

# Contents



## TEACHER GUIDE

• Assessment Rubric .....	4
• How Is Our <b>Literature Kit</b> ™ Organized? .....	5
• Graphic Organizers .....	6
• Bloom's Taxonomy for Reading Comprehension .....	7
• Teaching Strategies .....	7
• Summary of the Story .....	8
• Vocabulary .....	9



## STUDENT HANDOUTS

• Spotlight on Cynthia Kadohata .....	10
• Chapter Questions	
<i>Chapter 1</i> .....	11
<i>Chapters 2 – 3</i> .....	14
<i>Chapters 4 – 5</i> .....	17
<i>Chapters 6 – 7</i> .....	20
<i>Chapters 8 – 9</i> .....	23
<i>Chapters 10 – 11</i> .....	26
<i>Chapter 12</i> .....	29
<i>Chapter 13</i> .....	32
<i>Chapters 14 – 15</i> .....	35
<i>Chapter 16</i> .....	38
• Writing Tasks .....	41
• Word Search .....	44
• Comprehension Quiz .....	45



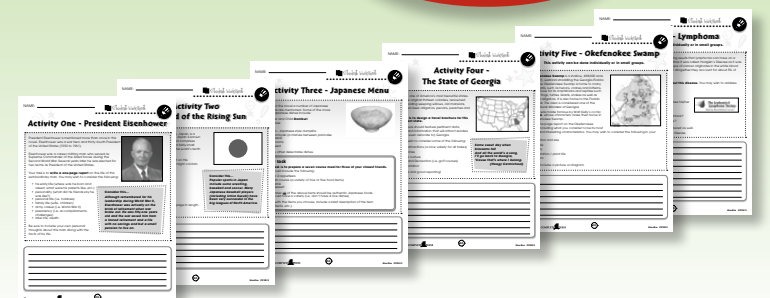
<b>EASY MARKING™ ANSWER KEY</b> .....	47
---------------------------------------	----

<b>GRAPHIC ORGANIZERS</b> .....	53
---------------------------------	----

✓ **6 BONUS Activity Pages!** Additional worksheets for your students

- Go to our website: [www.classroomcompletepress.com/bonus](http://www.classroomcompletepress.com/bonus)
- Enter item CC2513 or Kira-Kira
- Enter pass code CC2513D for Activity Pages

**FREE!**





## Cynthia Kadohata

Cynthia was born in Chicago in 1956. She and her family (including a brother and sister) moved to Georgia, where her father found a job as a chicken sexer. After a year or two her father found a chicken-sexing job in Arkansas, where the family lived until Cynthia was almost nine. Her sister lived in Asia for twenty years but now lives in Boston and her brother lives nearby in the Los Angeles area.

**C**ynthia attended the University of Southern California where she graduated with a BA in journalism.



country is one of the things from which she derives her "writing energy."

Cynthia published her first novel, *The Floating World*, in 1989. Since that time she has become viewed as one of the most compelling novelists in the

The first story Cynthia ever wrote was one about a planet that was inhabited entirely by ducks that had just one leg apiece. It was called *The One-Legged Ducks*.

Cynthia lived in Georgia and Arkansas for several years and spoke with such a heavy Southern accent that when she moved up north people found it very difficult to understand her because of her thick southern accent.

Cynthia describes herself as a *road hawg* and loves to travel around the United States. Traveling and seeing the

United States. Although she is flattered to be seen as a Japanese-American writer, she feels her books have a more universal appeal. She draws many of her novels (such as *Kira-Kira*) from her own childhood experiences. Another reason her stories are so compelling is that they are all coming-of-age stories that explore common themes such as feeling different and struggling to find an identity.



## Chapters Ten to Eleven

Answer the questions in complete sentences.

1. Katie exhibits real courage in this section. What do you feel defines **courage**?

\_\_\_\_\_

2. Think of a really good example of an act of courage. It can be from your own life, something you have read, or even from your imagination.

\_\_\_\_\_

**Vocabulary** Choose a word from the list to complete each definition.

vague	radiant	furtive	obstinate	gurney
	disdainful	mesmerized	magnolia	veered

- When she makes up her mind, Katie can be very \_\_\_\_\_.
- The teacher's answer to my question was so \_\_\_\_\_ I couldn't figure out what he was talking about.
- Merlin the Magician had the children \_\_\_\_\_ after only a few minutes.
- My bedroom window faced the big \_\_\_\_\_ in the next yard.
- Descending from the winner's podium, her face was absolutely \_\_\_\_\_.
- The cat burglar's every move was \_\_\_\_\_.
- Sammy was placed on the \_\_\_\_\_ and wheeled in the Emergency Room.
- I knew he hated me because the look he gave me was most \_\_\_\_\_.
- The Rolls Royce \_\_\_\_\_ off the road and tumbled into the canyon.



