

SADAKO and the THOUSAND PAPER CRANES TITLE

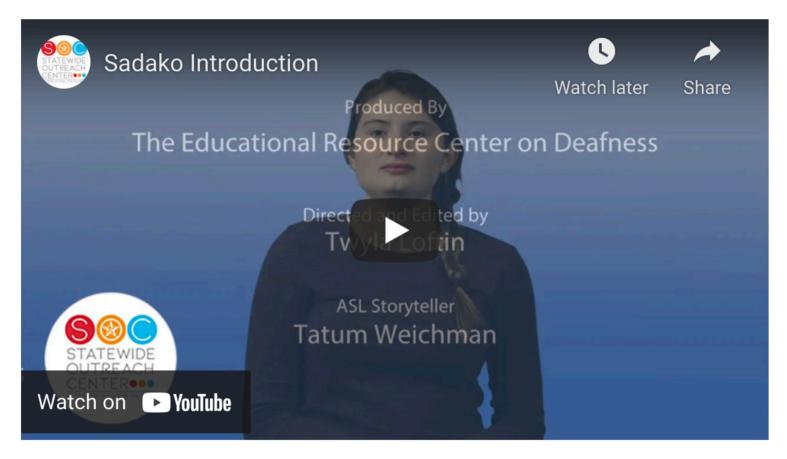
CONTENT AREA: Language Arts

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INTRODUCTION

Sadako Introduction

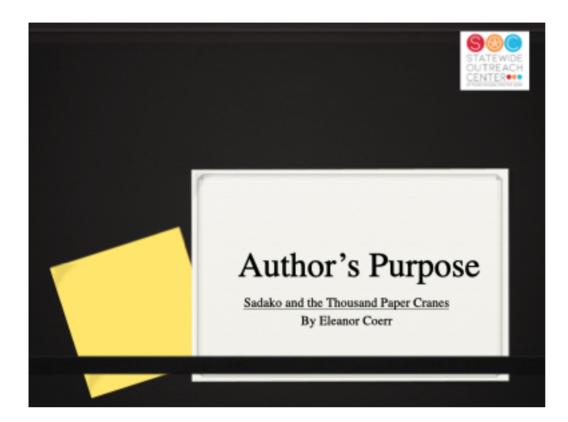


Based on the true story of Sadako Sasaki. Sadako lived in Hiroshima during World War II. On August 6, 1945, the United States dropped the atomic bomb about one mile away from her home. Sadako was only two years old.

When Sadako was 12, she became very sick. Her neck and the area behind her rears started to swell. A year later, purple spots began forming on her legs. She was eventually diagnosed with leukemia, which her mother referred to as "atom bomb disease)." In February of 1955, Sadako was hospitalized and told she had one year, at the most, to live.

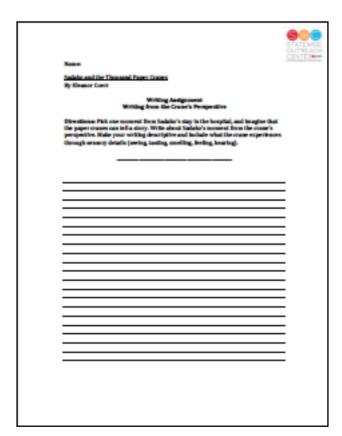
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Author's Purpose Powerpoint

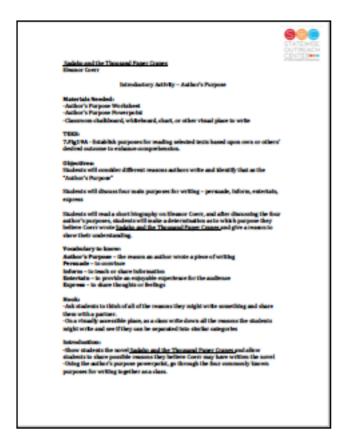


Length of Activity: 20 minutes

Writer's Perspective Worksheet

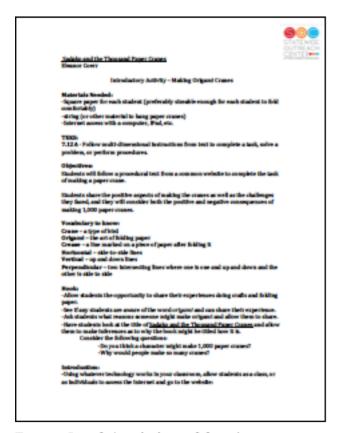


Introductory Activity: Prologue

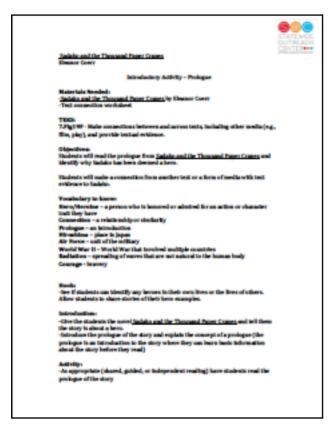


Length of Activity:15 minutes

Author's Purpose Activity

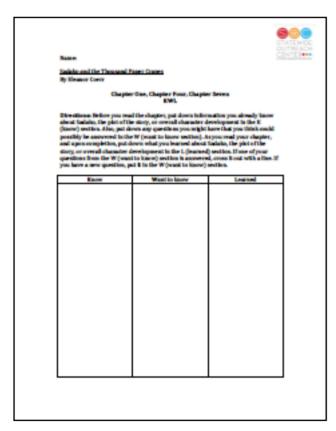


Paper Cranes Activity



Length of Activity: 25 minutes

Before, During and After Activity (1, 4, and 7)

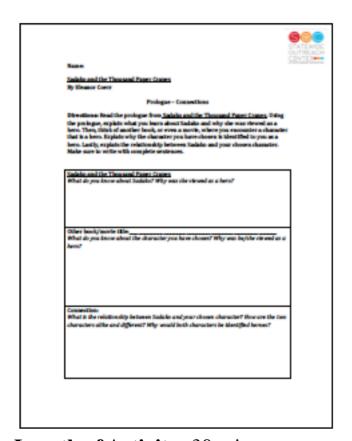


Author's Purpose Activity 2

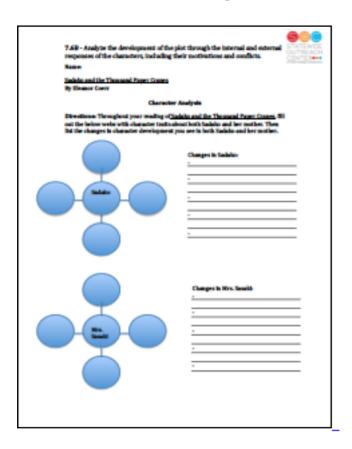
	ATE MESS UTTRILACH ENTER
Salaho and the Thomand Paper Counes Eleanor Corre	
Read the short biography on Elector Goers, and then consider why you titlek she might have wested to write <u>Salake and the Thousand Paper Guare</u> . It is important	
to note that the movel is a piece of normative nonfiction. This means that while Eleanor Corre words about real the events that happened, she shi so in a way where	
she to'kl a story.	
Eleanor Contribugan her professional Ble as a newspaper reporter and selfter of a column for children. She taught children's Berestore at History Presionals College and creative writing at Chapman College in California. Bleanor week on the write-children's locals, including and	
visiting schools across the United States and abroad. Her children's broke locked Sadako and the Thousand Paper Course and The Hig Sadacon Same.	
*Yearn't Core. * Herping Sour Fress, 2016.	
http://deephyloghearperos.com/contributors/1.335. Accessed September 2016.	
What are three Important State you berned about Elector?	
Fet 5	
Fet 2	
fet3	
In thinking about your field, and in considering the genre of nurvative conflictor writing, explain what you think the reason, or purpose, was with Eleanor or thing	
Sadaho and the Phonosant Repos Connec. For evidence from what you know about Corrs, author's purpose (personale, belone, extended, express), and the general narrative so offsition.	

