3. Who are the main characters in the story?
4. What does the bully do to Malik's sister? How does she react?
5. What do kids do with kites during Basant?
6. What is the nickname for the bully's kite? Why does Malik give it this nickname?
7. What does Malik name his kite?
8. Why does Malik want to get back at the bully?
9. What does Malik name the bully's kite? Why?
10. How does Malik beat the bully's kites?
11. How does Malik catch other kites?
12. How does Malik become king for a day?
13. What does the bully do at the end of the day? What does Malik do in response?



“While this is undeniably grounded in a Lahori tradition, it is also a universal tale of one boy’s good-natured, competitive spirit and desire to shine, if only for a day.”

—*Booklist*

“Kromer’s inventive compositions are a visually exciting match for Khan’s introduction to an appealing event...This story soars.”

—*Kirkus Reviews*

“*King for a Day* is the perfect children’s book to teach kids about Basant...not only will children learn about the kite battles of Lahore, the book sneaks in a lesson about kindness to others.”

—*I’m Not The Nanny*

14. What happens at the end of the story?
15. What animals do you see in the book? What objects?
16. What expressions do you see on characters’ faces throughout the book?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 1-3; and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3; and Presentation of Knowledge & Ideas, Strand 4)

(Language Standards, Vocabulary Acquisition & Use, Strands 4-6)

1. Do you think Malik, his sister, and his brother work together? Why or why not?
2. Why do you think the other kite is named Goliath? Find out what the reference to Goliath means. How is that important to the story?
3. After Malik cuts the other kites, he thinks, “When they land, they’ll belong to whoever finds them. But at least they will have tasted freedom.” Why do you think Malik thinks about freedom in this way?
4. Why do you think Malik dropped Goliath to the girl below?
5. Read the last paragraph. Do you think the story is circular, meaning that it repeats? Why or why not?
6. Why do you think the illustrations are so colorful?
7. Why do you think Rukhsana Khan never writes that Malik is in a wheelchair? Why is this significant?
8. Why do you think Malik only made one kite?
9. Why is the day of Basant so important to Malik?
10. Imagine if the bully had won the kite battle with Malik? What would Malik have done? How would you feel if you were Malik?
11. Predict what the bully will say to Malik the next time he sees him. Why do you think he would say that?
12. In your own words define these words: Basant, downwind, ‘currents of air’, ‘bird of prey’.
13. What do you think are the rules of Basant? What happens if you cut another kite string?
14. Why do you think Malik doesn’t go downstairs with his brother and sister right away? Why does he say, “I want to make my day last a little longer.”?
15. How do you think the bully would feel if he knew that his Goliath kite was given to the girl he pushed down?



16. Do you think that Malik will still be a 'king' the next day? Why?

Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

1. What questions did you have when reading *King for a Day*? What would you ask the author, Rukhsana Khan, about *King for a Day*?
2. In what ways do you view yourself as a king or queen? Why? How is this similar to Malik in *King for a Day*?
3. Which trait(s) make Malik a good king? Some you can think about are preparation, confidence, teamwork, empathy, skill, restraint, co-operation, and mercy.
4. What lessons does *King for a Day* teach about bullying, disability, power, competition, and/or culture? Watch the video of Rukhsana Khan discussing *King for a Day* (<https://www.youtube.com/watch?v=fOgV5zFWYbQ&feature=youtu.be>) and see if the author says anything that adds to your understandings. How did watching Rukhsana make you think differently about the book?
5. In the note at the end, we learn that the celebration of Basant in Lahore was banned for safety reasons and security concerns due to religious opposition. Do you think the festival should be banned or not? Explain your thinking.

ELL Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

6. Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.

7. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
8. Depending on students' level of English proficiency, after the first reading:
 - Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing.
 - Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
9. Have students give a short talk about *King for a Day*.
10. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.
11. Link concepts of culture, such as Malik's love of Basant and his pride in being king for a day to students' cultures. Have students share examples of when they excel in aspects of their cultural traditions.
12. Complete frequent checks of understanding.
13. Read aloud a sentence and have students repeat the sentence after you, pointing to each word as they speak.



Social and Emotional Learning

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

Social and emotional learning involves being aware of and regulating emotions for healthy development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships.

Use the following prompts to help students study the socio-emotional aspects of this book.