## Chapters Ten to Eleven

### Part A

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F** a) The doctors thought Lynn would recover from anemia by eating lots of liver.
- T F** b) Katie thought it was very foolish to keep money hidden at home and not in a bank vault.
- T F** c) Katie let Lynn have her desk on the side of the room facing the magnolia.
- T F** d) Hank Garvin was probably not much older than Lynn.
- T F** e) At the hospital, smells emanated from Katie's mother.

2. Number the events from **1** to **5** in the order they occurred in the chapters.

- \_\_\_\_\_ a) Sammy gets his foot caught in a trap.
- \_\_\_\_\_ b) The girls choose the position of their desks in their new home.
- \_\_\_\_\_ c) Amber drops Lynn as a friend.
- \_\_\_\_\_ d) Hank Garvin drives Sammy to the hospital.
- \_\_\_\_\_ e) The kids give their parents the \$100 they had saved.
- \_\_\_\_\_ f) Lynn, Katie and Sammy start off on their picnic.



## Chapters Ten to Eleven

### Part B

Answer the questions in complete sentences.

- When Lynn tells Katie that Amber dropped her as a friend she says, "I don't really care. She was a phony." Why do you think Lynn said this?  
\_\_\_\_\_  
\_\_\_\_\_
- Despite being teased by the other children for wearing a polka-dot dress, Katie says, "As usual, I thought I was quite a fashion plate!" What does this incident tell the reader about her personality?  
\_\_\_\_\_  
\_\_\_\_\_
- When the family visited the loans officer at the bank, how did Katie know that the interview was going well by her parents' body language?  
\_\_\_\_\_  
\_\_\_\_\_
- What does Katie mean when she says "So Lynn got first choice even if she didn't want it."  
\_\_\_\_\_  
\_\_\_\_\_
- Describe Katie's impression of Hank Garvin.  
\_\_\_\_\_  
\_\_\_\_\_

### Journal Activity

Katie, Lynn and especially Sammy, go through a rather harrowing adventure in these chapters. Choose one of these three characters and write a journal entry at the end of the day describing your innermost feelings following your ordeal.



## Chapters 12 to 13

### Biographical Poem

Write a poem about Katie Takeshima using this form or another poetry form.

- Line 1:** \_\_\_ Katie's name
- Line 2:** \_\_\_ 3 personal characteristics or physical traits
- Line 3:** Brother and sister of Katie
- Line 4:** 3 people who love Katie
- Line 5:** One emotion that Katie feels when moving to Georgia
- Line 6:** Three things Katie needs
- Line 7:** Three things Katie shared in the story
- Line 8:** Two of Katie's fears
- Line 9:** One place she'd like to see
- Line 10:** One thing Katie dreams of



## Chapters 14 to 16

### Casting

*Kira-Kira* features a cast of fascinating characters, doesn't it?

Imagine now that you are a casting director of a major motion picture studio about to make a feature length film of this book.

Your task is to cast each of the following characters using only people (students, teachers, etc.) from your school. For each character, write down who you have chosen to play the role and briefly explain why you selected that individual.