Length of Activity: 20 minutes

Connections Worksheet



Character Study Worksheet



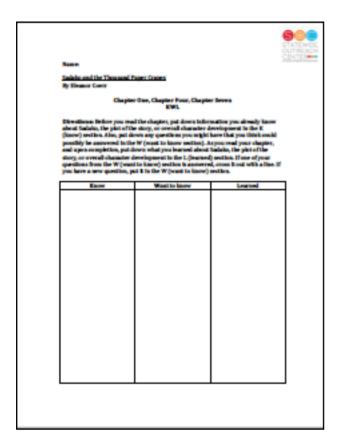
Sadako - Chapter 1



Discussion Video

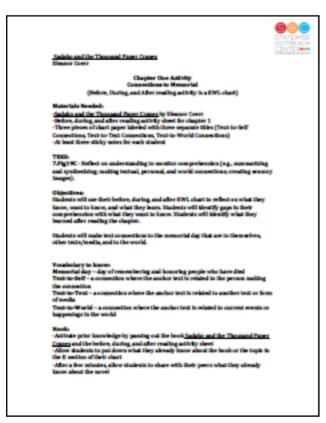


Chapter 1, 4, 7 Worksheet

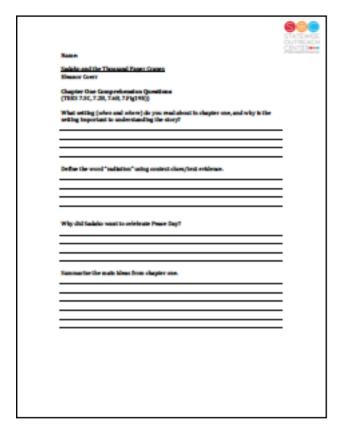


Length of Activity: 20 minutes

Chapter 1 Activity

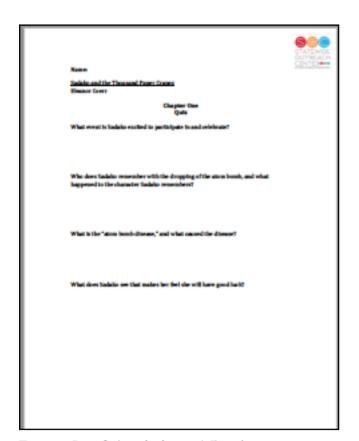


Chapter 1 Comprehension Questions



Length of Activity: 20 minutes

Chapter 1 Quiz

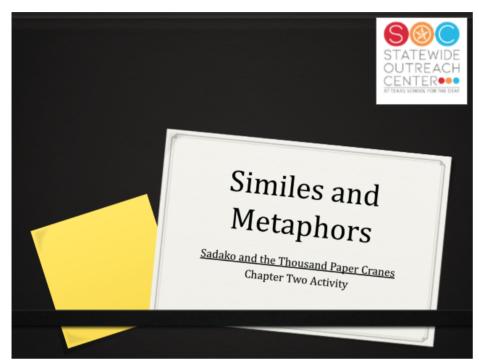




Chapter 2 Discussion Question

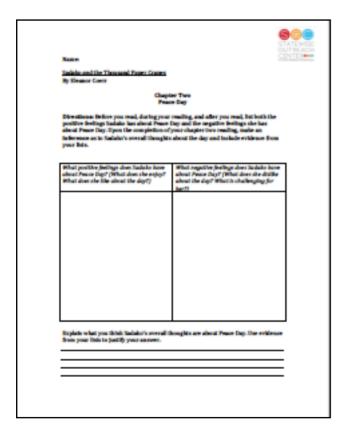


Chapter 2 Powerpoint

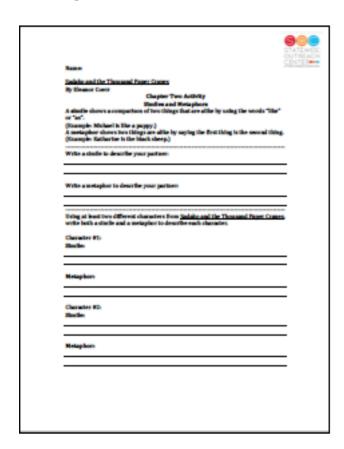


Length of Activity: 30 minutes

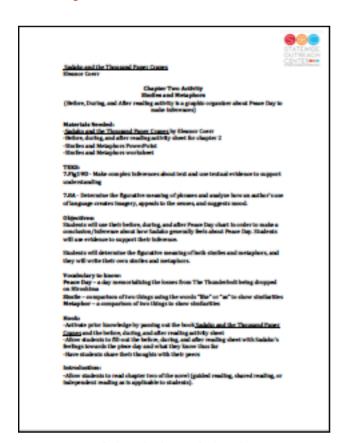
Chapter 2 Before and After



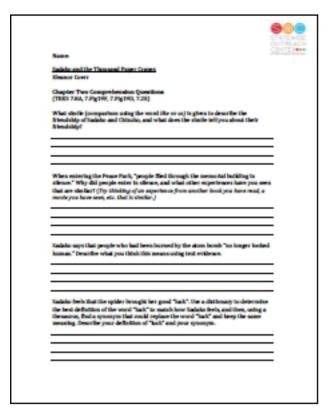
Chapter 2 Similes and Metaphors



Chapter 2 Similes and Metaphors Activity Worksheet

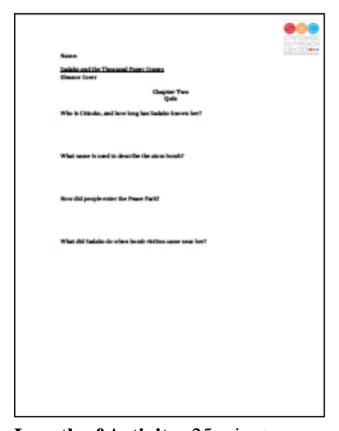


Chapter 2 Comprehension Questions

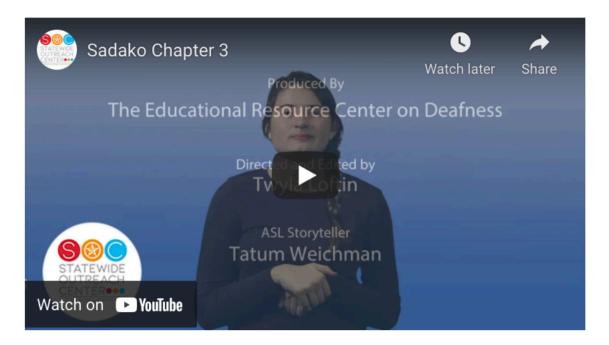


Length of Activity: 20 minutes

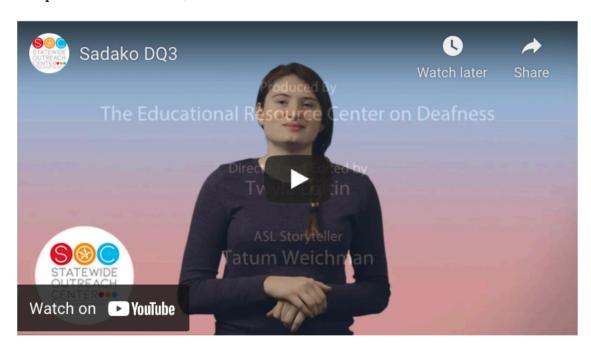
Chapter 2 Quiz



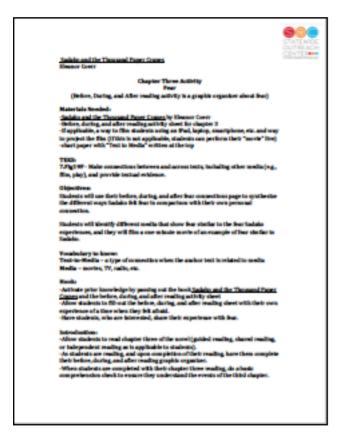
Chapter Video



Chapter 3 Discussion Question

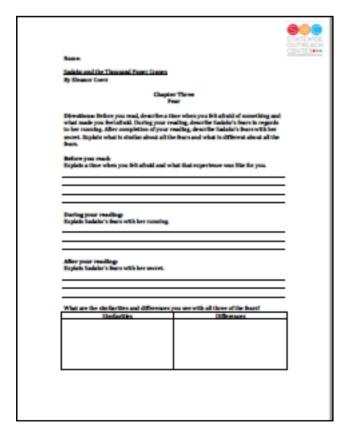


Chapter 3 Activity

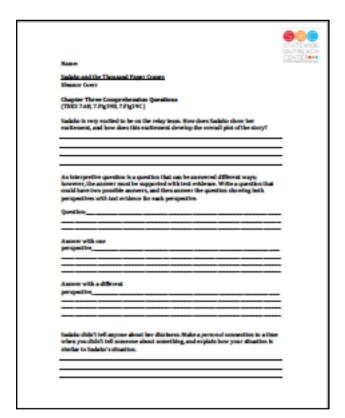


Length of Activity: 30 minutes

Chapter 3 Before and After Activity

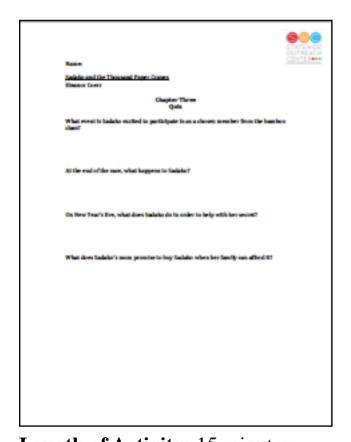


Chapter 3 Comprehension Questions



Length of Activity: 20 minutes

Chapter 3 Quiz



Sadako - Chapter 4



Chapter 4 Discussion Question

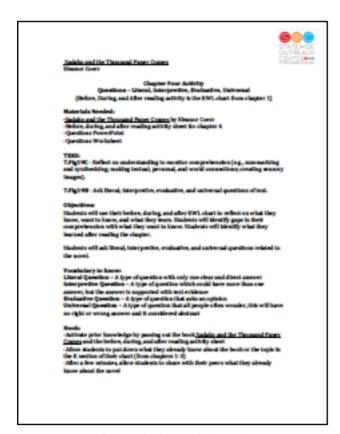


Chapter 4 Powerpoint

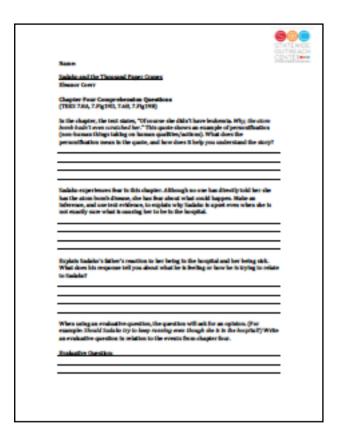


Length of Activity: 30 minutes

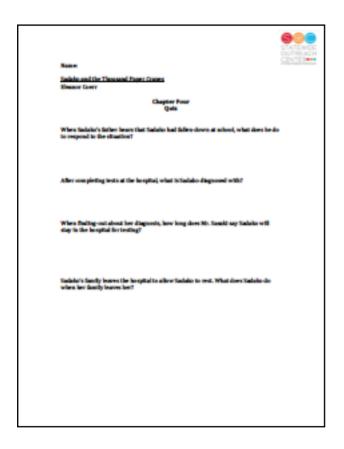
Chapter 4 Activity Plans and Worksheet

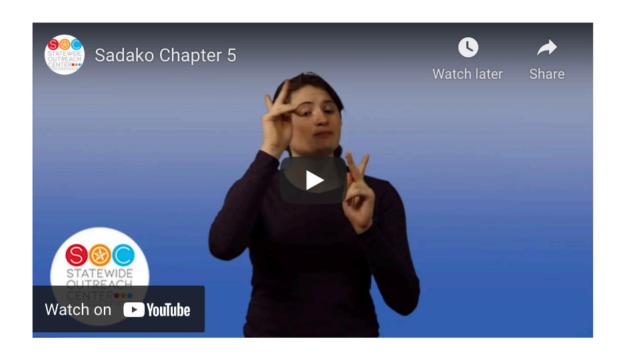


Chapter 4 Comprehension Questions

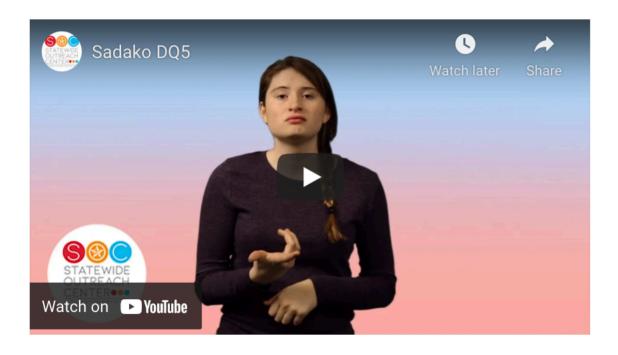


Chapter 4 Quiz

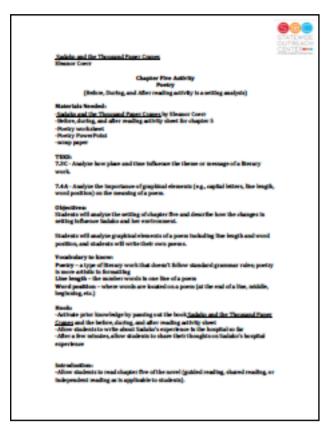




Discussion Question Video

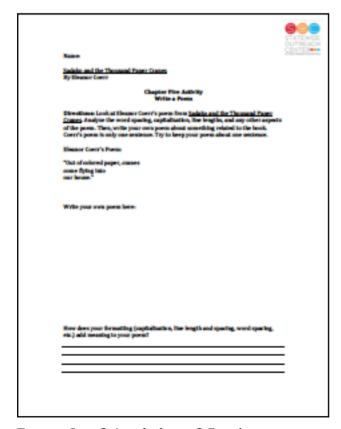


Poetry Explanation

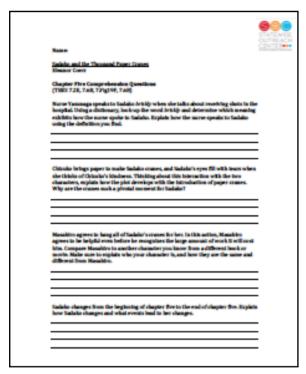


Length of Activity: Varies depending on individual use.

