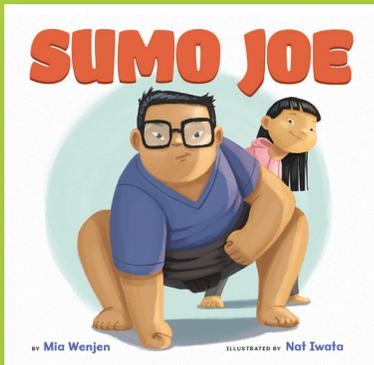


TEACHER'S GUIDE



LEE & LOW BOOKS

Sumo Joe

written by Mia Wenjen, illustrated by Nat Iwata

About the Book

Genre: Realistic Fiction

*Reading Level: Grade 3

Interest Level: Grades PreK–4

Guided Reading Level: K

Accelerated Reader® Level/
Points: N/A

Lexile™ Measure: N/A

*Reading level based on the
Spache Readability Formula

Themes: Childhood
Experiences and Memories,
Conflict Resolution, Cultural
Diversity, Diversity, Families,
Imagination, Siblings, Sports,
Asian/Asian American Interest

SYNOPSIS

On Saturday mornings, *Sumo Joe* is a gentle big brother to his little sister. But on Saturday afternoons, he and his friends are sumo wrestlers. They tie on makeshift mawashi belts, practice drills like teppo, and compete in their homemade dohyō ring. They even observe sumo's ultimate rule: no girls allowed!

But when *Sumo Joe*'s little sister wants to join in the fun, *Sumo Joe* is torn between the two things he's best at—sumo, and being a big brother. Martial art forms face off in this sweet yet spirited rhyming story by author Mia Wenjen and illustrator Nat Iwata.



BACKGROUND

Author's Note from Mia Wenjen

Sumo Joe and his friends re-create the traditions of sumo wrestling in their own way. They tie on scarves for their belts (*mawashi*) and build a ring (*dohyō*) made of pillows. They perform *shiko*, a stomping exercise used to drive away evil spirits, and begin their matches by throwing salt to purify the ring. All these practices are based on rituals of sumo wrestling rooted in Shinto traditions.

During a sumo match, two wrestlers use a variety of techniques that include pushing, shoving, slapping, throwing, tripping, and grappling to knock each other down or out of the ring. Although it seems as if the bigger wrestler would always win, this is not the case. Like Sumo Joe and his friends, sumo wrestlers come in different shapes and sizes. It takes a combination of strategy, agility, and technique to win a match.

Aikido Jo uses her training in aikido to compete against her older brother, Sumo Joe. Like a matador in a bullring, aikido martial artists use graceful and precise movements to redirect their attacker's energy and throw the person off balance. Aikido does not have competitions, so it's only for fun that Aikido Jo would square off against Sumo Joe in a match.

Sumo has traditionally been considered a sport for men, though there have been some instances during the long evolution of sumo that included women competing in the ring. Women are not allowed to touch the *dohyo* after it has been purified with salt, which is why Sumo Joe's friends try to keep Aikido Jo from entering the ring. In recent years, however, there has been a surge of interest and support for women in sumo wrestling, prompting calls for the sport to be more inclusive.

Glossary

Aikido is a modern Japanese martial art developed by Morihei Ueshiba. It's a form of self-defense that protects both the attacker and defender from injury. Because aikido redirects the attacker's energy, it can be very effective even if the defender is much smaller than the opponent.

Dohyō is the ring where sumo bouts are held. It is about 15 feet (4.6 meters) in diameter and is made of rice-straw bales mounted on a square platform. The entire surface is covered in sand, which helps the judges determine whether or not a wrestler

touched the ground outside of the ring.

Mawashi is the belt sumo wrestlers wear during training and competitions. It measures about 30 feet (9 meters) in length and is made from cotton or silk. The *mawashi* gets wrapped several times around the sumo wrestler in a precise way so that it fits securely against the wrestler's body. Then it is tied in the back with a large knot.

Shiko is one of the basic sumo stomping exercises used to build leg strength. Sumo wrestlers slowly raise one leg high to the side in the air, then bring it down the great force in a stomping motion. Wrestlers perform *shiko* in the *dohyo* ceremoniously to drive away bad spirits.

Shinto is an ancient Japanese religious system. It connects present-day Japan with its past by honoring *kami*, which is the spirit or energy of all things both living and dead, including people, plants, and animals.

Sumo is a competitive, full contact wrestling sport from Japan. Sumo can be traced back to ancient Shinto rituals that were practiced to ensure a bountiful harvest and to honor the spirits. Sumo wrestlers also served as warriors to warlords during the age of the samurai. Its present-day form developed during the Edo period (1603-1868), when the money raised from matches was used primarily to build shrines and temples. Today sumo in Japan is enjoyed by many people through six major tournaments a year.

