

# Reading Roundup



## Suki's Kimono

Written by Chieri Ugeaki  
Illustrated by Stephane Jorisch

Reading Roundup  
Partners



### Introduction

Gather the students around you so that they are able to see the illustrations of the book. Most classrooms will have an area rug defining this space. Introduce yourself and tell the students that you are excited to share Suki's Kimono, written by Chieri Ugeaki and illustrated by Stephanie Jorisch.

### Before Reading

*Suki is a confident Japanese girl whose confidence was tested on the first day of school. Her family uses some words that we may not have heard before. That's because the words are Japanese. As we read together, Suki's Kimono, let's think about how Suki behaves when her confidence is shaken, and let's listen for Japanese words that may be unfamiliar to us.*

## During Reading



- Begin reading the book by starting on the title page. Hold the book so that students are able to see the illustrations. Give plenty of time for students to “read” and think about the pictures. Continue to read through page 3.
- **Page 3** - *Suki wanted to wear a kimono to school. Kimon is a Japanese word.*
- **P** - *After listening to the words and looking at the picture, what do you think kimono means?* (A kimono is a Japanese long dress with wide sleeves. It is tied with a tight belt or sash - called an obi - and is often made of bright colors.) Continue Reading through page 5.
- *Suki went to a street festival with her obachan. Obachan is a Japanese word.* **P** - *After listening to the words and looking at the picture, what do you think obachan means?* (The word obachan is a Japanese word that is used when addressing an older woman. It is often translated to aunt or grandmother.)
- *Suki ate somen noodles with her obachan. The author helped us know the Japanese word by using the word noodles right after it. Somen is a kind of noodle.* Continue reading through page 9.
- **Page 9** - *The author helped us know the Japanese word, taiko, by using the word drummer right after it.* (Taiko is a type of Japanese drum.) Continue reading through page 11.
- **Page 11** - *The author wrote that Suki “clip-clopped along in her shiny red geta”.* **P** - *After listening to the words and looking at the picture, what do you think geta means?* Allow students to share ideas with the group. (The word geta is a Japanese word for a pair of wooden flip-flops that sit off the ground.)
- *Continue reading the rest of the story making sure students have time to “read” the illustrations and notice how Suki behaves when her confidence is shaken.*

## After Reading

- Turn back to the page where the two boys make fun of Suki – page 19.
- **T/T** - *Two boys turned and snickered at Suki. And one of the boys teased her about the sleeves of her kimono. The illustration helps us understand how Suki’s feelings changed. Turn and talk to your partner about how you think Suki felt when the boys laughed at her.*
- Turn the page to page 20 *How did Suki respond to the snickering and teasing?* Read the first paragraph that begins, “Suki felt her cheeks burn...”, *I need to stop here and think about Suki. The author doesn’t tell us exactly how she’s feeling, but she tells us what’s happening.*
- **T/T** – *Turn and talk about what happens that helps us know how Suki is feeling.* (Suki felt her cheeks burn. She sat up straight in her chair. She remembered her pink handkerchief tucked inside her obi.)
- Turn the page.
- **P** - *How did Suki respond when someone laughed at her? What did Suki do that tells us how she felt?*

**Remember**, taking a responsible risk is a good thing. It’s okay to be afraid. Sit up straight and tall, take a deep breath, and be yourself.

## Vocabulary

**Festival** – party pp. 9, 22, 24

**Quaked and quivered** – shook p. 9

**Handkerchief** – Kleenex made of fabric, bandana p. 20

**Grumbled** – complained p. 30

**WORD  
WAGON**