Poetry Activity

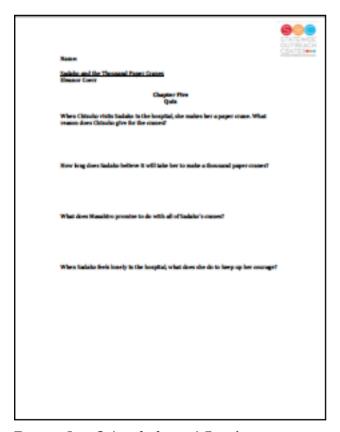


Chapter 5 Comprehension Questions



Length of Activity: 20 minutes

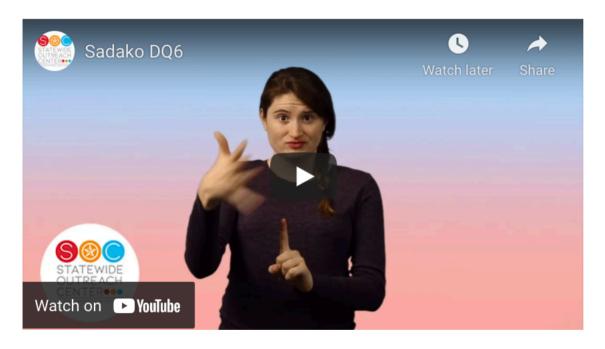
Chapter 5 Quiz



Chapter 6 Video



Chapter 6 Discussion Question

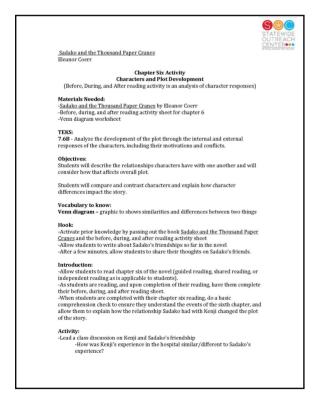


Before, During and After Activity

Name:	
Sadako and the Thousand Paper Cra By Eleanor Coerr	mes
	Chapter Six Friendship
Directions: Think about Sadako's fr with complete sentences.	iendships and answer the following questions
Before you read, write about the fri respond to the friends she has? How	iendships Sadako has. How does Sadako v do Sadako's friends influence her?
During your reading, write about S respond to Kenji? How do you think	Sadako's friendship with Kenji. How does Sadako Sadako feels about Kenji?
After your reading write about wh	nat happens with Kenji and how Sadako
esponds. What does Sadako do and	say? What do you think Sadako is feeling?

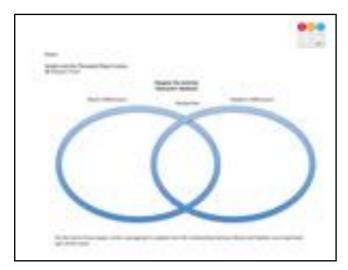
Length of Activity: 25 minutes

Character and Plot Analysis Guide



Length of Activity: Varies depending on how the plan is used.

Character Development Venn Diagram



Length of Activity: 20 minutes

Chapter 6 Comprehension Questions

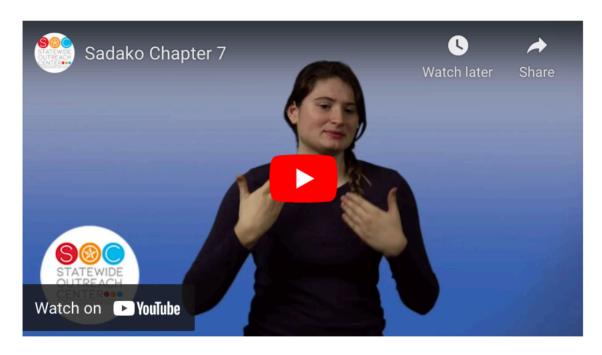


Length of Activity: 25 minutes

Chapter 6 Quiz



Chapter 7 Video



Chapter 7 Discussion Questions

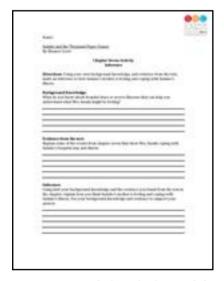


Chapter 7 Activity Guide



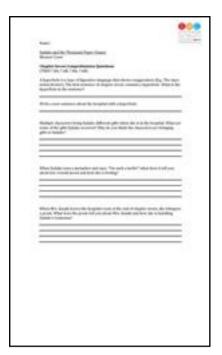
Length of Activity: Varies on Individual Use

Inference Worksheet



Length of Activity: 20 minutes

Chapter 7 Comprehension Questions



Length of Activity: 20 minutes

Chapter 7 Quiz



Chapter 8 Video



Chapter 8 Discussion Question

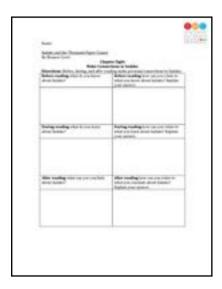


Chapter 8 Activity Guide



Length of Activity: Varies depending on individual use.

Chapter 8 Before, During and After Activity

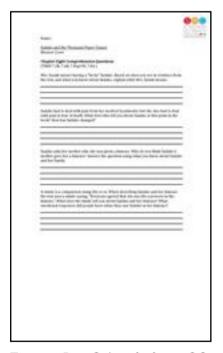


Chapter 8 Theme Activity



Length of Activity: 20 minutes

Chapter 8 Comprehension Questions



Chapter 8 Quiz



Chapter 9 Video



Chapter 9 Discussion Question



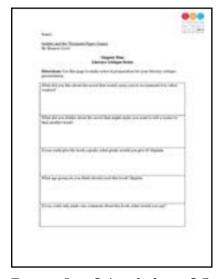
ACTIVITIES

Chapter 9 Activity Guide



Length of Activity: Varies depending on individual use.

Chapter 9 Literary Critique



Length of Activity: 25 minutes

Chapter 9 Before, During, and After



Length of Activity: 25 minutes

Chapter 9 Comprehension Questions



Length of Activity: 20 minutes

Chapter 9 Quiz



SADAKO EXTENSION ACTIVITIES

Use these activities as a way to extend learning beyond the materials that have been provided for each chapter. They are designed to be used however individual teachers and students see fit.

Sadako - Capitalization

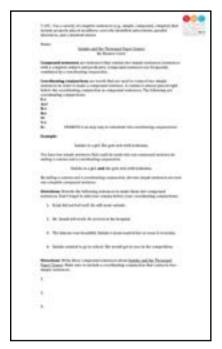


Length of Activity: 15 minutes

Sadako - Chapter Questions

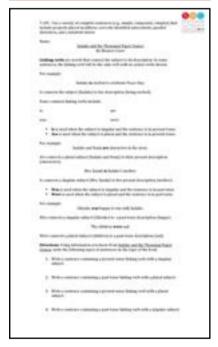


Sadako - Compound Sentences



Length of Activity: 25 minutes

Sadako - Verbs

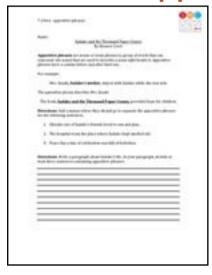


Length of Activity: 20 minutes

<u>Sadako - Sadako Verb Tense</u>



Sadako - Appositive Phrases



Sadako - Letter



<u>Sadako - Prologue</u>



Sadako - Video Worksheet



7.6B - Analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts.



Name:

<u>Sadako and the Thousand Paper Cranes</u> By Eleanor Coerr

Character Analysis

Directions: Throughout your reading of <u>Sadako and the Thousand Paper Cranes</u>, fill out the below webs with character traits about both Sadako and her mother. Then list the changes in character development you see in both Sadako and her mother.

Sadako	Changes in Sadako:
Mrs. Sasaki	Changes in Mrs. Sasaki:

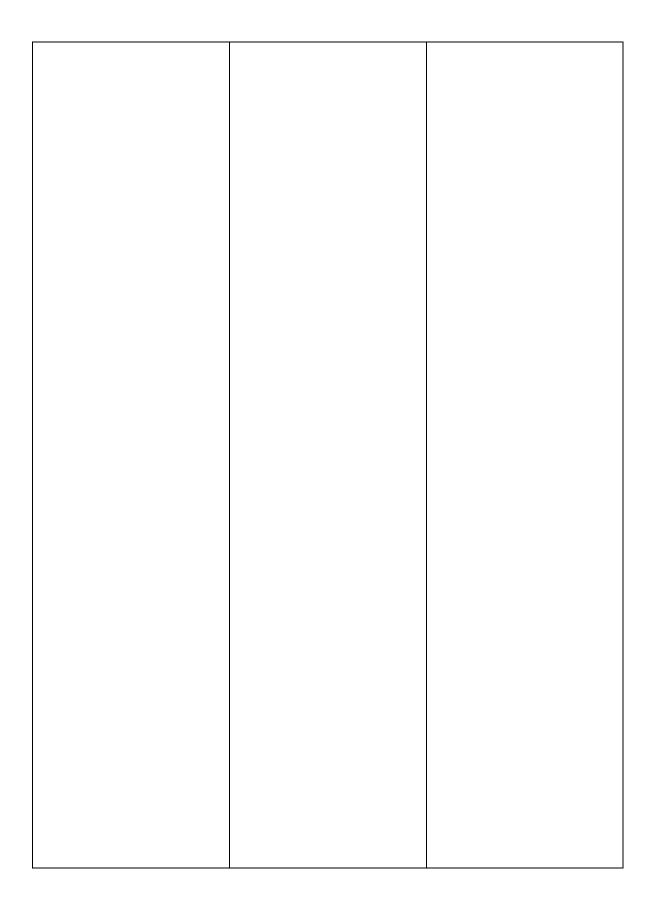


<u>Sadako and the Thousand Paper Cranes</u> By Eleanor Coerr

Chapter One, Chapter Four, Chapter Seven KWL

Directions: Before you read the chapter, put down information you already know about Sadako, the plot of the story, or overall character development in the K (know) section. Also, put down any questions you might have that you think could possibly be answered in the W (want to know section). As you read your chapter, and upon completion, put down what you learned about Sadako, the plot of the story, or overall character development in the L (learned) section. If one of your questions from the W (want to know) section is answered, cross it out with a line. If you have a new question, put it in the W (want to know) section.