Teppo is an exercise that helps strengthen a wrestler's arms and shoulders. The wrestler starts in a squat position, then reaches out to strike either a large wooden pole (also known as a *teppo*) or a partner with the palm of the right hand while simultaneously sliding the right foot forward. The wrestler then repeats the action, alternating between the left and right hands and feet.

Uchimuso is one of the eighty-two techniques that can be used to win a sumo match. In this particular technique, the sumo wrestler grips the opponent's belt with one hand and pulls down while simultaneously using the other hand to lift up the opponent's inner thigh, thus twisting the person off balance.

The glossary also includes helpful images for further reference.



VOCABULARY

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below.

Content Specific

tisumo, mawashi, shiko, Shinto, teppo, dohyo, uchimuso, aikido

Academic

gentle, duo, knotted, demons, defeat, sacred, sidestep, fling

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

1. What sports or activities do you like to do for fun? What do you enjoy about them?
2. How do you practice for your sport or activity? What kind of equipment or space do you need? Are there specific moves or parts of the sport/activity that you do when you play? What are they? How are they important to that sport/activity?
3. What sports or activities do you like to do with your friends? What do you enjoy about that particular activity or sport when you're with your friends? Why?
4. What do you know about sumo wrestling? Have you ever seen it on television or in real life? What was it like?
5. Have you ever not been allowed to do something because you are a boy or girl or because of your age? How did it make you feel? What did you do?
6. What are your thoughts on gender differences in sports? What kinds of things do you hear, typically about girls in sports? Why do you think you hear those things?

Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1, Craft & Structure, Strand 5, and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

1. **Book Title Exploration:** Talk about the title of the book, *Sumo Joe*. Then ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?
2. **Read Mia Wenjen's Biography:** Read about Mia Wenjen on the back cover as well as on her website at <https://www.pragmaticmom.com/>. This is Mia's first picture book for children. What do you think the writing process is like, especially for a first-time author?



3. Read Nat Iwata's Biography: Read about Nat Iwata on the back cover as well as at his website <http://www.iwataillustration.com/>. Have students look into his other illustrations on his website. How are his illustrations similar? How are they different? How would you describe Nat's artistic style?
4. Encourage students to stop and jot in their reading notebooks during the read-aloud when they: learn new information, see a powerful image, have an emotional reaction or an idea, have a question, or hear new words.
5. Have students quickly write a feeling in their notebooks during reading. After reading, ask students why they wrote that feeling down and have them to write a journal entry about it.

Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- what sumo wrestling is
- the different moves that are part of sumo wrestling
- the space used for sumo wrestling and the traditions that are part of it
- how Aikido Jo and Sumo Joe compete
- why it's important to persist and pursue your goals despite opposition

Encourage students to consider why the author, Mia Wenjen, would want to share with young people this fun sibling story about sumo wrestling.

AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite evidence with their answers.**

Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3; and Presentation of Knowledge & Ideas, Strand 4)

1. How do Sumo Joe and Aikido Jo begin their day together? What do they do?
2. Who comes over to Sumo Joe's house? What do they do?
3. What is the first part of the sumo wrestling routine?
4. What is the special belt for sumo wrestling called?
5. What is shiko? What does it look like?
6. What is Shinto?
7. How do Sumo Joe and his friends complete the drill, teppo? What do they do?
8. Before they engage in sumo wrestling, what do Sumo Joe and his friends do to bless the ring? What is the ring called?
9. How does Sumo Joe do uchimuso?
10. When does Aikido Jo join?
11. What do the friends tell Aikido Jo at first?
12. What happens during Aikido Jo and Sumo Joe's match?
13. What is one of the ways you can lose a sumo wrestling match?
14. Who wins the match, Aikido Jo or Sumo Joe?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 1–3; and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3; and Presentation of Knowledge & Ideas, Strand 4)

1. Why do Sumo Joe and his friends complete the different exercises and drills before sumo wrestling? Why is practicing for any sport or activity important? What do you learn when you practice? How does it make you better?



“Young readers will enjoy this spirited debut with insightful integration of cultural exploration.”

