

Teacher's Instructional Guide



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College and Career Readiness Anchor Standards for Reading:

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Language and Culture:

This is a beautiful story, rich with symbolism and cultural references. Make sure to take time to stop and point out words and references which may be new and/or interesting to your students.

For example: Tanabata Matsuri, paper wishes, kimono, futon, geta, etc.

It is important for teachers to curate diverse books and include a variety of content to show diversity through childhood experiences and events. This help teach the meanings and lessons behind cultural traditions. These books serve as mirrors to readers so that they can see themselves in books, as well as windows into learning about people and cultures that are different than their own.

Before you Read:

Make some connections to students and their own cultures.

Ask students to talk about their own family traditions and cultures. This will help them as they learn about traditions and cultures that may be new to them.

As You Read:

Check for Understanding:

Keiko learns about her family and her culture from her mother and grandmother in this story. The 'story within the story' about Tanabata Matsuri is rich with symbolism. Take some time to pause and discuss how the events of Keiko's story and the story of Tanabata Matsuri connect. Discuss meaning of the story and the symbolic references to deepen understanding.

Text Dependent Questions:

Asking text dependent questions enables students to draw on specific examples from the text to provide evidence and verify the rationale for their answers.

This book includes many traditions and customs during the Tanabata Matsuri. What were some of the traditions and customs that Keiko and her family observed?

As Oba retells the story of Tanabata to Keiko, she jokes that Keiko decorated the futon with her pajamas. What did she mean by that?

*What were some of the things Keiko and her family did once they got to the Tanabata?
Does the Tanabata sound similar to any places or events that you have gone to with your family?*

While running, 'Keiko's geta bat the pavement'. Based on the story clues and illustrations, what do you think 'geta' are?

Keiko makes comparisons of the crowd and rain to symbolic things from her culture. What did she compare the crowd to? What does she compare the rain to?

Who was it who helped bring Keiko and Oba back together?

Additional Questions to discuss:

What was the author's purpose for writing this book? Was it to inform, entertain or persuade the audience?

Create your own question: What questions would you ask the author if you could?

Have you ever been to a festival? What was the meaning or purpose of the festival you attended?

Connection to Culture:

Here is a teaching resource to help students discover more information about Tanabata Matsuri:

Website:

https://aboutjapan.japansociety.org/tanabata_japans_star_festival