

Suki's Kimono – Chieri Uegaki

Author	Books	Japan Theme
<p>Monique Richard Professor Emeritus School of ECE Ryerson University monique@ryerson.ca</p>	<p><i>Suki's Kimono</i> by Chieri Uegaki, Kids Can Press</p> <p>Other stories suitable for K-3 children:</p> <p><i>Crow Boy</i> <i>The Crane Wife</i> <i>Tree of Cranes</i> <i>Chibi</i> <i>Little Fingerling</i></p>	<p>For more lesson plans about Japan, check this blog under titles: Shoes – Thematic Unit for <i>The Red Clogs</i>, Rain for <i>Umbrella</i> by Taro Yashima, and <i>The Snow Day</i>. <i>Wave</i> by Suzy Lee – a Korean/Chinese story could also be used as the theme of “wave” is important in the Japanese culture. Remember that <i>tsunami</i> means harbor wave. They are very destructive. See famous painting by Hiroshige and Hokusai. Search Google Images.</p>

Preparation

1. See YouTube for Japanese dances. (Okinawa Folk Dance is a good example of arm movements)
2. Google Images for kimono designs.
3. Japanese artifacts for a social studies centre.
4. Check this lesson plan for some input regarding curriculum content:
<http://www.nationalgeographic.com/xpeditions/lessons/06/g68/gakimono.html>

Interactive Reading-Aloud

Before Reading

1. Explain that this is a story about every child's dream of being accepted.
2. Ask children if they long to be respected for they are.
3. Choose 10 words and posts them on chart paper. Define them in the context of the story.
4. Display realistic pictures of an *obachan*, *geta*, *obi*, and *kimono* and display them with printed words.

During Reading

1. Introduce the book by showing the cover and ask introduce the Japanese words for the traditional costumes.
2. Ask the children to close their eyes and visualize what is happening as you read certain parts of the story (20,
3. Text-to-self connection: Stop throughout the story to make connections with the children own experiences
4. Have the children make predictions about the upcoming events. While the story is being read the students will confirm or deny their predictions and record them on the chart.
5. Refer to and explain the words selected above.
6. Model using context clues. For examples:
 - a. Body languages of the sisters on pages 4-5-6.
 - b. Pride of Suki on pages 2-4-10
7. Children participate in saying the onomatopoeias.

8. Children dramatize some pages: 6-7-24-25 dance movements, drummers on page 8, picture taking page 10, walking the street page 13, 22,
9. With older children, refer to VV words.

After Reading

1. Children assess their predictions.
2. Why her older sisters try to talk her out of it? They say she'll be made fun of at school. Everyone would laugh at her.
3. What happens when Suki wears her kimono on her first day of first grade?
4. Who gave Suki the Kimono? Her by her *obachan* (grandmother).
5. Why does want to wear her kimono? She longs to wear it because of the sweet memories it evokes of a special time with her grandmother.
6. How does she feel about the comments of the other children? Suki finds that being herself is good enough.

Art

1. The illustrations are useful to show different techniques of watercolor.
2. Examine different perspectives: bird's eye view (14), under (17), sideways (25)
3. Excellent lesson plan: <http://www.princetonol.com/groups/iad/lessons/elem/Meryl-Japan.htm>. Look for the children's drawings.