

Name: _____

How Does a Kite Work? SPH4C

When kites fly, they are changing the normal
_____.

They are blocking it, forcing the air to go
_____ the kite.

When a kite first meets the air, it
_____, which
creates an upward _____ and
_____ the kite.

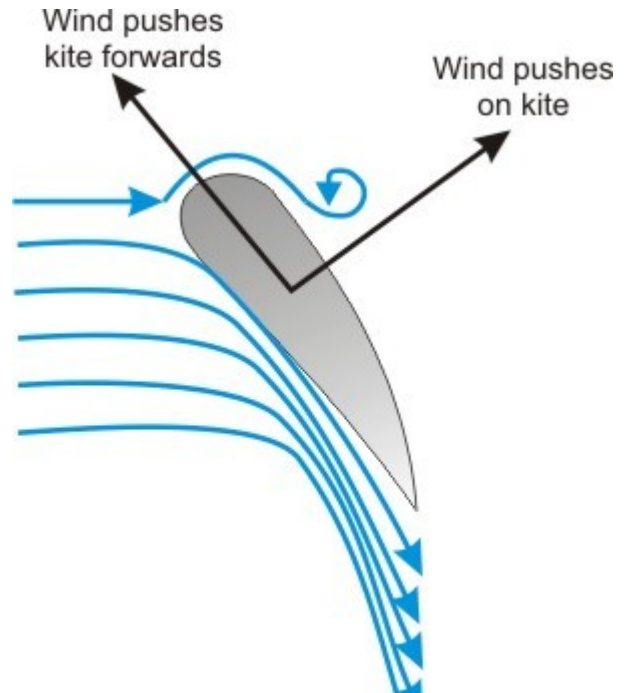
The air passing over the top of the kite is actually
going _____ than the air going under it.

This fast air is creating _____ than the air underneath the kite, which forces
the kite upward again.

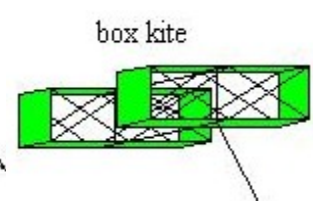
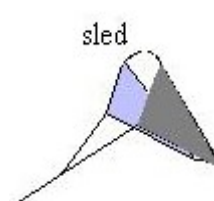
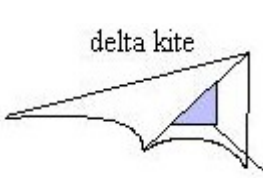
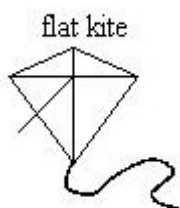
Kites contain _____ lines, which are attached in two places on the kite. The line the
kite flier holds is the _____ and should be attached to the bridle line at the point
where the kite is balanced. (Usually, this is in the _____.)

A _____ can also create _____, slowing down its _____ movements
and showing more of the front of the kite to the wind.

More drag = More _____



Note that there are many different kinds of possible shapes you may construct.



Kite Construction

SPH4C

Materials: paper, popsicle sticks/straws, string/fishing line, tape/glue

Construct a kite according to one of the models shown. (You may use to start with a flat kite and construct others as time allows.)

Show your completed kite to your teacher and have your teacher initial this space: _____

Sketch your kite design in the space below, labelling all materials used:

Fly your kite. Does it work? _____

What improvements could you make to your design to improve its function?
(Identify at least two.)

Demonstrate your final version in flight to your teacher

and have your teacher initial this space: _____

If you have a secondary design, draw it here:

Demonstrate your secondary design in flight to your teacher

and have your teacher initial this space: _____