K now	W ant to know	Learned





Author's Purpose

<u>Sadako and the Thousand Paper Cranes</u> By Eleanor Coerr

Genre: Narrative Nonfiction

O Sadako and the Thousand Paper Cranes is a story of narrative nonfiction.

O Narrative – tells a story

O Nonfiction – the story is not made-up

O Why might an author write narrative nonfiction?

Author's Purpose Reasons

O There are four well-known purposes author's write:

- 0 Persuade
- 0 Inform
- 0 Entertain
- 0 Express

Persuade

- O The author is trying to:
 - O Convince you to believe something
 - O To agree with them on an opinion
 - O To debate a topic
 - O To advertise you to want or not want something

Inform

- O The author is trying to:
 - O Tell you information
 - O Teach you new facts
 - O Share was is true about a topic

Entertain

- O The author is trying to:
 - O Tell you a story
 - O Help you envision events
 - O Make you understand sensory (sight, smell, hear, touch, taste) details of a story
 - O Make you feel connected to what you're reading

Express

- O The author is trying to:
 - O Share how they feel
 - O Give their personal thoughts on a topic
 - O Relate what they think to their reader

Eleanor Coerr

- 0 With your worksheet:
 - O Read the short biography about Eleanor Coerr
 - O Write and explain why you think Eleanor Coerr might have written <u>Sadako and the Thousand Paper Cranes</u>. Was she trying to
 - O Persuade?
 - O Inform?
 - 0 Entertain?
 - 0 Express?



<u>Sadako and the Thousand Paper Cranes</u> Eleanor Coerr

Read the short biography on Eleanor Coerr, and then consider why you think she might have wanted to write <u>Sadako and the Thousand Paper Cranes</u>. It is important to note that the novel is a piece of *narrative nonfiction*. This means that while Eleanor Coerr wrote about real life events that happened, she did so in a way where she told a story.

Eleanor Coerr began her professional life as a newspaper reporter and editor of a column for children. She taught children's literature at Monterey Peninsula College and creative writing at Chapman College in California. Eleanor went on to write children's books, lecturing and visiting schools across the United States and abroad. Her children's books include Sadako and the Thousand Paper Cranes and The Big Balloon Race.

- "Eleanor Coerr." *Sleeping Bear Press*, 2016. http://sleepingbearpress.com/contributors/1335. Accessed September 2016.

Fact 1:_______

Fact 2:_______

Fact 3:______

In thinking about your facts, and in considering the genre of *narrative nonfiction* writing, explain what you think the reason, or purpose, was with Eleanor writing Sadako and the Thousand Paper Cranes. Use evidence from what you know about Coerr, author's purpose (persuade, inform, entertain, express), and the genre of narrative nonfiction.

What are three important facts you learned about Eleanor?



<u>Sadako and the Thousand Paper Cranes</u> By Eleanor Coerr

Prologue - Connections

Directions: Read the prologue from <u>Sadako and the Thousand Paper Cranes</u>. Using the prologue, explain what you learn about Sadako and why she was viewed as a hero. Then, think of another book, or even a movie, where you encounter a character that is a hero. Explain why the character you have chosen is identified to you as a hero. Lastly, explain the relationship between Sadako and your chosen character. Make sure to write with complete sentences.

Sadako and the Thousand Paper Cranes
What do you know about Sadako? Why was she viewed as a hero?
Other book/movie title:
What do you know about the character you have chosen? Why was he/she viewed as a
hero?
Connection:
What is the relationship between Sadako and your chosen character? How are the two
characters alike and different? Why would both characters be identified heroes?



<u>Sadako and the Thousand Paper Cranes</u> By Eleanor Coerr

Writing Assignment Writing from the Crane's Perspective

Directions: Pick one moment from Sadako's stay in the hospital, and imagine that the paper cranes can tell a story. Write about Sadako's moment from the crane's perspective. Make your writing descriptive and include what the crane experiences through sensory details (seeing, tasting, smelling, feeling, hearing).



Sadako and the Thousand Paper Cranes Eleanor Coerr

Introductory Activity – Author's Purpose

Materials Needed:

- -Author's Purpose Worksheet
- -Author's Purpose Powerpoint
- -Classroom chalkboard, whiteboard, chart, or other visual place to write

TEKS:

7.Fig19A - Establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension.

Objectives:

Students will consider different reasons authors write and identify that as the "Author's Purpose"

Students will discuss four main purposes for writing – persuade, inform, entertain, express

Students will read a short biography on Eleanor Coerr, and after discussing the four author's purposes, students will make a determination as to which purpose they believe Coerr wrote <u>Sadako and the Thousand Paper Cranes</u> and give a reason to show their understanding.

Vocabulary to know:

Author's Purpose – the reason an author wrote a piece of writing Persuade – to convince
Inform – to teach or share information
Entertain – to provide an enjoyable experience for the audience
Express – to share thoughts or feelings

Hook:

- -Ask students to think of all of the reasons they might write something and share them with a partner.
- -On a visually accessible place, as a class write down all the reasons the students might write and see if they can be separated into similar categories

Introduction:

-Show students the novel <u>Sadako and the Thousand Paper Cranes</u> and allow students to share possible reasons they believe Coerr may have written the novel -Using the author's purpose powerpoint, go through the four commonly known purposes for writing together as a class.

-For each of the four main purposes, monitor comprehension by checking to see if the students are able to identify any texts they know for each of the purposes.

Activity:

- -Give students the author's purpose worksheet and allow them to read through the short biography on Eleanor Coerr.
- -Sharing with a partner, allow the students to think about why Coerr may have written <u>Sadako and the Thousand Paper Cranes</u> using the facts they wrote about Coerr and the author's purpose powerpoint information.
- -On their worksheet, have students *explain* why they believe Coerr wrote her novel.
- -In closing:
 - -allow students to share their thoughts
 - -ask why it might be helpful to know the author's purpose as the reader of the story

Extension Activities:

- -After completing the author's purpose worksheet, have students write a paragraph to explain how Eleanor Coerr might have been able to change her purpose in telling the story of Sadako. How could she have made her purpose to be informative rather than entertaining? How could she have made her purpose expressive?
- -Using the internet, allow students to see if they can find other information on Sadako that was written for different purposes. Have students make a bibliography page for their peers, so they may show more information about Sadako that was written for a variety of purposes.



Sadako and the Thousand Paper Cranes Eleanor Coerr

Introductory Activity - Making Origami Cranes

Materials Needed:

- -Square paper for each student (preferably sizeable enough for each student to fold comfortably)
- -string (or other material to hang paper cranes)
- -Internet access with a computer, iPad, etc.

TEKS:

7.12A - Follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures.

Objectives:

Students will follow a procedural text from a common website to complete the task of making a paper crane.

Students share the positive aspects of making the cranes as well as the challenges they faced, and they will consider both the positive and negative consequences of making 1,000 paper cranes.

Vocabulary to know:

Crane – a type of bird

Origami – the art of folding paper

Crease – a line marked on a piece of paper after folding it

Horizontal – side-to-side lines

Vertical – up and down lines

Perpendicular – two intersecting lines where one is one and up and down and the other is side to side

Hook:

- -Allow students the opportunity to share their experiences doing crafts and folding paper.
- -See if any students are aware of the word *origami* and can share their experience.
- -Ask students what reasons someone might make origami and allow them to share.
- -Have students look at the title of <u>Sadako and the Thousand Paper Cranes</u> and allow them to make inferences as to why the book might be titled how it is.

Consider the following questions:

- -Do you think a character might make 1,000 paper cranes?
- -Why would people make so many cranes?

Introduction:

-Using whatever technology works in your classroom, allow students as a class, or as individuals to access the internet and go to the website:

http://www.wikihow.com/Fold-a-Paper-Crane

Before starting, review with a large piece of paper, the following vocabulary. Make sure to model folds and lines in folds, so students may have a clear understanding:

- -crease
- -horizontal fold
- -vertical fold
- -perpendicular fold

Activity:

Using their technology, allow the students to make their own cranes and hang them up in the classroom.

Support students as needed. (Depending on the class being taught and the technology available, this could be a whole group activity, small group activity, or done individually).

Once students are completed with the making of their cranes, invite the whole group to have a class discussion of what they enjoyed and found challenging about making the cranes. Some questions to consider:

- What was exciting about making a paper crane?
- How did you feel after the accomplishment of making a crane?
- What would it look like to have 1,000 cranes decorating a space?
- What was challenging about making a crane?
- How would the experience be different if you knew that 1,000 paper cranes needed to be made?
- What might make the crane-making process quicker or slower?

Extension Activities:

- Allow students to look up the history of paper cranes and create a visual presentation (powerpoint, poster, etc.) of the purpose of cranes.
- Have students create their own procedural text video for how to make the paper cranes with an explanation in American Sign Language.

Website:

How To Fold A Paper Crane. Wikihow to do anything..., 2016, http://www.wikihow.com/Fold-a-Paper-Crane. Accessed September 2016.



Sadako and the Thousand Paper Cranes Eleanor Coerr

Introductory Activity - Prologue

Materials Needed:

- -Sadako and the Thousand Paper Cranes by Eleanor Coerr
- -Text connection worksheet

TEKS:

7.Fig19F - Make connections between and across texts, including other media (e.g., film, play), and provide textual evidence.

Objectives:

Students will read the prologue from <u>Sadako and the Thousand Paper Cranes</u> and identify why Sadako has been deemed a hero.

Students will make a connection from another text or a form of media with text evidence to Sadako.

