

Kumiko and the Dragon

by Briony Stewart

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Back Cover Synopsis:

Kumiko doesn't like going to bed. She can't sleep. The reason she can't sleep is the giant dragon that sits outside her bedroom window every single night. So one night she plucks up the courage to ask the dragon to leave, not knowing that the truth she is about to discover is more thrilling than anything she could ever have imagined. This delightful story will take young readers on a soaring dragon adventure, as Kumiko discovers a strength she never knew she had.

TEACHER NOTE SUMMARY:

These Teacher Notes have been specifically colour coded in order to assist teachers to integrate ideas easily within the breadth of curriculum subject disciplines. These include:

- **LOTE** Languages other than English (In this case: Japanese)
- **Drama** Integrated dramatic play and text interpretation
- **English** A variety of English activities to enhance School Years 3-5.
- **SOSE** Studies of Society and the Environment
Investigating cultural responses in integrating issues education.
- **Visual Art** Briony Stewart is both author and illustrator of Kumiko and the Dragon, thus many illustrations offers a visual literacy experience for the reader. Some of these illustrations have been focused upon for artistic deconstruction and Art activities for the students as a complimentary unit enhancement.

LOTE/ DRAMA/ SOSE/ENGLISH/ VISUAL ART:

PAGE 1 TEA SCENE: LOTE/ SOSE/ ART

- Investigate Japanese tea rituals and customs.
- Explore the differences in teapots, cups and teas used, compared to what children know in their home country.
- Discuss shape, patterns and forms of the pots and cups.

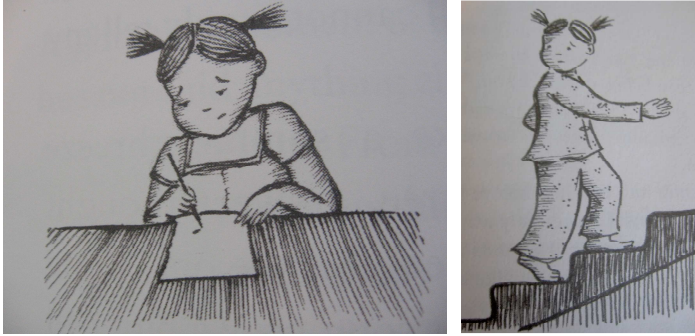
PAGE 2 DRAGON: LOTE/ ART

- Investigate where and when dragons feature in Japanese and Asian cultures.
- Activity: USING DIFFERENT TONED PENCILS DRAW YOUR OWN DRAGON.

PAGE 5 ART

The middle paragraph on Page 5 and onwards offers a wonderful description of the dragon. Have children draw what they see in their imaginations as this passage is read to the students.

PAGES 8 & 13 ART- LINE AND DIRECTION



- Students study the above illustrations (perhaps photocopy onto 1 page for each student/ on OHT/ or scan to smart board to display to class).
- **Point out specific features:**
 - Use of line (thick, thin, position, length)
 - Why are lines going in different directions (towards, vertical, horizontal)?
 - P.13: is the girl walking up or down the stairs? How do we know this from the illustration alone?

PAGES 17, 32, 35, 38, 60, 64. VAN GOGH... THE MASTER OF LINE

- Use the following pages as stimulus to assist students to see art influences through the years. Van Gogh was influenced by Japanese Art. Discuss how in the late 19th century, Van Gogh originated his specific style which other artists have integrated within their own works. Have students view similarities between the illustrations and some of Van Gogh's great works and Stewarts.



Starry Night by Van Gogh



Wheatfield Cypress by Van Gogh



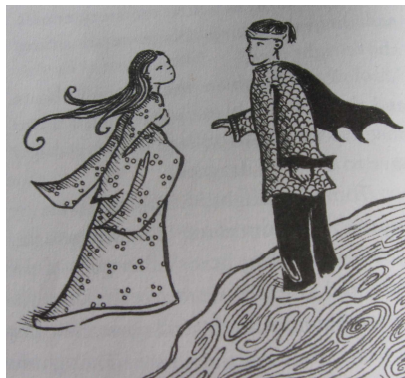
Collection of Van Gogh's use of movement, line, shape colour to create form.

Illustrations by Briony Stewart from

Kumiko the Dragon



Page 17



Page 32



Page 35



Page 38



Page 54



Page 56



Page 64



Page 60

Compare and Contrast Specifics...



Starry Night by Van Gogh.



Page 38



Page 64



Page 60

Ask students to consider the following:

- What if Van Gogh's works were all in black and white...how could we compare these to Briony Stewart's illustration techniques (Pages 17, 32, 35, 38, 60 and 64)?
- What if we were only to investigate the use of LINE and SHAPE to create movement...what can you see...?
- What would you take from these works to include in your own drawings...?
- What can we learn from this great master to find in other artist's and illustrator's work?
- Van Gogh was influenced by Japanese Art. Which of his works shows Japanese influences?

PAGE 17

ART ACTIVITY



- Cut out a person from a magazine and paste it in the foreground of a blank A4 page of white paper.
- Students use movement of line discovered through Van Gogh's and Stewart's work to design background sky with movement and balance.

