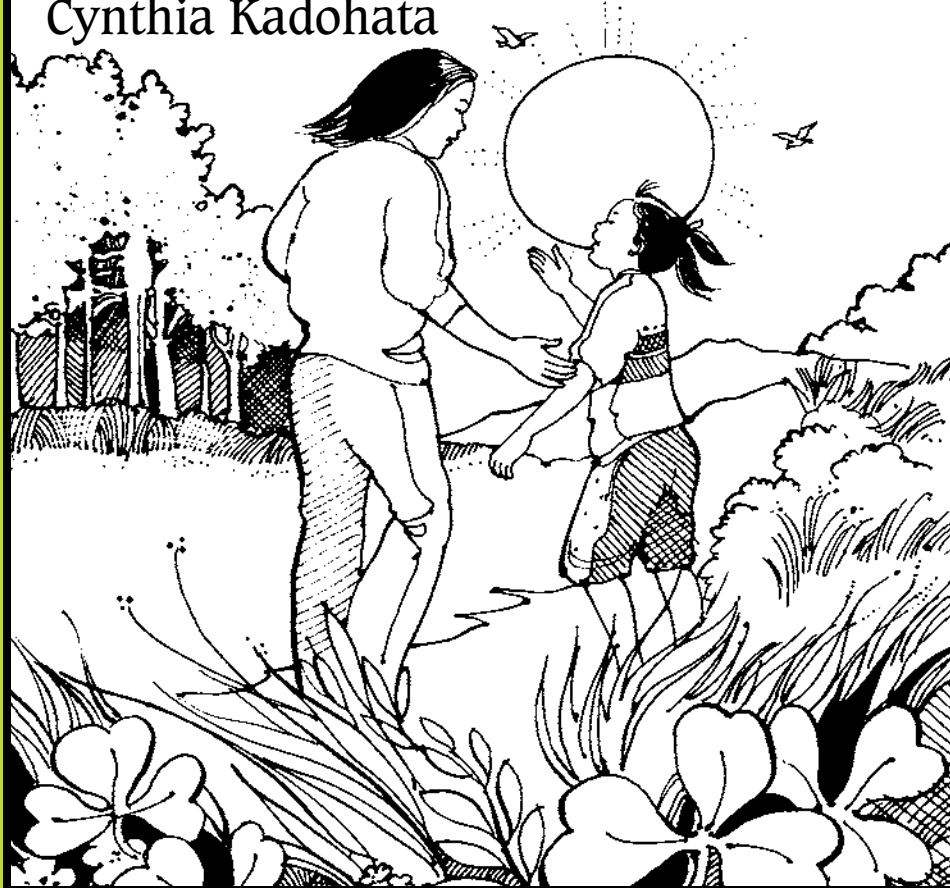


Novel•Ties

# Kira-Kira

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## A Study Guide

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**LEARNING LINKS**

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## TABLE OF CONTENTS

Synopsis . . . . .	1
Background Information . . . . .	2
Pre-Reading Activities . . . . .	3 - 4
Chapters 1 - 3 . . . . .	5 - 8
Chapters 4 - 6 . . . . .	9 - 11
Chapters 7 - 9 . . . . .	12 - 15
Chapters 10 - 12 . . . . .	16 - 18
Chapters 13, 14 . . . . .	19 - 20
Chapters 15, 16 . . . . .	21 - 24
Cloze Activity . . . . .	25
Post-Reading Activities . . . . .	26 - 27
Suggestions For Further Reading . . . . .	28
Answer Key . . . . .	29 - 31

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## For the Teacher

This reproducible study guide to use in conjunction with the novel *Kira-Kira* consists of lessons for guided reading. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its own reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

## PRE-READING ACTIVITIES AND DISCUSSION QUESTIONS

1. Preview the book by reading the title and the author's name and by looking at the illustration on the cover. What do you think the book will be about? When and where do you think it takes place?
2. **Social Studies Connection:** What do you know about the Japanese-American experience in the United States? Read the Background Information on page two of this study guide. Then brainstorm with a small group of classmates to fill in the first two columns in a K-W-L chart, such as the one below. When you finish this book, record what you learned in the third column.

What I Know -K-	What I Want to Learn -W-	What I Learned -L-

3. Have you read any other books or stories that deal with the lives of immigrants or minorities in the modern era? Jot down whatever you can remember from your reading. When you have finished reading *Kira-Kira*, compare the facts and observations in your notes to those you discovered while reading this book.
4. In this book, some of the characters become involved in starting a labor union, an organization meant to protect the rights of workers. Interview someone who is a member of a labor union in order to learn how a union functions. Make notes of the responses to your questions. You might want to tape record the interview and play it for your classmates.
5. A stereotype is an oversimplified image of a group of people, usually held in common by some part of society. How can stereotypes be harmful? What do you think people can do to overcome stereotyping? What sorts of experiences might help broaden people's understanding and compassion for those of different backgrounds? Have you ever noticed any examples of stereotyping in your community or in the media?
6. **Cooperative Learning Activity:** Work with a small cooperative learning group to list and discuss the basic rights of human beings in society, whether at home, school, or in the workplace. As you read this book, notice how some of the characters are deprived of basic rights as they go about their daily lives.

## CHAPTERS 1 – 3

**Vocabulary:** Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- |               |                                    |
|---------------|------------------------------------|
| 1. sweltering | a. danger of harm or injury        |
| 2. doubt      | b. hold someone or something back  |
| 3. dismayed   | c. peaceful; quiet                 |
| 4. genius     | d. gave a solemn promise           |
| 5. peril      | e. person with great mental skill  |
| 6. placid     | f. lack of belief                  |
| 7. restrain   | g. characterized by excessive heat |
| 8. vowed      | h. felt a sudden helpless fear     |

.....

1. Jean was \_\_\_\_\_ to discover that she had left her backpack on the bus.
2. The snapping watch dog across the street was a \_\_\_\_\_ all the neighborhood residents tried to avoid.
3. Please \_\_\_\_\_ your dog from walking on the lawn.
4. After I missed the bus for the third time, I \_\_\_\_\_ that I would not be late for school again.
5. Albert Einstein was a \_\_\_\_\_ who changed the way we think about the universe.
6. Susan's \_\_\_\_\_ nature makes her a comforting person to be around.
7. I wanted to believe my brother's description of a giant fish in the lake, but a lingering \_\_\_\_\_ colored my view of his tale.
8. On a \_\_\_\_\_ day in August, we moved from the pool to the air-conditioned house and back.