Vocabulary to know:

Hero/Heroine – a person who is honored or admired for an action or character trait they have

Connection – a relationship or similarity

Prologue – an introduction

Hiroshima – place in Japan

Air Force – unit of the military

World War II - World War that involved multiple countries

Radiation – spreading of waves that are not natural to the human body

Courage - bravery

Hook:

-See if students can identify any heroes in their own lives or the lives of others. Allow students to share stories of their hero examples.

Introduction:

- -Give the students the novel <u>Sadako and the Thousand Paper Cranes</u> and tell them the story is about a hero.
- -Introduce the prologue of the story and explain the concept of a prologue (the prologue is an introduction to the story where they can learn basic information about the story before they read)

Activity:

-As appropriate (shared, guided, or independent reading) have students read the prologue of the story

- -Review vocabulary with the students
- -Consider basic comprehension questions:
 - -Where did the bomb explode?
 - -How did Sadako die?
 - -Why was Sadako labeled a hero?
- -Give students the text connection worksheet
 - Model a text connection with specific evidence for the connection
 - -Allow students to independently fill-out their text connection

-In closing:

-Have students share their text connections with their peers and see how many heroes the class can come-up with. Ask the students to identify the reasons people are identified as heroes? Are heroic people always courageous?

Extension Activities:

- -Give students a venn diagram to show the comparison between courage and heroism and have them analyze differences and similarities. Then have students write a paragraph explaining what it could mean that Sadako was identified as a hero for her courage.
- -Allow students to be a newscaster and made a short clip of themself explaining a recent current event where a person was found to be heroic. Have the student compare the news hero to Sadako in their news clip.

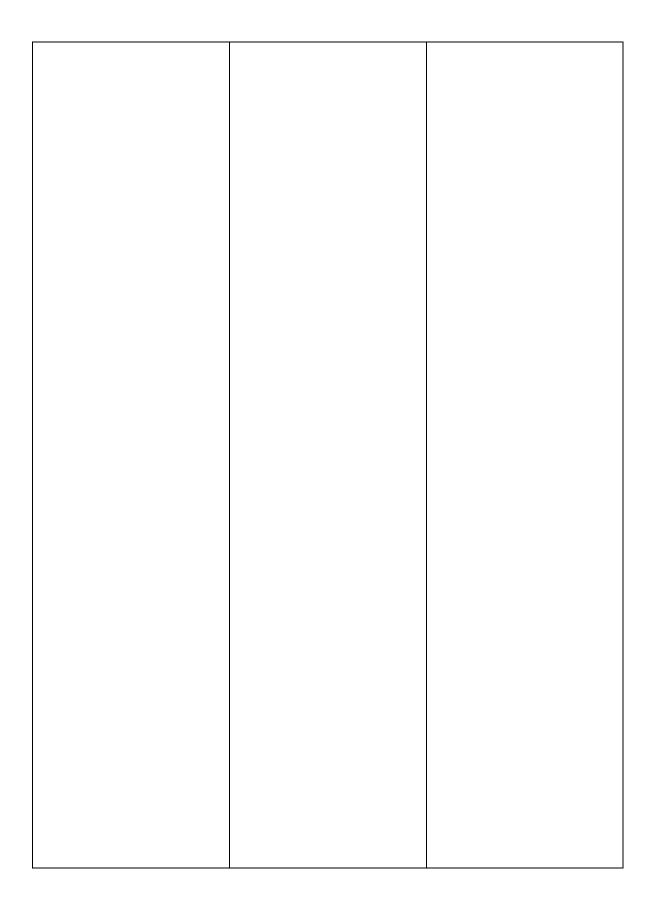


<u>Sadako and the Thousand Paper Cranes</u> By Eleanor Coerr

Chapter One, Chapter Four, Chapter Seven KWL

Directions: Before you read the chapter, put down information you already know about Sadako, the plot of the story, or overall character development in the K (know) section. Also, put down any questions you might have that you think could possibly be answered in the W (want to know section). As you read your chapter, and upon completion, put down what you learned about Sadako, the plot of the story, or overall character development in the L (learned) section. If one of your questions from the W (want to know) section is answered, cross it out with a line. If you have a new question, put it in the W (want to know) section.

Know	W ant to know	Learned





Sadako and the Thousand Paper Cranes Eleanor Coerr

Chapter One Activity Connections to Memorial

(Before, During, and After reading activity is a KWL chart)

Materials Needed:

- -Sadako and the Thousand Paper Cranes by Eleanor Coerr
- -Before, during, and after reading activity sheet for chapter 1
- -Three pieces of chart paper labeled with three separate titles (Text-to-Self Connections, Text-to-Text Connections, Text-to-World Connections)
- -At least three sticky notes for each student

TEKS:

7.Fig19C - Reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images).

Objectives:

Students will use their before, during, and after KWL chart to reflect on what they know, want to know, and what they learn. Students will identify gaps in their comprehension with what they want to know. Students will identify what they learned after reading the chapter.

Students will make text connections to the memorial day that are to themselves, other texts/media, and to the world.

Vocabulary to know:

Memorial day – day of remembering and honoring people who have died **Text-to-Self** – a connection where the anchor text is related to the person making the connection

Text-to-Text – a connection where the anchor text is related to another text or form of media

Text-to-World – a connection where the anchor text is related to current events or happenings in the world

Hook:

- -Activate prior knowledge by passing out the book <u>Sadako and the Thousand Paper Cranes</u> and the before, during, and after reading activity sheet
- -Allow students to put down what they already know about the book or the topic in the K section of their chart
- -After a few minutes, allow students to share with their peers what they already know about the novel

Introduction:

- -Allow students to read chapter one of the novel (guided reading, shared reading, or independent reading as is applicable to students).
- -As students are reading, and upon completion of their reading, have them complete the W and L sections of their KWL sheet.
- -When students are completed with their chapter one reading, do a basic comprehension check to ensure they understand the events of the first chapter.

Activity:

- -Pointing out the three text connections charts hung on the walls of the classroom, ask students see if they can recognize any of the three types of connections.
- -Review the vocabulary for each chart and what each type of connection means.
- -Taking a sticky note as a teacher, write a personal connection to Sadako, share your connection with the class with a brief explanation, and post your sticky note on the "Text-to-Self" chart
- -Continue modeling connections for Text-to-Text and Text-to-World by writing on your sticky note and giving a brief explanation to the class as to your connection.
- -In small groups, have students each fill-out a sticky note for each type of connection and explain their three connections with their group members.
- -Allow students to post their sticky notes on the chart papers.

In closing:

- pick one or two sticky notes from each chart, ask students who wrote the note, and have students explain their connections
- Comment on the connections made and the explanation. If information is missing or lacking in the connection, have the class help to correct the connection and make it relatable to the story.

Extension Activities:

- -After completing a Text-to-World connection, have students research a specific current event related to Sadako and develop interview questions they would ask the people involved in the current event. Then have students write an article on what happened and relate it to Sadako.
- -Have students create an artistic representation of a memorial for a person they know personally, or a person they know from the news, etc. that would be an accurate honorary reflection of a memorial to that person. Allow the memorial to be shared with the class.



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<u>Sadako and the Thousand Paper Cranes</u> Eleanor Coerr

Chapter One Comprehension Questions

(TEKS 7.3C, 7.2B, 7.6B, 7.Fig19E))

What setting (<i>when</i> and <i>where</i>) do you read about in chapter one, and why is the setting important to understanding the story?
Define the word "radiation" using context clues/text evidence.
Why did Sadako want to celebrate Peace Day?
Summarize the main ideas from chapter one.



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Sadako and the Thousand Paper Cranes Eleanor Coerr

Eleanor Coerr
Chapter One Quiz
What event is Sadako excited to participate in and celebrate?
Who does Sadako remember with the dropping of the atom bomb, and what happened to the character Sadako remembers?
What is the "atom bomb disease," and what caused the disease?
What does Sadako see that makes her feel she will have good luck?



Sadako and the Thousand Paper Cranes By Eleanor Coerr

Metaphor:

Chanter Two Activity

Similes and Metaphors
A simile shows a comparison of two things that are alike by using the words "like" or "as".
(Example: Michael is like a puppy.)
A metaphor shows two things are alike by saying the first thing is the second thing. (Example: Katharine is the black sheep.)
Write a simile to describe your partner:
Write a metaphor to describe your partner:
Using at least two different characters from <u>Sadako and the Thousand Paper Cranes</u> , write both a simile and a metaphor to describe each character.
Character #1:
Simile:
Metaphor:
Character #2: Simile:



Sadako and the Thousand Paper Cranes Eleanor Coerr

Chapter Two Activity Similes and Metaphors

(Before, During, and After reading activity is a graphic organizer about Peace Day to make inferences)

Materials Needed:

- -Sadako and the Thousand Paper Cranes by Eleanor Coerr
- -Before, during, and after reading activity sheet for chapter 2
- -Similes and Metaphors PowerPoint
- -Similes and Metaphors worksheet

TEKS:

7.Fig19D - Make complex inferences about text and use textual evidence to support understanding

7.8A - Determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.

Objectives:

Students will use their before, during, and after Peace Day chart in order to make a conclusion/inference about how Sadako generally feels about Peace Day. Students will use evidence to support their inference.

Students will determine the figurative meaning of both similes and metaphors, and they will write their own similes and metaphors.

Vocabulary to know:

Peace Day – a day memorializing the losses from The Thunderbolt being dropped on Hiroshima

Simile – comparison of two things using the words "like" or "as" to show similarities **Metaphor** – a comparison of two things to show similarities

Hook:

- -Activate prior knowledge by passing out the book <u>Sadako and the Thousand Paper</u> <u>Cranes</u> and the before, during, and after reading activity sheet
- -Allow students to fill-out the before, during, and after reading sheet with Sadako's feelings towards the piece day and what they know thus far
- -Have students share their thoughts with their peers

Introduction:

-Allow students to read chapter two of the novel (guided reading, shared reading, or independent reading as is applicable to students).

- -As students are reading, and upon completion of their reading, have them complete their before, during, and after reading graphic organizer.
 - -Making inferences can be challenging, direct questioning about text evidence could be beneficial for one-on-one feedback with students
- -When students are completed with their chapter two reading, do a basic comprehension check to ensure they understand the events of the second chapter.

Activity:

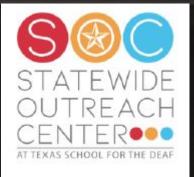
- -Go through the similes and metaphors PowerPoint with the class. Make sure to review the similes and metaphors shown, emphasize the vocabulary words "simile" and "metaphor", and ensure that students are able to explain each type of figurative language.
- -Allow students to work on their simile and metaphor worksheet in partners and assist as needed

In closing:

- Have students pick their favorite simile or metaphor about a character from the book, and allow them to share it with the class.