PAGE 22 CULTURAL APPEARANCE: SOSE/LOTE/ENGLISH/ART



- Discuss the illustration on Page 22. How has the illustrator created this woman to take on a Japanese appearance?
- Discuss further use of line, dots, dashes to form shapes.
- Discuss Japanese Cultural Events
- Investigate Japanese cultural dress
- Have a Japanese dress up afternoon.
- Eat Japanese cuisine.
- Write a Japanese menu.

PAGE 25 REPETITIONS IN PATTERN: VISUAL ART



- Study repetitions of the dragon's scale pattern.
- Discuss how these patterns form shape and texture to the art.
- Activity: using the dragon activity from Page 2, fill in the dragon's body shape using students' original ideas of shape and line to create a repetitive textured pattern.

PAGES 27, 38, 52 STUDY OF SHAPE AND FORM (ART/ DRAMA/ ENGLISH)



- Investigate shape through previous Dragon activities (Pages 2, 25). Photocopy the student designed dragons from these activities, and have students back them onto black paper or cardboard (card would work best). Paste the two pages securely and cut out the dragon shapes. Turn the black side of the dragon to be the front. Attach a paddle pop stick at the back of the dragon (noting the black front side is going to become a shadow puppet). Ensure student names are on the backs of the dragons and set them aside.
- Students recount (part or whole) story and write a short play with various speaking parts in a recount genre drama.
- Students rehearse and perform this play using their shadow puppets to be the visual illustration to their shadow puppet play. (If needed, look up shadow puppet techniques on line).



This double spread illustration are perfect pages to demonstrate line flow and movement. Ask students to follow the various lines with their fingers and then to create some flowing lines in their own dragon drawings.

Have students create a moving dragon and create a Class Dragon Freeze out of the collation of the class's work.

LOTE General Activities

- There are various foods mentioned in the story...melons, sticky rice, etc. Make a list of different Asian foods (including those from the story) and try these on a Japanese Food Celebration Day.
- There are lanterns mentioned in the story...Make a paper lantern...or have some brought to the class to show the students the fine art work involved.
- Consider various Japanese paper crafts...Perhaps make a fan from rice paper?



Page 54



Page 56

The following activity uses the above illustrations as stimulus.

- Discuss “MOOD” within these images.
- Do these pictures tell a story all by themselves?
- How is the little girl feeling?
- Photocopy back to back the following work pages, for students to use as stimulus to describe how the girl might be feeling and then personalize this to a recount genre of when the students were feeling this way themselves.

Thoughts and Feelings

Name: _____



- How do you think the little girl and the dragon are feeling in this picture?
- Think about what they are doing and when this might be happening.
- Think about your own life...when would you have fun and do this?
- Write about what you think is happening in this illustration and describe how the characters might feel.

I think the characters feel.....

A time when I felt like this was.....



- How do you think the little girl and the dragon are feeling in this illustration?
- Do you think they feel differently from the other illustration on this page?
- Have you ever felt the same as this little girl and the dragon?
- Write about how you think they feel and about a time when you felt this way.

I think the characters feel.....

A time when I felt like this was...

English/LOTE

Vocabulary: Students explore the meanings of the following Japanese words:

Japanese and unusual words in book:	What I think it might mean:	What it does mean:
Obasaan (page 1)		
Kumiko (page 2)		
Samurai (page 6)		
Taiko (page 8)		
Loquats (page 9)		
Arisu (page 9)		
Tatami (page 11)		
Mr. Takahashi (page 12)		
Incense (page 14)		
Otto Wan (page 21)		
Tomodo (page 21)		
Farelli (page 21)		
Bertolli (page 21)		
Rycoo (page 30)		
Raman (page 30)		
Hanabi (page 44)		
Konichiwa (page 51)		

English Activities

These activities could be organized as a work station for quick finishers, or group work activities for extension and comprehension of text.

- At the end of Page 6, Kumiko decides to write a letter to the dragon. Read the book to the end of this page and then pause. ACTIVITY: HAVE THE STUDENTS WRITE A LETTER TO THE DRAGON/ OR WRITE A CLASS LETTER TO THE DRAGON!
- In the story, Kumiko explains how she is afraid of the dragon. Have students write a list or write a journal/ diary entry of what they fear. Invite students to share of some of their fears in order to discuss these in the warm, safe environment of the classroom. Discuss actions for children to practice in overcoming general fears. Discuss healthy fears (fire, stranger danger, road safety etc).
- At the end of page 26, Kumiko and the Dragon *leap off the roof and rush up towards the stars*. Pause reading at this point and ask students to creatively write what they think happens next.
- Use the art work children have produced in the ART activities and have them think of adjectives to describe either their personally created dragon or dragons in general. The dragons in this story each hold secret talents...what secret talents do the children's dragons possess (page 29)?
- Tomodo Dragon protects and cares for Kumiko. Have students write a list of everyone in their lives who protect and care for them. This can be followed up with personal letters thanking one of these people for their extra special care and love.
- Magic Powers: Have children write about Magic Powers they would like to have. What would they do with these powers? How would they use them to help people? What in the world would they change with their powers?
- Discuss with students what secret strengths are. Kumiko has COURAGE. (Courage may need to be explained for younger children). Have students brainstorm and write a list of secret strengths they think they have. This can be further developed by taking a photo of each child and having them write their individual strengths around the perimeter of their photo.