

Books for Young Learners Teacher Resource

Book Notes

**Shintaro's Umbrellas /Las sombrillas de Shintaro**

Author Marjorie Jackson

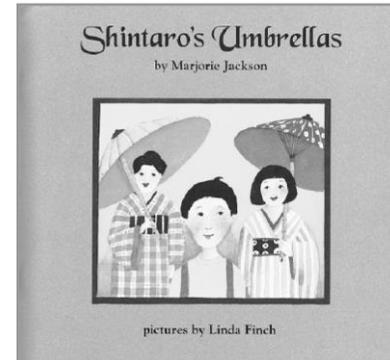
Illustrator Linda Finch

16 pages ■ 95 Eng. words ■ 111 Spn. words

Fountas and Pinnell Level I

Reading Recovery Level 16

Descubriendo la Lectura Level 8



Shintaro's Umbrellas

SYNOPSIS

As Shintaro delivers umbrellas made by his grandfather, he sees that they have many uses.

WHAT THE BOOK OFFERS

- Realistic fiction narrative
- Third person
- Present tense
- Cultural perspective
- Similes
- Possessive apostrophe, singular and plural
- Onomatopoeia
- Some repetition of alternating structure
- Probably some unfamiliar vocabulary or unfamiliar function of known words—"glue" as a verb, "finished" as an adjective, "casts" as a verb
- Open-ended
- Unusual time perspective, written as though Shintaro sees umbrellas in use
- Map and information on inside front cover

POSSIBLE SKILLS EMPHASIS

- Attending to text details, especially word functions and punctuation
- Inferential reading
- Extending text, understanding layers of meaning
- Understanding time perspective
- Comparing and contrasting

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INTRODUCING THE BOOK

What information does the cover provide to help you think about reading this book? (setting, cultural, characters, comparison— with and without umbrellas)

The boy is Shintaro and the book is about his umbrellas, but he does not have one in this illustration. How does that help you think about the story?

Look carefully at the umbrellas in the cover illustration and the one on the title page. How do these differ from our usual umbrella?

FOCUS OF INSTRUCTION

Pages 2 and 3: These pages answer or confirm our discussion about some of the differences in the umbrella. What could you use a paper umbrella for? Look at the inside front cover to find out why they are important to Japanese people.

Think about the cover illustration. What do you think Shintaro does with the umbrellas he and his grandfather have made?

Page 4: Who or what is a “customer”? Who might Grandfather’s customers be?

Page 6: Did we list this use for an umbrella?

What does the word “casts” mean? When else do we use that word?

Page 8: What use can we add to our list?

FOLLOWING THE READING

- Students could choose one of the uses for an umbrella and describe what their favorite umbrella would look like, how it was made, and how they would use it.
- Consider the use of paper umbrellas in the rain.
- Use the illustrations to make a chart comparing features of the students’ clothing, homes, and activities with those of Shintaro.

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Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>If I were an umbrella, I would feel . . . Sometimes an umbrella gets stuck and won't open so you have to . . .</i>
USE YOUR MEMORY	<i>What kind of frame was used for the umbrellas? Find where it tells you. Where did Shintaro take the middle-sized yellow umbrella? What was it used for?</i>
WHAT'S YOUR OPINION?	<i>On page 15, it says, "Lucky Shintaro!" Why was Shintaro lucky? Why do you think Japanese people love umbrellas?</i>
BE CREATIVE	<i>Draw a beautiful Japanese umbrella with any design and colors that you like. Under your drawing, describe WHO would use it, WHAT is so special about your umbrella, WHERE would it be used, WHEN would it be used, and WHY would it be used. Plink!</i>
VOCABULARY AGENT	<i>Draw a big striped beach umbrella. Draw a green middle-sized umbrella. Draw a small pink and yellow umbrella. Draw a tiny polka-dotted umbrella.</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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