Extension Activities:

- -Have students write similes and metaphors about the characters in the book; however, then cross out the names of the characters. Let students share their similes and metaphors and guess each other's characters.
- -Allow students to pick one simile and one metaphor from chapter two. Then have students write a paragraph to explain how the figurative language created variety for Coerr's writing. The have students explain where they might add additional similes and metaphors in chapter two.



Similes and Metaphors

<u>Sadako and the Thousand Paper Cranes</u> Chapter Two Activity

Figurative Language

O Similes and metaphors are a type of figurative language where the meaning of what is written is different than what is directly stated.

O For example:

- O "This class is full of cheetahs."
 - O This does not mean the classroom has cheetahs.
 - O This means the classroom has students working quickly.

Metaphors

- O A type of figurative language where you say something is something else
- O For example:
 - 0 "He is sunshine on a cloudy day."
 - O This means he is enjoyable even when things are hard.
 - O The pen was a waterfall of ink in her hands.
 - O This means the pen was losing ink all over her hands.

Metaphors

- O Chapter Two Says:
- O "Don't be such a turtle!"
 - O This is said when Sadako is running with her friend.
 - O What does this metaphor mean?
 - O How does this help you picture Sadako running?

Similes

- O A type of figurative language where you say something is like something else using the words "like" or "as"
 - O Similes show comparisons
- O For Example:
 - 0 "That girl is as tough as a rock."
 - O This means the girl has a really tough personality, and she is hard to break like a rock is tough and hard to break.
 - 0 "Simon is sweet like sugar."
 - O This means Simon has a really sweet personality, and this is comparable to sugar tasting sweet.

Similes

- O Chapter Two Says:
- O "They floated out to sea like a swarm of fireflies against the dark water."
 - O This is talking about the lanterns remembering those who died.
 - O What does this simile tell you about the lanterns?
 - O How does this help you picture what the lanterns looked like?



<u>Sadako and the Thousand Paper Cranes</u> By Eleanor Coerr

Chapter Two Peace Day

Directions: Before you read, during your reading, and after you read, list both the positive feelings Sadako has about Peace Day and the negative feelings she has about Peace Day. Upon the completion of your chapter two reading, make an **inference** as to Sadako's overall thoughts about the day and include evidence from your lists.

What positive feelings does Sadako have about Peace Day? (What does she enjoy? What does she like about the day?)	What negative feelings does Sadako have about Peace Day? (What does she dislike about the day? What is challenging for her?)
Explain what you think Sadako's overall to from your lists to justify your answer.	houghts are about Peace Day. Use evidence
Troni your lists to justify your answer.	



Sadako and the Thousand Paper Cranes Eleanor Coerr

Chapter Two Comprehension Questions (TEKS 7.8A, 7.Fig19F, 7.Fig19D, 7.2E)

What simile (comparison using the word <i>like</i> or <i>as</i>) is given to describe the friendship of Sadako and Chizuko, and what does the simile tell you about their friendship?
When entering the Peace Park, "people filed through the memorial building in silence." Why did people enter in silence, and what other experiences have you seen that are similar? (<i>Try thinking of an experience from another book you have read, a movie you have seen, etc. that is similar.</i>)
Sadako says that people who had been burned by the atom bomb "no longer looked human." Describe what you think this means using text evidence.
Sadako feels that the spider brought her good "luck". Use a dictionary to determine the best definition of the word "luck" to match how Sadako feels, and then, using a thesaurus, find a synonym that could replace the word "luck" and keep the same meaning. Describe your definition of "luck" and your synonym.



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Chapter Two Quiz	
Who is Chizuko, and how long has Sadako known her?	
What name is used to describe the atom bomb?	
How did people enter the Peace Park?	
What did Sadako do when bomb victims came near her?	



Chapter Three Activity Fear

(Before, During, and After reading activity is a graphic organizer about fear)

Materials Needed:

- -Sadako and the Thousand Paper Cranes by Eleanor Coerr
- -Before, during, and after reading activity sheet for chapter 3
- -If applicable, a way to film students using an iPad, laptop, smartphone, etc. and way to project the film (If this is not applicable, students can perform their "movie" live) -chart paper with "Text to Media" written at the top

TEKS:

7.Fig19F - Make connections between and across texts, including other media (e.g., film, play), and provide textual evidence.

Objectives:

Students will use their before, during, and after fear connections page to synthesize the different ways Sadako felt fear in comparison with their own personal connection.

Students will identify different media that show fear similar to the fear Sadako experiences, and they will film a one-minute movie of an example of fear similar to Sadako.

Vocabulary to know:

Text-to-Media – a type of connection when the anchor text is related to media **Media** – movies, TV, radio, etc.

Hook:

- -Activate prior knowledge by passing out the book <u>Sadako and the Thousand Paper</u> <u>Cranes</u> and the before, during, and after reading activity sheet
- -Allow students to fill-out the before, during, and after reading sheet with their own experience of a time when they felt afraid.
- -Have students, who are interested, share their experience with fear.

Introduction:

- -Allow students to read chapter three of the novel (guided reading, shared reading, or independent reading as is applicable to students).
- -As students are reading, and upon completion of their reading, have them complete their before, during, and after reading graphic organizer.
- -When students are completed with their chapter three reading, do a basic comprehension check to ensure they understand the events of the third chapter.

Activity:

- -Allow students to share their before, during, and after reading activity sheet in small groups and explain their different perspectives on Sadako's fear.
- -Introduce the Text-to-Media chart paper and explain "media" vocabulary
 - -As a class, make a list on the chart paper of all the different media examples/connections where fear is shown in a way similar to Sadako's fear.
 - -Make sure each connection is explained with evidence from both <u>Sadako and the Thousand Paper Cranes</u> and the media being described.
- -Put students in small groups and have them make a one-minute media clip where they have to show fear similar to that of the fear seen in Sadako in chapter three.
 - -The clip can be an example from a made-up movie, TV show, news program, etc.
- -Once students have made their media clips, have them be shown to the rest of the class and allow the audience to compare and contrast the shown media clip to the fear Sadako showed in the text.

In closing:

- Allow the students to vote on their favorite media clip from the class, and explain why the media clip was most effective in making a connection to Sadako and appealing to the audience.

Extension Activities:

- -Have students write scripts for their media clips that include dialogue and stage directions.
- -Let students research movie reviews online, and have them write a review of their own media clip to persuade viewers to want to watch their own one-minute show.



<u>Sadako and the Thousand Paper Cranes</u> By Eleanor Coerr

Chapter Three Fear

Directions: Before you read, describe a time when you felt afraid of something and what made you feel afraid. During your reading, describe Sadako's fears in regards to her running. After completion of your reading, describe Sadako's fears with her secret. Explain what is similar about all the fears and what is different about all the fears.

Before you read: Explain a time when you felt afraid and what that experience was like for you.		
During your reading: Explain Sadako's fears with her running.		
After your reading: Explain Sadako's fears with her secret.		
What are the similarities and differences y	ou see with all three of the fears?	
Similarities	Differences	



Sadako and the Thousand Paper Cranes Eleanor Coerr

Chapter Three Comprehension Questions

(TEKS 7.6B, 7.Fig19B, 7.Fig19C)
Sadako is very excited to be on the relay team. How does Sadako show her excitement, and how does this excitement develop the overall plot of the story?
An interpretive question is a question that can be answered different ways; however, the answer must be supported with text evidence. Write a question that could have two possible answers, and then answer the question showing both perspectives with text evidence for each perspective.
Question:
Answer with one perspective
Answer with a different perspective
Sadako didn't tell anyone about her dizziness. Make a <i>personal</i> connection to a time when you didn't tell someone about something, and explain how your situation is similar to Sadako's situation.



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Chapter Three Quiz
What event is Sadako excited to participate in as a chosen member from the bamboo class?
At the end of the race, what happens to Sadako?
On New Year's Eve, what does Sadako do in order to help with her secret?
What does Sadako's mom promise to buy Sadako when her family can afford it?

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Chapter Four Activity

Directions: Thinking about all you have read in <u>Sadako and the Thousand Paper Cranes</u> so far, write a literal question, interpretive question, evaluative question, and universal question. Then, switch your paper with a friend, and have them answer your questions.

Literal Question:
Friend's Answer:
Interpretive Question:
Friend's Answer:
Evaluative Question:
Friend's Answer:
Universal Question:
Friend's Answer:

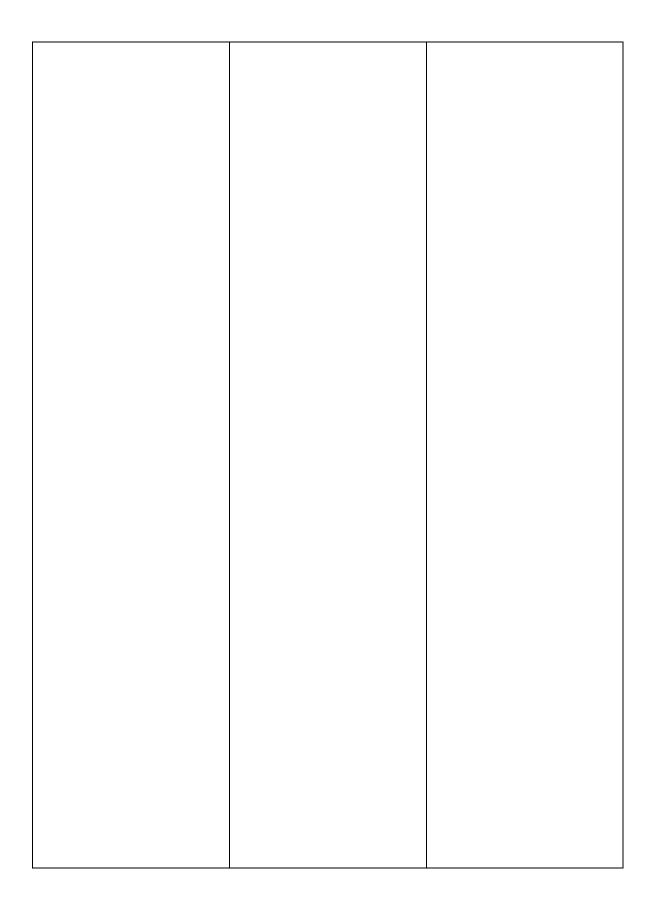


<u>Sadako and the Thousand Paper Cranes</u> By Eleanor Coerr

Chapter One, Chapter Four, Chapter Seven KWL

Directions: Before you read the chapter, put down information you already know about Sadako, the plot of the story, or overall character development in the K (know) section. Also, put down any questions you might have that you think could possibly be answered in the W (want to know section). As you read your chapter, and upon completion, put down what you learned about Sadako, the plot of the story, or overall character development in the L (learned) section. If one of your questions from the W (want to know) section is answered, cross it out with a line. If you have a new question, put it in the W (want to know) section.