1. To help students study the socio-emotional aspects of *King for a Day*, make a timeline of the story. You can do this on paper or on the computer. Plot out 5 or 6 main actions above the line with the students. Then, have the students identify Malik's emotions underneath the line to connect with the actions. Some of the emotions they can choose from are happiness, sadness, fear, faith, hope, perseverance, thoughtfulness, surprise, confidence, guilt, jealousy, excitement, love, sympathy, frustration, pride, satisfaction, concentration, aggressiveness, and interest. Have the students illustrate the emotions and/or explain why they chose each one.
2. Another take on this activity is for students to write down all the feelings that each person would have felt throughout the tale. Example: girl on street: disappointment, sadness, surprise, joy, excitement.
3. *King for a Day* offers a prime opportunity to discuss bullying. You can choose to teach about social emotional development with discussion questions such as How did Malik deal with bullying? What did you learn about dealing with being treated unfairly from Malik's experience?

INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

English Language Arts

(Reading Standards, Key Ideas and Details, Strands 1-3; Craft and Structure, Strands 4-6; Integration of Knowledge & Ideas, Strands 7-9; Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1-3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7-9; Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3; Presentation of Knowledge and Ideas, Strands 4-6)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

1. Conduct an interview. Have students pair up and pretend one partner is a reporter and the other is Malik. Ask the reporter to interview Malik for a newspaper story. Then, have the pair use the interview to write that story and share it with the class
2. Create a found poem. Photocopy a few pages from the book and distribute them to students. Have students create a visual way to display their poem, either through blacking out the text, creating a visual image to display the selected words for their poem, or more. A list of different types of found poetry is located at this link (<https://www.thoughtco.com/found-poetry-4157546>). Recite the poems out loud in front of the class and display them for other students to see.
3. Invite students to write an alternative ending where Malik did not become king. Encourage students to use what they know about Malik's character to write a realistic



scenario and have them think about how this scenario would change the story and the story's theme?

4. Write an opinion piece. Tell the students that as of 2018, the kite festival in Pakistan is still banned for safety and religious reasons. Have students write an Op-Ed that explains their support or disagreement with the ban.
5. Explore verbs! Students can choose any page in *King for a Day* and identify the verbs on the page. Have them substitute the verbs with different verbs and discuss how it changes the mood and meaning of that part of the story.
6. Write a story. The girl in the alley never says a word yet we know how she feels. Pretend you are her and write a story of what happened when you went home to tell your family.

Social Studies/Geography

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–2, Production & Distribution of Writing, Strands 4 and 6, and Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

1. Have students locate Lahore, Pakistan on both a map and a globe. They can use a map scale and/or Google Maps to calculate the distance from their hometown to Lahore. What is Lahore like? What are some of the important places in Lahore? Have students conduct a location study on Lahore, and find out more. What is the climate like? What about the languages spoken? What are important resources and most popular exports? Students can share their findings through a visual presentation of their choice.

2. Explore Basant. Read the information piece at the back of the book. Discuss the meaning of any unusual words. Encourage students to learn more about Basant by visiting the sites listed in the Background section of this guide. Students can share their findings with a partner, small group, or the whole class. What did they learn?
3. Compare and contrast cultural festivals. The following books describe kite flying and kite festivals in other cultures: *Kite Flying* (http://www.gracelin.com/content.php?page=book_kite) and *The Emperor and the Kite* (<https://www.penguinrandomhouse.com/books/333540/the-emperor-and-the-kite-by-jane-yolen/9780698116443/>). Discuss what makes the festivals in these books the same as in *King for a Day* and what makes them different. What is the role of kites in different cultures? Have students write a compare/contrast essay.

Math

(Mathematical Practice, Domain 1, Make sense of problems and persevere in solving them; Mathematical Practice, Domain 2, Reason abstractly and quantitatively; Mathematical Practice, Domain 4, Model with mathematics; Mathematical Practice, Domain 5, Use appropriate tools strategically; Mathematical Practice, Domain 7, Look for and express regularity in repeated reasoning)

1. Use measurement skills to make a kite. Follow the directions from <https://www.wikihow.com/Make-a-Kite-to-have-students-create-their-own-kites-to-fly>. For those who need enrichment, challenge them to scale their kites to make them larger or smaller. Then, when the class flies their kites, ask the students why big, bulky kites move slower than the small, stream-lined kites.



