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 on page 172, 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 from page 172. | 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. |
| On page 172 the author states that Suki’s favorite thing was her kimono. Why was it special to her? Cite evidence from page 173. | 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 on page 174 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”. |
| On page 175 it 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” (p.172). 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 from page 176. | They stared, laughed, and pointed at her kimono. Suki ignored them. |
| Explain what snickered means. What clues can you use from the text on page 178 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.  |
| On pages 178 some boys were making fun of Suki’s kimono, calling her a bat and snickering at her. On pg. 179 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 from page 178 to page 181? 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 from page 183. | The text says they grumbled that nobody even noticed their new sweater and shoes. |
| Cite evidence from page 183 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 | Page 172 – approve Page 172 – cool Page 174 – quaked, quiveredPage 176 – ignoredPage 179 – concentrated Page 179 – burnPage 179 - respond Page 183 - grumbled | Page 173 – shaved Page 173 – cotton Page 172 – weirdPage 176 - flutter, breezePage 178 – snatched |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page 173 – slurped, Page 173 – light, gracefulPage 174 – handkerchief Page 177 – pumping Page 178 – snickered Page 179 – snug Page 181 – rhythm  | Page 174 – palePage 174 – souvenir Page 175 – 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.” (p.172). 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 (p.172). At school Suki did experience kids staring at her and laughing at her at first, but she ignored them (p.176). 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 (p.182). 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: On page 172 it says, “She didn’t care for cool. She wanted to wear her favorite thing. And her favorite thing was her kimono. On page 175 it states, “Mari and Yumi stayed several paces ahead of Suki and pretended they didn’t know her. But Suki didn’t mind.” On page 176 it says that when some of the children stared and giggled at her kimono…”Suki ignored them.” On page 179 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:

Page 172 – kimono

Page 173 – festival

Page 173 – obachan

Page 179 – geta

Supports for English Language Learners (ELLs)

to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
	+ Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.