**SUMMARY** This story tells about Anna and the Japanese culture of her mother and grandmother. Anna joins her grandmother for tea and learns more about her Japanese heritage.

**LESSON VOCABULARY**
- cotton  
- festival  
- graceful  
- handkerchief  
- pace  
- pale  
- rhythm  
- snug

**INTRODUCE THE BOOK**

**INTRODUCE THE TITLE AND AUTHOR** Discuss with the students the title and the author of the selection *A Tea Party with Obâchan*. Ask students what they know about the items on the cover.

**BUILD BACKGROUND** Discuss with students what they know about Japan and Japanese culture. Ask them to discuss what they know about Japanese culture, including food, language, and traditional clothing.

**PREVIEW/USE ILLUSTRATIONS** Invite students to look at the illustrations in the book. Ask students if anything in the illustrations is familiar to them, and if not, what in each illustration looks interesting to them.

**READ THE BOOK**

**SET PURPOSE** Have students set a purpose for reading *A Tea Party with Obâchan*. Students’ curiosity about Japan and other foreign cultures should guide this purpose.

**STRATEGY SUPPORT: VISUALIZE** Ask students to visualize or form picture in their minds to better understand the information in the book as they read. Read page 9, ask students to close their eyes and reread the page. Encourage students to use prior knowledge to help form pictures in their minds. Ask students to share what pictures they saw in their minds as you read.

**COMPREHENSION QUESTIONS**

**PAGE 3** What clothing does Anna wear to have tea with her Obâchan? (a kimono)

**PAGES 6–7** How does Anna show that she is curious about the Japanese culture? (Possible response: She asks her grandma questions about the things she sees while visiting for tea. She wants to go to Japan.)

**PAGES 8–11** What do you like about Japanese culture? (Possible responses: I like the kimonos. I like the drum or taiko. I like the Flower Festival.)
REVISIT THE BOOK

READER RESPONSE
1. Responses will vary but should include information from the text.
2. Possible response: I pictured Obâchan walking gracefully which helped me understand that learning about a culture takes time.
3. light
4. Possible response: She wanted to learn more about her culture and see all of the things that her grandma spoke about.

EXTEND UNDERSTANDING Students may want to put themselves in Anna’s place. Help students see that authors often write characters so that the reader can identify with them or want to be like them. Ask students what made the character of Anna believable. Their responses may help them with writing in response to the story.

RESPONSE OPTIONS
WRITING Ask students to write a letter to an imaginary pen pal in Japan. Discuss with students the kinds of questions they might have for their pen pal and the kinds of questions they imagine their pen pal might have for them. Encourage students to include drawings about the United States or pictures they can cut out of old magazines.

SOCIAL STUDIES CONNECTION
Invite students to make decorations for their own Japanese celebration. Provide nonfiction books that depict celebrations such as the Japanese New Year, Coming of Age Day, or the Flower Festival. From their research or the story, have them create decorations in a way that reflects the celebration.

Skill Work

TEACH/REVIEW VOCABULARY
Review vocabulary words with students. Then, for the word cotton, ask students, “If you were wearing something made of cotton, what would it feel like?” Personalize all other vocabulary words in this same way.

Go over vocabulary words with students. Then have them suggest a sentence for each word.

TARGET SKILL AND STRATEGY
COMPARE AND CONTRAST Explain to students that when we compare and contrast, we describe how two things are alike and different. Tell students that clue words, such as like, similarly, or in contrast, are not always present, and readers must decide for themselves when comparisons or contrasts are being made. As they read, have students look for one example of a comparison or a contrast in the text.

VISUALIZE After students finish reading, ask them to think about the most interesting part of the story. Ask students to close their eyes and make pictures in their minds about the things they found interesting. Tell students to describe the pictures they formed. Ask: How does the picture in your mind help you remember more of the details from the story?

ADDITIONAL SKILL INSTRUCTION
GENERALIZE Remind students that a generalization is a broad statement or rule that applies to many examples and is made after thinking about what the facts have in common. Generalizations often have clue words such as everyone, many, always, usually, seldom, and in general. Remind them that not all generalizations are valid. Examples: “All animals with fur hibernate” or “All robins fly.” Discuss whether these generalizations are valid. As students read, ask them to write two valid generalizations.
## Compare and Contrast

- When you **compare** two or more things, you think about how they are alike and how they are different.
- When you **contrast** two or more things, you only think about how they are different.

### Directions
Reread the story *A Tea Party with Obâchan*. Then use the chart below to fill in the facts about Anna, Anna’s mother, and Obâchan’s characteristics.

<table>
<thead>
<tr>
<th>Anna</th>
<th>Anna’s Mother</th>
<th>Obâchan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>3.</td>
<td>5.</td>
</tr>
<tr>
<td>2.</td>
<td>4.</td>
<td>6.</td>
</tr>
</tbody>
</table>

7. Write a general statement about how Anna, Anna’s mother, and Obâchan behave in similar ways.

8. Write a general statement about how the characters behave in different ways.
Vocabulary

Directions  On Japanese New Year, families play a game called Karula. Parts of poems are printed on cards. Players match the cards to read the poems out loud. Using the vocabulary words, make up a poem. Then write out the definitions of each word.

Check the Words You Know

- clutched
- echoed
- gully
- reeds
- scrambled
- thatch
- valley

Your Poem

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Your Definitions

cotton

festival

graceful

handkerchief

rhythm

pale

snug

pace