Drama/Art

(Reading Standards, Integration of Knowledge & Ideas, Strands 7)
(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- Decorate a kite. If students create their own kites, have them decorate the kites so they best represent them. If the students don't make their own kites, you can give them a handout of a kite and decorate the paper. One such blank kite image can be found at <https://pixabay.com/en/kite-wind-autumn-tail-black-white-305379/>.
 - Students can draw silhouettes of themselves on a kite shape. On the front write all the things they can do. On the back they can write things they wish they could do. Hang the kites in the classroom for your own Basant.
- Become the kite. In a circle, pretend you are a kite flying up in the air swooping and diving. Try not to bump into anyone. How did it feel to do this?
- Try out the illustrator's style. Christiane Krömer uses mixed-media collage that incorporates some traditional Pakistani elements. Explore what mixed-media collage involves (you can view one tutorial at <https://www.youtube.com/watch?v=vgjaN7pl3tY>) and have students create their own mixed-media collage that addresses one of the themes from *King for a Day*. Have students also look at Christiane's interview with Rukhsana about her artistic process at <http://www.christianekromer.com/king-interview.html>.

School-Home Connection

(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9)

(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7-9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- Hold a festival discussion. Have students tell their families about the book *King for a Day* and specifically about Basant. Students should ask their families what other spring festivals they can name. Have they ever participated in any? If so, can they share photos, videos, or memories with the class?
- Fly kites together. If possible, suggest that students fly kites with their families. As they do so, have them note the social interaction that occurs between people as they fly kites together, such as competitiveness or happiness. Also have them pay attention to how to control the kite, and have them think about Malik's skills and what he had to do in order to become king for a day.
- Find more titles written by author Rukhsana Khan. Encourage families to visit the local library, if possible, to find more books by Rukhsana Khan. The list of her books is available on her website (<https://www.rukhsanakhan.com/books/books.html>).

ABOUT THE AUTHOR

Rukhsana Khan is an award-winning children’s author and storyteller from Lahore, Pakistan. When she was three, she immigrated to Canada, where she was relentlessly bullied. Khan turned to books, and she didn’t believe an eighth grade teacher who told her she was a writer. She graduated college as a biological-chemical technician, but eventually became an author. She is the author of many books, including *Big Red Lollipop*, for which she won the Charlotte Zolotow Award and the Golden Kite Award for best picture book text. She wrote *King for a Day* to introduce children to the Pakistani spring festival of Basant and the sport of kite fighting. Khan now lives in Toronto, Canada, with her husband and family. To learn more about Rukhsana Khan and her work, visit her website at <https://www.rukhsanakhan.com/index.html>.

ABOUT THE ILLUSTRATOR

Christiane Krömer specializes in illustrating stories that feature cultures from around the world. Some of her other books are *Steps and Stones* and *Anh’s Anger*, which won a Skipping Stones Honor Award. Krömer’s illustrations for books and magazines are done in collage. She uses different textures to express different natural elements like water, soil, plants, or sky. For *King for a Day*, Krömer drew inspiration for the collages from many sources, including Mughal miniature paintings and the folk art designs of Pakistan. Her website is <http://www.christianekromer.com>.

ABOUT LEE & LOW BOOKS

LEE & LOW BOOKS is the largest children’s book publisher specializing in diversity and multiculturalism. Our motto, “about everyone, for everyone,” is as urgent today as it was when we started in 1991. It is the company’s goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at leeandlow.com.

ORDERING INFORMATION

On the Web:

www.leeandlow.com/contact/ordering (general order information)

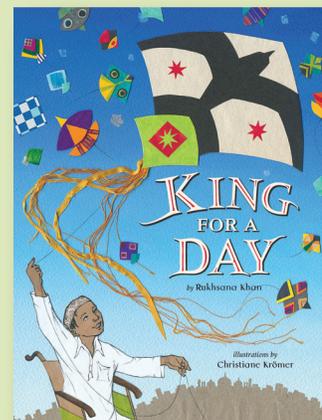
<https://www.leeandlow.com/books/king-for-a-day> (secure online ordering)

By Phone: 212-779-4400 ext. 25 | **By Fax:** 212-683-1894

By Mail: Lee & Low Books, 95 Madison Avenue, New York, NY 10016

Book Information for

King for a Day



\$17.95, HARDCOVER

9781600606595

*Reading Level: Grades 3–4

Interest Level: Grades 1–5

Guided Reading Level: N

Accelerated Reader® Level/
Points: 3.9/0.5

Lexile™ Measure: 600L

THEMES: Cultural Celebrations (Basant/kite-flying festival), Compassion, Working Toward/Achieving a Goal, Cooperation, Generosity, Living With a Disability, Bullying, Modern-day Pakistan, Middle Eastern Interest

RESOURCES ON THE WEB:

<https://www.leeandlow.com/books/king-for-a-day>

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.