Unit 5/Week 1

Title: *Suki’s Kimono*

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.7; W.3.2, W.3.4; SL.3.1, SL.3.2; L.3.1, L.3.2, L.3.4

Teacher Instructions

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

You can’t stand out if you only try to fit in. Suki wore her kimono in spite of her two sisters warning her that people would think she was weird. Her two sisters didn’t want to look ‘weird’ (stand out) and dressed similar to everyone else. They wanted to fit in. Suki stood out because she chose to be different.

Synopsis

Suki's favorite possession is her blue cotton kimono. A gift from her obachan (grandmother), it holds special memories of her grandmother's visit last summer. Suki is going to wear it on her first day back to school—no matter what anyone says. Her sisters try to convince her that she will be made fun of and probably should not wear it. They wanted her to wear “cool” clothes, like theirs. At school, some of her classmates did make fun of her kimono at first. This changed, however, when it was Suki's turn to share with her classmates what she did during the summer. She tells them about the street festival she attended with her obachan and the circle dance that they took part in. She began to show them the dance and by the time she ended, she had gained everyone’s attention. After she finished her dance, everyone applauded. She enjoyed her first day of school because she stood out in her kimono while her sisters went unnoticed in their “new, cool” clothes.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text-dependent Questions** | **Evidence-based Answers** |
| According to the illustrations, how are Mari and Yumi’s ‘s clothes different from Suki’s? | According to the illustration, Mari has on her ‘cool’ new sweater and Yumi is kicking up her leg to show her new shoes, while Suki is wearing her kimono. |
| Approve means to like or think something is a good idea. Why didn’t Suki’s sisters approve of her wearing her kimono to school? Cite evidence. | They said people would think she was weird and, “Everyone will laugh, and no one will play with you.” They said she needed something new and cool. |
| The author states that Suki’s favorite thing was her kimono. Why was it special to her? Cite evidence. | Her obachan had given it to her and the first time she wore it she took her to a street festival. There were people dancing in kimonos just like hers. They had a great time there and her obachan bought her a handkerchief to remember the day. |
| The author states that Suki felt like “she’d swallowed a ball of thunder” while she was watching the performance. Use clues from the text to explain what that means in your own words. | She felt like her whole body was moving because she is sitting right near the drum performance so the rhythm is shaking her. The text says, “her whole insides quaked and quivered”. |
| The text says, “Mari and Yumi stayed several paces ahead of Suki.” Why did her sisters do this? What can you infer about their attitude toward Suki at this point in the story? | They were pretending they didn’t know her. You may infer that they were embarrassed by what Suki was wearing, especially since her sisters thought she should wear something “new” and “cool”. Instead, Suki chose to wear her Kimono. |
| How did the kids at school react when Suki got to school? How did she respond? Cite evidence. | They stared, laughed, and pointed at her kimono. Suki ignored them. |
| Explain what snickered means. What clues can you use from the text to help you? | Snickered means to laugh quietly, in a mean way. The boys snickered “behind their hands” which means they are trying to hide it and it wouldn’t be loud. Then it says they snatched her sleeve and teased her and called her a bat, which is unkind. |
| Some boys were making fun of Suki’s kimono, calling her a bat and snickering at her. It says that “Suki felt her cheeks burn.” This means her cheeks turned very red. What does this phrase tell you about Suki’s reaction to these comments from the boys? | When it says that “Suki felt her cheeks burn” it lets you know that she is upset because they were laughing at her in a mean way. But it then says, “She concentrated on sitting up straight and tall, the way her obachan always did.” This shows that Suki still feels proud of her kimono. |
| How did the class’s reaction to Suki change? Why did their reaction change? | At first, they were laughing at her clothes and her dancing. After she danced, everyone had stopped laughing and pointing. Her teacher said that it was wonderful and clapped. Then everyone clapped because her dancing impressed them. |
| What in the text tells you that Mari and Yumi were disappointed by their first day of school? Cite evidence. | The text says they grumbled that nobody even noticed their new sweater and shoes. |
| Cite evidence that tells you that Suki enjoyed her first day. | The text says Suki smiled and danced all the way home. Since she was happy you could infer that she enjoyed her first day of school. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING** |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | approve  cool  quaked  quivered  ignored  concentrated  burn  respond  grumbled | shaved  cotton  weird  flutter  breeze  snatched |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | slurped  light  graceful  handkerchief  pumping  snickered  snug  rhythm | pale  souvenir  paces |

Culminating Task

* *Doing what’s important to you, especially if it is different, can make you stand out more than doing something to “fit in” to what everyone else is doing.* *In the story Suki’s Kimono, Suki chose to wear her kimono on the first day of school because it was special to her even though it was very different from what everyone else was wearing. Her sisters chose to wear their new ‘cool’ clothes. They wanted to fit in with the other kids. Write a paragraph that uses detail from the story to explain how these choices affected their experiences on their first day of school.* 
  + *Sample Student Answer:*

*In the story, Suki’s Kimono, the choices of what the sisters wore to school on their first day affected their experiences that day at school.* Suki wore her kimono and geta on the first day of school. Her two sisters, “did not approve,” and said, “People will think you’re weird.” They thought everyone would laugh at Suki and not want to play with her if she wore her kimono instead of new clothes, and her sisters chose to wear ‘cool’ new clothes for just that reason. Mari wore her new sweater and Yumi wore her new shoes. At school Suki did experience kids staring at her and laughing at her at first, but she ignored them. In class, when it was her turn to tell about her summer, she stood up and told the class about her kimono, and the festival her grandmother had taken her to. She demonstrated the dance she saw at the festival and didn’t stop or pay any attention when someone laughed. She kept dancing and when she finished, everyone was sitting quietly, watching her. Afterwards, everyone in class clapped for her. No one laughed and everyone smiled at her. On the walk home from school Suki’s sisters were grumbling about no one noticing their new sweater and shoes. This disappointed them. Suki said nothing and just danced all the way home. Suki and her kimono got all of the attention that day and she ended up enjoying her first day of school.

Additional Tasks

* Find and list at least 3 facts about the Japanese Kimono.
  + Sample Answer:

1. The kimono is a traditional Japanese garment and the word ‘kimono’ means “thing to wear”
2. Kimonos are robes that are T shaped and ankle length, have attached collars, and wide sleeves. They are wrapped around the body, left side over right.
3. Kimonos are tied with a sash called an obi which is tied in the back.
4. They are worn with traditional shoes called *geta* and split-toe socks.

From Wikipedia, the free encyclopedia

* Suki is an independent thinker. This means she thinks for herself. She doesn’t let others’ negative opinions of her choices trouble her. Cite evidence from the text that shows this.
  + Sample Answer: The author says, “She didn’t care for cool. She wanted to wear her favorite thing. And her favorite thing was her kimono. It states, “Mari and Yumi stayed several paces ahead of Suki and pretended they didn’t know her. But Suki didn’t mind.” The text says that when some of the children stared and giggled at her kimono…”Suki ignored them.” It says that she “concentrated on sitting up straight and tall” instead of responding to rude comments from some classmates. This shows that she wanted to wear her kimono even though her sisters thought her kimono wasn’t ‘cool’ and they were embarrassed to walk with her to school. Also, when her classmates made rude remarks, she didn’t respond and held herself tall. No matter what others thought or said, Suki thought for herself. She was an independent thinker.

Notes to the Teacher:

The above task of having students cite evidence from the text that shows that Suki is an independent thinker could also be used as a culminating task.

Understanding these Tier 3 vocabulary words will help students better understand the story:

kimono

festival

obachan

geta