—*Kirkus Reviews*

Additional LEE & LOW Sports Titles

Allie’s Basketball Dream written by Barbara E. Barber, illustrated by Darryl Ligasan

<https://www.leeandlow.com/books/allie-s-basketball-dream>

Capoeira written and photographed by George Ancona

<https://www.leeandlow.com/books/capoeira>

The Happiest Tree written by Uma Krishnaswami, illustrated by Ruth Jeyaveeran

<https://www.leeandlow.com/books/the-happiest-tree>

- How do you know Sumo Joe and his friends are having fun? What are some clues the author and illustrator give to the reader that they’re having a great time practicing and playing with each other?
 - Why is important to show respect during any sport or activity? What are the different ways that you can be considerate to your teammates or friends during a sporting event or other activity?
 - Why are the different rituals and drills important to sumo wrestling? What were the different ways that Sumo Joe and his friends prepared before engaging in sumo wrestling? How were these rituals meaningful?
 - How does Aikido Jo demonstrate resilience? How did Aikido Jo persist, despite being initially told that she couldn’t do sumo wrestling? Why was it essential to the story that Aikido Jo beat Sumo Joe in the end?
 - What is Aikido Jo and Sumo Joe’s sibling relationship like? How does this relate to a relationship you have with a sibling or a friend? Are you competitive with each other? Why or why not?
- Joe. How and why do you think they help and comfort each other in times of need?
 - What do you think author Mia Wenjen’s message is to the reader? Think about possible motivations behind Mia Wenjen’s intentions to write the book. What do you think she wanted to tell her readers?
 - Have students make a text-to-self connection. What kind of connections did you make from this book to your own life? What do Sumo Joe and Aikido Jo’s experiences, thoughts, and feelings mean to you?
 - Have students make a text-to-text connection. Did you think of any other books while you read Sumo Joe? Why did you make those connections?
 - Have students make a text-to-world connection. What kind of connections did you make from this book to what you have seen in the world, such as on television or in a newspaper? Why did this book make you think of that?
 - What does friendship and being a sibling mean to students after reading? After reading *Sumo Joe*, what does Aikido Jo and Sumo Joe’s relationship demonstrate about friendship and/or having a relationship with a sibling? Why? How did your meaning of friendship or being a sibling change after reading *Sumo Joe*?
 - How do you show respect during competition? How can you be competitive with friends, but

Reader’s Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

- What is one big thought that you have after reading this book? Think about the sibling relationship between Aikido Jo and Sumo



also kind and courteous? Why is that important during sports or other activities?

8. Why is it critical to pursue something, even if someone tells you that you can't? How can you push past people that may not allow you to do something?
9. How did *Sumo Joe* change your perceptions of sumo wrestling? What did you think about sumo wrestling before *Sumo Joe*, and how did it change after reading? What did you learn about sumo wrestling that you hadn't learned? What do you think about different body types engaging in sports after reading *Sumo Joe*?

ELL Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

1. Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
3. Depending on students' level of English proficiency, after the first reading:
 - Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing.
 - Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
4. Have students give a short talk about a sport or activity that they enjoy doing and why.
5. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make

predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.

6. Show students the glossary in the back of the book prior to reading so that students are familiar with sumo wrestling terms, moves, and traditions.

Social and Emotional Learning

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

Social and emotional learning involves being aware of and regulating emotions for healthy development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships.

Use the following prompts to help students study the socio-emotional aspects of *Sumo Joe*:

1. What does competition mean to you? How do you feel when you compete in a sport or an activity? Does it make you nervous, or do you enjoy it? Why or why not? Have students draw or write about a particular time that they were competing in a sport or activity and how it made them feel. Were there a variety of emotions that they experienced? What were they? How did they deal with them?
2. Select an illustration and describe what emotions are being conveyed. How can you tell that particular emotion is being shown in the illustration? Why?
3. Choose an emotion that interests you: happiness, sadness, frustration, anger, etc. Discuss or write about what that emotion looks like in *Sumo Joe*.
4. How do you think Aikido Jo feels when Sumo Joe and his friends tell her that she can't participate? How would you feel if you were



in the same situation? Who could you talk to about what you were feeling and how would you deal with those emotions? Have you ever been in a similar situation to Aikido Jo when she was told that she initially couldn't do sumo wrestling with them? What was it, and how did you react and deal with it?

5. What do you think gives Aikido Jo the confidence to go up against Sumo Joe? What kinds of qualities does Aikido Jo have? Why do you think that?

INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

English Language Arts

(Reading Standards, Key Ideas and Details, Strands 1-3; Craft and Structure, Strands 4-6; Integration of Knowledge & Ideas, Strands 7-9; Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1-3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7-9; Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3; Presentation of Knowledge and Ideas, Strands 4-6)

1. Assign students the characters of Aikido Jo or Sumo Joe and have them brainstorm about a guiding question: what and how can this character teach us? Have students share their findings. How is this character important to the book, and what lessons did they teach us over the course of the story? How did their actions develop the story and impact what you learned about both Sumo Joe and Aikido Joe?
2. Envision a sequel to *Sumo Joe*. Have students think about what would happen in the follow-up story. Who would they choose to write about and why? What would happen in their

story? Encourage students to write their own sequel with accompanying illustrations. Have students look at the way Mia Wenjen rhymes in the story and experiment with different rhyming patterns.