Know	W ant to know	Learned





Chapter Four Activity Questions – Literal, Interpretive, Evaluative, Universal

(Before, During, and After reading activity is the KWL chart from chapter 1)

Materials Needed:

- -Sadako and the Thousand Paper Cranes by Eleanor Coerr
- -Before, during, and after reading activity sheet for chapter 4
- -Questions PowerPoint
- -Questions Worksheet

TEKS:

7.Fig19C - Reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images).

7.Fig19B - Ask literal, interpretive, evaluative, and universal questions of text.

Objectives:

Students will use their before, during, and after KWL chart to reflect on what they know, want to know, and what they learn. Students will identify gaps in their comprehension with what they want to know. Students will identify what they learned after reading the chapter.

Students will ask literal, interpretive, evaluative, and universal questions related to the novel.

Vocabulary to know:

Literal Question – A type of question with only one clear and direct answer **Interpretive Question** – A type of question which could have more than one answer, but the answer is supported with text evidence **Evaluative Question** – A type of question that asks an opinion **Universal Question** — A type of question that all people of tan wonder this will be a supported with the collaboration.

Universal Question – A type of question that all people often wonder, this will have no right or wrong answer and it considered abstract

Hook:

- -Activate prior knowledge by passing out the book <u>Sadako and the Thousand Paper</u> <u>Cranes</u> and the before, during, and after reading activity sheet
- -Allow students to put down what they already know about the book or the topic in the K section of their chart (from chapters 1-3)
- -After a few minutes, allow students to share with their peers what they already know about the novel

Introduction:

- -Allow students to read chapter four of the novel (guided reading, shared reading, or independent reading as is applicable to students).
- -As students are reading, and upon completion of their reading, have them complete the W and L sections of their KWL sheet.
- -When students are completed with their chapter four reading, do a basic comprehension check to ensure they understand the events of the fourth chapter.

Activity:

- -Go through the PowerPoint of the four types of questions
 - -have students work with partners as directed on the PowerPoint
 - -call on students to share with the class their questions and give appropriate feedback or assistance to help guide their instruction of the question types
- -When students appear ready, have them fill out their worksheet with one literal, one interpretive, one evaluative, and one universal question.
- -When students are ready, allow them to swap papers and answer one another's questions

In closing:

- -Have students share the most interesting question they answered and explain which type of question it was that they had to answer.
- -Continue to explain the four question types as students share their responses.

Extension Activities:

- -Have students develop interview questions for their favorite character in the novel. Make sure they include all the question types. Students can then put-down how they think their character might respond to the questions.
- -Have students write questions they think the characters in the story might ask one another. Have them put down the questions, which character is asking, the response, and who is responding. Then, have students explain character development through their questions and responses.



Questions

<u>Sadako and the Thousand Paper Cranes</u> Chapter 4 Activity

Questions

- O When reading, a helpful way to check your understanding or to get a better understanding of the text is to ask questions.
- O There are four types of questions that are important to know
 - O Literal questions
 - O Interpretive questions
 - O Evaluative questions
 - O Universal questions

Literal Questions

- O Literal questions have only one possible answer that can be proven in the text.
- 0 Examples:
 - O What is Sadako's last name?
 - O Where does Sadako live?
 - O How old is Masahiro?
- O With a partner, ask three literal questions and have your partner give the answers then switch roles.

Interpretive Questions

- O Interpretive questions have more than one possible answer, but they can be proven with text evidence.
- 0 Examples:
 - O How does Sadako handle the Peace Day events?
 - O In what ways do Sadako's parents show her support?

O With a partner, ask an interpretive question and have them explain their answer using text evidence then switch roles.

Evaluative Questions

- O Evaluative questions ask opinions.
- O Examples:
 - O Should Sadako have told her parents as soon she started feeling dizzy?
 - O Do you think Chizuko was really Sadako's best friend if Sadako didn't tell Chizuko her secret?
- O With a partner ask an evaluative question and get their opinion and then switch roles.

Universal Questions

O A universal question is a type of question that most people wonder. A universal question often has no real answer that all people can agree on.

0 Examples:

- O Are good luck symbols real?
- O What is friendship?
- O With a partner, ask a universal question and get their answer then switch roles.



Sadako and the Thousand Paper Cranes Eleanor Coerr

Chapter Four Comprehension Questions (TEKS 7.8A, 7.Fig19D, 7.6B, 7.Fig19B)

In the chapter, the text states, "Of course she didn't have leukemia. Why, the atom bomb hadn't even scratched her." This quote shows an example of personification (non-human things taking on human qualities/actions). What does the personification mean in the quote, and how does it help you understand the story?
Sadako experiences fear in this chapter. Although no one has directly told her she has the atom bomb disease, she has fear about what could happen. Make an inference, and use text evidence, to explain why Sadako is upset even when she is not exactly sure what is causing her to be in the hospital.
Explain Sadako's father's reaction to her being in the hospital and her being sick. What does his response tell you about what he is feeling or how he is trying to relate to Sadako?
When using an evaluative question, the question will ask for an opinion. (For example: <i>Should Sadako try to keep running even though she is in the hospital?</i>) Write an evaluative question in relation to the events from chapter four. Evaluative Question:



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Chapter Four Quiz

When Sadako's father hears that Sadako had fallen-down at school, what does he do to respond to the situation?
After completing tests at the hospital, what is Sadako diagnosed with?
When finding-out about her diagnosis, how long does Mr. Sasaki say Sadako will stay in the hospital for testing?
Sadako's family leaves the hospital to allow Sadako to rest. What does Sadako do when her family leaves her?



Chapter Five Activity Poetry

(Before, During, and After reading activity is a setting analysis)

Materials Needed:

- -Sadako and the Thousand Paper Cranes by Eleanor Coerr
- -Before, during, and after reading activity sheet for chapter 5
- -Poetry worksheet
- -Poetry PowerPoint
- -scrap paper

TEKS:

7.3C - Analyze how place and time influence the theme or message of a literary work.

7.4A - Analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.

Objectives:

Students will analyze the setting of chapter five and describe how the changes in setting influence Sadako and her environment.

Students will analyze graphical elements of a poem including line length and word position, and students will write their own poems.

Vocabulary to know:

Poetry – a type of literary work that doesn't follow standard grammar rules; poetry is more artistic in formatting

Line length – the number words in one line of a poem

Word position – where words are located on a poem (at the end of a line, middle, beginning, etc.)

Hook:

- -Activate prior knowledge by passing out the book <u>Sadako and the Thousand Paper</u> <u>Cranes</u> and the before, during, and after reading activity sheet
- -Allow students to write about Sadako's experience in the hospital so far
- -After a few minutes, allow students to share their thoughts on Sadako's hospital experience $\frac{1}{2} \int_{\mathbb{R}^{n}} \frac{1}{2} \int_{\mathbb{R}^{n$

Introduction:

-Allow students to read chapter five of the novel (guided reading, shared reading, or independent reading as is applicable to students).

- -As students are reading, and upon completion of their reading, have them complete their before, during, and after reading sheet.
- -When students are completed with their chapter five reading, do a basic comprehension check to ensure they understand the events of the fifth chapter, and allow them to explain how the changes in setting have changed Sadako.

Activity:

- -Go through the PowerPoint of the poem in chapter five
 - -challenge students to think about how the poem reads differently if the lines and words are placed differently and share their overall thoughts
 - -ask students to consider how capitalization would affect the poem if it were different and share their responses
- -Give students their poetry worksheet and have them write their own "one-sentence" poems.
 - -support students in analyzing their graphical elements to create meaning

In closing:

-Let students share their poems with the class.

Extension Activities:

- -Have students research other types of poems. Allow students to find a poem where they think they could make a Text-to-Text connection with the poem in chapter five. Have the students write about the poem they find and their connection.
- -Using other poems as an example, allow students to mimic the style of a different type of poem, and write another poem in relation to the novel. Let the students share their poem with their peers.



<u>Sadako and the Thousand Paper Cranes</u> By Eleanor Coerr

Chapter Five Activity Write a Poem

Directions: Look at Eleanor Coerr's poem from <u>Sadako and the Thousand Paper</u> <u>Cranes</u>. Analyze the word spacing, capitalization, line lengths, and any other aspects of the poem. Then, write your own poem about something related to the book. Coerr's poem is only one sentence. Try to keep your poem about one sentence.

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Eleanor Coerr's Poem

"Out of colored paper, cranes come flying into our house."

Write your own poem here:

How does your formatting (capitalization, line length and spacing, word spacing, etc.) add meaning to your poem?



Sadako and the Thousand Paper Cranes Eleanor Coerr

Chapter Five Comprehension Questions (TEKS 7.2E, 7.6B, 7.Fig19F, 7.6B)

Nurse Yasunaga speaks to Sadako <i>briskly</i> when she talks about receiving shots in the hospital. Using a dictionary, look-up the word <i>briskly</i> and determine which meaning exhibits how the nurse spoke to Sadako. Explain how the nurse speaks to Sadako using the definition you find.
Chizuko brings paper to make Sadako cranes, and Sadako's eyes fill with tears when she thinks of Chizuko's kindness. Thinking about this interaction with the two characters, explain how the plot develops with the introduction of paper cranes. Why are the cranes such a pivotal moment for Sadako?
Masahiro agrees to hang all of Sadako's cranes for her. In this action, Masahiro agrees to be helpful even before he recognizes the large amount of work it will cost him. Compare Masahiro to another character you know from a different book or movie. Make sure to explain who your character is, and how they are the same and different from Masahiro.
Sadako changes from the beginning of chapter five to the end of chapter five. Explain how Sadako changes and what events lead to her changes.



Name:	
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Eleanor Coerr
Chapter Five Quiz
When Chizuko visits Sadako in the hospital, she makes her a paper crane. What reason does Chizuko give for the cranes?
How long does Sadako believe it will take her to make a thousand paper cranes?
What does Masahiro promise to do with all of Sadako's cranes?
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When Sadako feels lonely in the hospital, what does she do to keep up her courage?



