



Mizuto and the Wind -Teacher Notes

Author: Kaye Baillie

Illustrator: Luisa Gioffre-Suzuki

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Synopsis:

Mizuto is a young boy living an ordinary life in Japan until one day, something extraordinary happens. Inspired by real events, *Mizuto and the Wind* is a story about the forces of nature, grief, family, and the importance of hope.

Author Bio:

Kaye Baillie is a writer of fiction and non-fiction children's picture books and short stories. She has a Diploma in Professional Writing and Editing. In 2022 her picture book *When the Waterhole Dries Up* was shortlisted in the Children's Book Council of Australia Book Awards and in 2021 her picture book *Boo Loves Books* won the Speech Pathology Australia Book Awards. Her work has been published in Australia and internationally. One of Kaye's passions is bringing stories about remarkable people to young readers. You can contact Kaye through her website.

<https://kayebaille.com/>

Illustrator Bio:

Luisa Gioffre-Suzuki is a professional illustrator, artist and teacher based in Victoria. After spending over a decade in Japan, her personal style has developed with influences from vibrant Japanese culture and is underpinned by her Fine Art training and love of color. Luisa uses a variety of mixed media including inks, watercolor, acrylic, pastel, pen, and pencil to create her colorful imagery. You can follow Luisa on Instagram.

<https://www.instagram.com/luisagioffresuzuki/>



Pre-Reading:

View the cover and title. Ask students to identify:

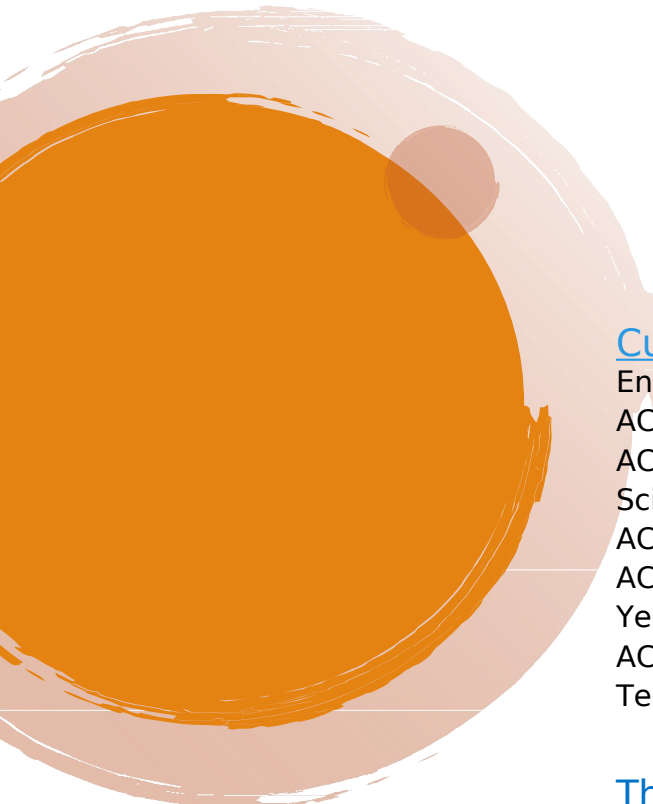
- The title of the book
- The author
- The illustrator
- What can you see on the cover of the book.
- The boy is looking at the ocean. What might he be thinking? What mood does the cover convey?

Read the story:

- After reading the story, ask the students what other natural disasters they are aware of.
- Has anyone in the class experienced a natural disaster?
- Mizuto lives in Japan. Has anyone in the class travelled to Japan or other countries? Talk about Japan's geography in relation to earthquakes and tsunamis.
- Ask the students if they can relate to Mizuto's experience of loss? How would they comfort someone like Mizuto?
- Why did the telephone in Mr Sasaki's garden bring comfort to Mizuto and his mother?
- Ask the students to choose a favourite illustration and discuss why they chose it.

Activities:

1. Explore how the illustrator uses colour and texture to create mood and emotion. Ask students to draw an image that evokes a mood or emotion.
2. Look at a world map and ask students to compare the size and shape of Australia and Japan. Compare populations in relation to each country's size and whether the geography of the land influences how many people live near the sea.
3. Ask students to create a cardboard telephone using



the instructions and image on pages 4 and 5. Then ask students how they would feel if they spoke on the telephone and what they might say if they were trying to reach out to someone. How does imagination facilitate this activity?

Curriculum Links:

English Foundation - Years 3/4: ACELT1578 ACELT1581 ACELT1582 ACELT1589 ACELT1605 ACELT1783
ACELA1460 ACELY1655 ACELY1675 Humanities and Social Sciences Foundation - Years 3/4: ACHASSK013 ACHASSK046 ACHASSK064
Drama Foundation - Year 2: ACADRM027 Health and Physical Education Foundation - Years 3/4 : ACPPS001 ACPPS005 ACPPS015 ACPPS016 ACPPS033 ACPPS037 ACPPS038 ACPPS042
Art Design Technology Foundation - Year 2 ACTDEP005 ACTDEP006

Themes:

Natural disasters
Loss
Grief
Family
Pets
Hope
Imagination
Kindness



Activity: Make a Telephone

What you will need:

- ❖ *Recycled strong cardboard (eg: from a box)*
- ❖ *Scissors*
- ❖ *Pens/pencils*
- ❖ *Glue stick*
- ❖ *Hole punch or tool to poke holes in cardboard*
- ❖ *String or gift ribbon*
- ❖ *Imagination*
- ❖ *Template (on page 5)*

- Glue template onto strong cardboard and separately cut out the receiver and telephone.
 - Draw numbers 1 to 0 in the finger dials and decorate/colour telephone.
 - Punch holes where indicated.
 - Tie each end of a piece of string or ribbon through holes to create a telephone cord.
 - Complete Activity 3 and discuss.
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