3. Come up with questions to interview the author, Mia Wenjen. What was her process behind creating *Sumo Joe*? What was her inspiration for Aikido Jo and Sumo Joe's relationship? Read the Author's Note with students and have them discuss what they learned and how it made them think about the book differently. Why did she write this book for young readers? Consider reaching out to Mia Wenjen for an author visit, either in person or virtually.
4. Encourage students to think about Aikido Jo and Sumo Joe's sibling relationship. What are the characteristics of a positive relationship between siblings or friends? Have students write a response about a meaningful relationship with a sibling or a friend: how do you demonstrate kindness and respect towards your siblings and friends? What does it mean to be a "good" sibling? Have students provide concrete examples and evidence.
5. Explore whether Sumo Joe is a good role model for Aikido Jo. Have students create a chart with qualities that exemplify being a good role model. What do you need to do as a role model? What are some qualities associated with role models in your life? Who are they and why do students look up to them?
6. Create a chart that compares students' perceptions of sumo wrestling before and after reading *Sumo Joe*. What did they learn about sumo wrestling from *Sumo Joe* that they didn't know before? How does *Sumo Joe* make them think about different types of bodies and how body diversity is important? What are some misconceptions about sumo wrestling that they are now aware of and can help other people learn about?
7. Engage and brainstorm with students what body diversity means. Prior to reading *Sumo*



Joe, have students come up with a list of characteristics about what it means to be athletic or to have an athlete's body. After reading *Sumo Joe* and learning more about sumo wrestlers and the history of sumo wrestling, have students come up with a new list of what it means to be athletic. Have students write a reaction after this exercise: what did they learn about what it means to be healthy? Does it matter what size your body is? Why or why not?

Social Studies/Geography

(Reading Standards, Key Ideas and Details, Strands 1–3; Craft and Structure, Strands 4–6; Integration of Knowledge & Ideas, Strands 7–9; Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7–9; and Range of Writing, Strand 10)

1. Have students learn more about the history of sumo wrestling. Additional resources include PBS' "Sumo East and West" (<http://www.pbs.org/independentlens/sumoeastandwest/sumo.html>), (https://www.youtube.com/watch?v=VugtWhufJhI&list=PLbbSkNv_SxvugGoBNh-uSy8FGBv9-A6hj), and National Geographic's "Could you be a Sumo Wrestler?" (https://www.youtube.com/watch?v=vJ1wnbNIUrc&index=11&list=PLbbSkNv_SxvugGoBNh-uSy8FGBv9-A6hj&t=0s). Students can also examine books that are about wrestling, such as *The Big Book of Sumo* by Mina Hall (<https://amzn.to/2CeSiff>) and *Sumo Boy* by Hirotaka Nakagawa (<https://amzn.to/2F4ULLg>). What did they find out? What additional information did they learn? Why is sumo wrestling meaningful? What traditions and customs are a part of sumo wrestling? How do the wrestlers train? Students can share their findings to the class in a presentation format of their choosing.
2. Have students study the dohyō and it's meaning in sumo wrestling (<https://www.japantimes.co.jp/sports/2018/09/09/sumo/sumo-101-ring/#.XlbLuhNKids>). Why is the dohyō important to sumo wrestling? What are the different elements needed for a dohyō?

After conducting their research, students can create a dohyō of their own with materials from their relevant settings and talk about how they created it from learning about the history of the dohyō.

3. Encourage students to learn more about women and girls in sumo wrestling (<https://abcnews.go.com/WNT/story?id=129141&page=1>) (<https://mainichi.jp/english/articles/20180722/p2a/00m/oet/010000c>). Traditionally sumo wrestling has denied women from participating until recently. How have women been making changes in the field of sumo wrestling? Students can have discussions in small groups and share their findings and opinions in the class. Why were women not allowed to participate in sumo wrestling? What other sports are women not allowed to partake in? Why? Students can share their findings about women in sumo wrestling and women who were denied from playing other sports.
4. Conduct a research study on Aikido (<https://aikido.mit.edu/history-aikido>). What is the history of Aikido? How was it created? Who started it? Where and how is it practiced today? How does it compare to sumo wrestling? Students can present their findings in small groups and share what kind of information they learned in a presentation format of their choosing.