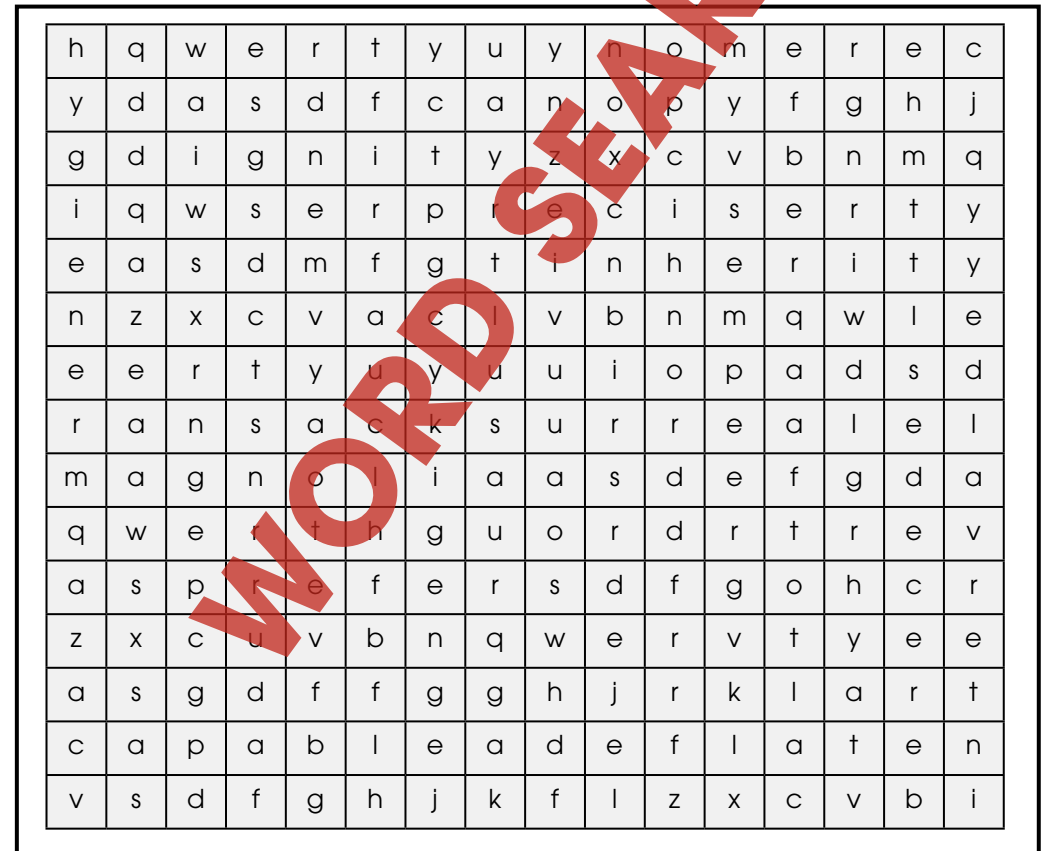
- Katie
- Lynn
- Sammy
- Katie's dad
- Katie's mom
- Mr. Lyndon
- Amber
- Silly
- Uncle Katsuhisa



## Word Search

Find the following key words from the story. The words are written horizontally, vertically, diagonally and some are even backwards.

- |          |         |          |          |         |
|----------|---------|----------|----------|---------|
| canopy   | deflate | fervor   | Magnolia | recede  |
| capable  | dignity | hygiene  | precise  | sultry  |
| ceremony | dismay  | inherit  | prefer   | surreal |
| deadly   | drought | interval | ransack  | vague   |



## Comprehension Quiz

Answer each question in a complete sentence.

- What American state did the Takeshima family move from, and what state did they move to?  
\_\_\_\_\_
- How had Katie's parents made a living before their move?  
\_\_\_\_\_
- Where did her mother get a job after their move?  
\_\_\_\_\_
- With whom did Lynn make friends?  
\_\_\_\_\_
- What kind of a student was Lynn? Katie?  
\_\_\_\_\_
- What board game did Uncle enjoy playing with Lynn?  
\_\_\_\_\_
- Describe what happened to Sammy when Katie, Lynn and he were out picnicking.  
\_\_\_\_\_

SUBTOTAL: /14

## Word Web

Choose a topic that is important to this novel (i.e. Japan, poultry industry, lymphoma, Georgia, camping out, 1950's). Write the name of the topic in the center circle and then add details about this topic in the smaller circles.



NAME: \_\_\_\_\_

After You Read 



# Chapters Fourteen to Fifteen

## Part B

Answer the questions in complete sentences.

1. Immediately following her sister's death, what realization caused Katie the most hurt?  
\_\_\_\_\_
2. Why did Lynn's mother think it was so important to collect so many of Lynn's things after she died?  
\_\_\_\_\_
3. Why did Katie make such an effort to see the sun set the day that Lynn died?  
\_\_\_\_\_
4. Why do you think Katie's dad returned for the trap that had hurt Sammy, and then went and smashed Mr. Lyndon's car window?  
\_\_\_\_\_
5. How was Uncle Katsuhisa able to comfort Katie? Do you think that what he said was effective? Why or why not?  
\_\_\_\_\_
6. What did Katie consider to be the main theme of her sister's life?  
\_\_\_\_\_

### Journal Activity

Imagine that you are a classmate of Katie's who listened to Katie's essay about her sister. Write a journal entry describing your feeling after hearing Katie's words.

1. She wasn't there when Lynn died.

2. To remember what was going on in the world when Lynn passed.

3. It was the last time ever the sun would set on a day her sister had lived.

4. Answers will vary (i.e. frustration / grief.)

5. He lost a child. Answers will vary.

6. She was going to be the best in the world and bring her family with her.

1. Answers will vary

2. Answers will vary

### Vocabulary

1. repertoire

2. regret

3. exquisite

4. drought

5. gestured

6. hesitated

7. intimidate

8. dignity

1.

a) F

b) T

c) F

d) T

e) F

f) T

1.

Answers will vary.

2.

Answers will vary.

3.

Her mother was so distraught and exhausted she knew she had to help out.

4.

Her promise to Lynn.

5.

Ray Charles; The Shirelles; Sam Cooke.



## Kira-Kira

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.