Physical Education

(Reading Standards, Integration of Knowledge & Ideas, Strand 7)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2 and Presentation of Knowledge & Ideas, Strands 4 & 5)

1. Experiment with different sumo wrestling moves to incorporate movement into the read aloud. Sumo USA has videos that explain shiko, the leg lifts shown in *Sumo Joe*, as well as other moves for basic sumo wrestling self-training (<https://www.usasumo.com/learn/sumo-training/>). Have students watch the video and then assign students into groups with specific sumo wrestling movements. Students can share their movements with the class and what they learned about doing that specific move.



How did it feel? Students can also consult the glossary in *Sumo Joe* to read more about the specific moves and to see accompanying illustrations along with the different physical actions.

Art/Media

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7–9, and Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

1. Come up with questions to interview the illustrator, Nat Iwata. What was his process behind creating the illustrations for *Sumo Joe*? Why did he choose a particular artistic medium to create the illustrations? What was his inspiration to depict both Aikido Jo and Sumo Joe in the ways that he did in the book? Check out Mia’s interview with Nat on her blog to find out more information about Nat and his artistic process (<https://www.pragmaticmom.com/tag/lets-meet-sumo-joe-illustrator-nat-iwata/>).
2. Have students create a piece of art that demonstrates their passion for a sport or activity that they love. How does that sport or activity make them feel? What do they enjoy about it? Students then can create an art piece of their choice based on their feelings and how they want to display their enjoyment for a sport or activity.
3. Encourage students to select an illustration that resonated with them the most from *Sumo Joe*. Have students write a reflection about the illustration. What stood out to them? How did it make them feel? What did it make them think about?

School-Home Connection

(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

1. Have students ask caregivers what sports or activities they enjoy. What do they like about that sport or activity? How do they demonstrate respect or sportsmanship with people that they compete with?
2. Encourage families to learn more about sumo wrestling online or at their local library. What did the entire family learn about sumo wrestling? How did their perceptions or opinions of the sport change, or not change, after additional research? Other titles about sumo wrestling include *The Big Book of Sumo* (<https://amzn.to/2CeSiff>) and *Sumo Boy* (<https://amzn.to/2F4ULLg>). Students can share their family experiences with the whole class.

ABOUT THE AUTHOR

Mia Wenjen is an entrepreneur and a blogger at Pragmatic Mom, a popular online resource for parents and educators. As the cofounder of Multicultural Children’s Book Day, Mia is passionate about representation in children’s picture books. In her spare time, she can be found boxing or on hikes with her dog. Mia lives in Newton, Massachusetts, with her husband and three children. You can visit her online at pragmaticmom.com and follow her at [@pragmaticmom](https://www.instagram.com/pragmaticmom).

ABOUT THE ILLUSTRATOR

Nat Iwata is an artist working in the entertainment industry. Nat has practiced a little aikido but has yet to try sumo wrestling. He lives in the beautiful Dutch city of Haarlem with his wife and three boys, all of whom serve as an endless source of encouragement and inspiration. You can visit him online at iwataillustration.com.

ABOUT LEE & LOW BOOKS

LEE & LOW BOOKS is the largest children’s book publisher specializing in diversity and multiculturalism. Our motto, “about everyone, for everyone,” is as urgent today as it was when we started in 1991. It is the company’s goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at leeandlow.com.

ORDERING INFORMATION

On the Web:

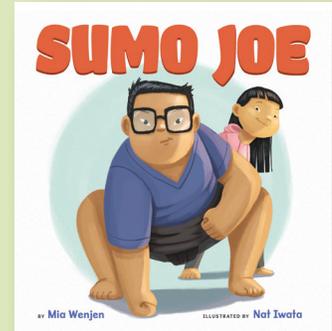
www.leeandlow.com/contact/ordering (general order information)

<https://www.leeandlow.com/sumo-joe> (secure online ordering)

By Phone: 212-779-4400 ext. 25 | **By Fax:** 212-683-1894

By Mail: Lee & Low Books, 95 Madison Avenue, New York, NY 10016

Book Information for Sumo Joe



\$18.95, HARDCOVER

9781620148020

40 pages, 9-1/2 X 9-1/2

*Reading Level: Grade 3

Interest Level: Grades PreK–5

Guided Reading Level: K

Accelerated Reader® Level/
Points: N/A

Lexile™ Measure: N/A

THEMES: Childhood Experiences and Memories, Conflict resolution, Cultural Diversity, Diversity, Families, Imagination, Siblings, Sports, Asian/Asian American Interest

RESOURCES ON THE WEB:

<https://www.leeandlow.com/books/sumo-joe>

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.