Chapter Six Activity Characters and Plot Development

(Before, During, and After reading activity is an analysis of character responses)

Materials Needed:

- -Sadako and the Thousand Paper Cranes by Eleanor Coerr
- -Before, during, and after reading activity sheet for chapter 6
- -Venn diagram worksheet

TEKS:

7.6B - Analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts.

Objectives:

Students will describe the relationships characters have with one another and will consider how that affects overall plot.

Students will compare and contrast characters and explain how character differences impact the story.

Vocabulary to know:

Venn diagram – graphic to shows similarities and differences between two things

Hook:

- -Activate prior knowledge by passing out the book <u>Sadako and the Thousand Paper</u> <u>Cranes</u> and the before, during, and after reading activity sheet
- -Allow students to write about Sadako's friendships so far in the novel
- -After a few minutes, allow students to share their thoughts on Sadako's friends.

Introduction:

- -Allow students to read chapter six of the novel (guided reading, shared reading, or independent reading as is applicable to students).
- -As students are reading, and upon completion of their reading, have them complete their before, during, and after reading sheet.
- -When students are completed with their chapter six reading, do a basic comprehension check to ensure they understand the events of the sixth chapter, and allow them to explain how the relationship Sadako had with Kenji changed the plot of the story.

Activity:

- -Lead a class discussion on Kenji and Sadako's friendship
 - -How was Kenji's experience in the hospital similar/different to Sadako's experience?

- -Since Kenji didn't have frequent visitors, how was his life affected?
- -Do you think Kenji considered Sadako a friend, or had he given up hope?
- -Pass-out the Venn diagrams, and allow students to compare and contrast both Kenji and Sadako

In closing:

-After completing the Venn diagrams, as a class discuss how the responses of Kenji to Sadako, as well as Sadako to Kenji, influenced the plot and changed the story.

Extension Activities:

- -Have students write about the hospital experience from Kenji's perspective and share it with their peers
- -Give students a plotline, and allow them to label the plotline with various character changes for Sadako. When completed, have them write a paragraph about how Sadako has changed throughout the novel thus far.



<u>Sadako and the Thousand Paper Cranes</u> By Eleanor Coerr

Chapter Six Friendship

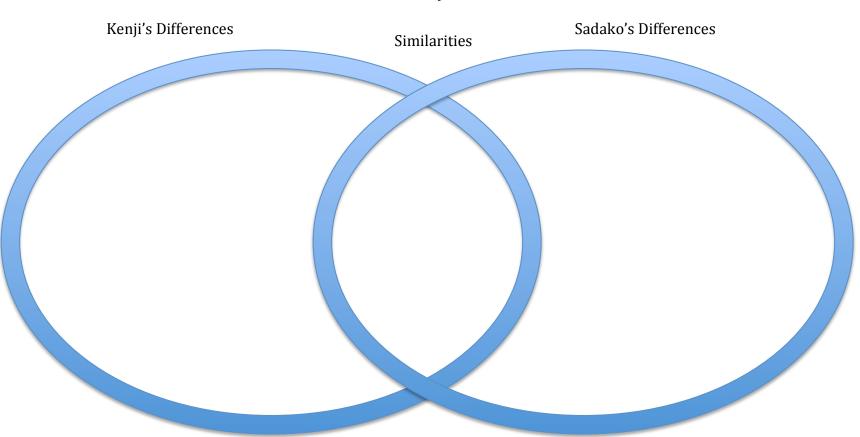
Directions: Think about Sadako's friendships and answer the following questions with complete sentences.

Before you read , write about the friendships Sadako has. How does Sadako respond to the friends she has? How do Sadako's friends influence her?
During your reading, write about Sadako's friendship with Kenji. How does Sadako respond to Kenji? How do you think Sadako feels about Kenji?
After your reading, write about what happens with Kenji and how Sadako responds. What does Sadako do and say? What do you think Sadako is feeling?



<u>Sadako and the Thousand Paper Cranes</u> By Eleanor Coerr

Chapter Six Activity Character Analysis



On the back of your paper, write a paragraph to explain how the relationship between Kenji and Sadako is an important part of the story.



Sadako and the Thousand Paper Cranes Eleanor Coerr

Chapter Six Comprehension Questions (TEKS 7.8A, 7.2B, 7.Fig19D, 7.Fig19C)

In learning and practicing how to make paper cranes, the text describes Sadako saying, "Now the birds were perfectly folded. <i>Her fingers were sure</i> and worked quickly without any mistakes." What does this tell you about Sadako's crane making?
When Sadako meets Kenji, Kenji describes his condition with a "weary sigh." What text evidence can you find that helps to explain what his "weary sigh" means?
While Kenji knows about the paper cranes, he doesn't have any hope in them? Why do you think Kenji responds like he does? What evidence from the text supports your thoughts?
When Sadako asks Nurse Yasunaga if she is going to die next, the nurse denies the possibility of Sadako dying next and talks about her living to be an old woman. Why do you think the nurse responds in this way? How have you seen someone offer hope when it may or may not be true?



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Chapter Six

Quiz
When Sadako felt weak, what could she often be found doing?
Why does Sadako feel that Kenji can't have leukemia?
What does Sadako send to Kenji in his hospital room?
What does Nurse Yasunaga tell Sadako when she is asked if Sadako will die next?



Chapter Seven Activity

(Before, During, and After reading activity is the KWL from Chapters 1 and 4)

Materials Needed:

- -Sadako and the Thousand Paper Cranes by Eleanor Coerr
- -Before, during, and after reading activity sheet for chapter 7
- -Inferences worksheet

TEKS:

7.Fig19C - Reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images).

7.Fig19D - Make complex inferences about text and use textual evidence to support understanding

Objectives:

Students will use their before, during, and after KWL chart to reflect on what they know, want to know, and what they learn. Students will identify gaps in their comprehension with what they want to know. Students will identify what they learned after reading the chapter.

Students will make an inference with text evidence as to how Sadako's mother handles Sadako's illness.

Vocabulary to know:

Inference – a conclusion or understanding that is not directly stated but reasoned through implied understanding from text evidence and background knowledge

Hook:

- -Activate prior knowledge by passing out the book <u>Sadako and the Thousand Paper</u> <u>Cranes</u> and the before, during, and after reading activity sheet
- -Allow students to put down what they already know about the book or the topic in the K section of their chart (from chapters 1-6)
- -After a few minutes, allow students to share with their peers what they already know about the novel

Introduction:

- -Allow students to read chapter seven of the novel (guided reading, shared reading, or independent reading as is applicable to students).
- -As students are reading, and upon completion of their reading, have them complete their before, during, and after reading sheet.

-When students are completed with their chapter seven reading, do a basic comprehension check to ensure they understand the events of the seventh chapter, and allow them to share their thoughts or questions connected to the novel.

Activity:

- -Lead a class discussion about what is noticed about Mrs. Sasaki in chapter seven
 - How does she respond to Sadako?
 - Why do you think Mrs. Sasaki quotes poems?
 - Using your own background knowledge, what do you think Mrs. Sasaki is feeling?
- -Discuss the concept of an inference
 - -(background knowledge + evidence = inference)
 - -practice/model making a class inference using a different character
- Give students their inferences worksheet and guide them through using text evidence to support their inferences.

In closing:

-Allow students to share how their own background knowledge and text evidence helped them to make inferences.

Extension Activities:

- -Have students make an inference about another character in the novel and write a paragraph to compare and contrast Mrs. Sasaki to the other character.
- -After completing the inference of Mrs. Sasaki, have students take the opposite perspective and do an inference for Sadako and how she copes with her mom's actions, attitude towards her illness, etc.



<u>Sadako and the Thousand Paper Cranes</u> Eleanor Coerr

Chapter Seven Comprehension Questions

(TEKS 7.8A, 7.6B, 7.8A, 7.6B)
A hyperbole is a type of figurative language that shows exaggeration (E.g., The days <i>lasted forever</i>). The first sentence of chapter seven contains a hyperbole. What is the hyperbole in the sentence?
Write a new sentence about the hospital with a hyperbole.
Multiple characters bring Sadako different gifts when she is in the hospital. What are some of the gifts Sadako receives? Why do you think the characters are bringing gifts to Sadako?
When Sadako uses a metaphor and says, "I'm such a turtle!" what does it tell you about her overall mood and how she is feeling?

When Mrs. Sasaki leaves the hospital room at the end of chapter seven, she whispers a poem. What does the poem tell you about Mrs. Sasaki and how she is handling Sadako's leukemia?



<u>Sadako and the Thousand Paper Cranes</u> By Eleanor Coerr

Chapter Seven Activity Inference

Directions: Using your own background knowledge, and evidence from the text, make an inference to how Sadako's mother is feeling and coping with Sadako's illness.

lliness.
Background Knowledge: What do you know about hospital stays or severe illnesses that can help you understand what Mrs. Sasaki might be feeling?
Evidence from the text: Explain some of the events from chapter seven that show Mrs. Sasaki coping with Sadako's hospital stay and illness.
Inference: Using <i>both</i> your background knowledge and the evidence you found from the text in the chapter, explain how you think Sadako's mother is feeling and coping with Sadako's illness. Use your background knowledge and evidence to support your answer.



Name:

Chapter Seven Quiz
What gift does the bamboo class send to Sadako to cheer her up?
Why is Sadako unable to eat the expensive food her parents bring her to the hospital?
What gift does Eiji send, and what is the gift for?
Sadako laughs about the crumpled piece of paper. What is funny about the paper to Sadako?



Chapter Eight Activity

(Before, During, and After reading activity is a text connections graphic organizer)

Materials Needed:

- -Sadako and the Thousand Paper Cranes by Eleanor Coerr
- -Before, during, and after reading activity sheet for chapter 8
- -Theme writing worksheet
- -chart paper (labeled "themes") and marker for each student

TEKS:

7.Fig19C - Reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images).

7.3A - Describe multiple themes in a work of fiction.

Objectives:

Students will monitor their own comprehension by making Text-to-Self connections

Students will identify and describe themes found in the novel.

Vocabulary to know:

Theme – a big idea that can be taken away after reading

Hook:

- -Activate prior knowledge by passing out the book <u>Sadako and the Thousand Paper</u> Cranes and the before, during, and after reading activity sheet
- -Allow students to make a personal connection with what they know about Sadako and their own life
- -After a few minutes, allow students to share with their peers what they already know about Sadako and how it is similar to their own lives

Introduction:

- -Allow students to read chapter eight of the novel (guided reading, shared reading, or independent reading as is applicable to students).
- -As students are reading, and upon completion of their reading, have them complete their before, during, and after reading sheet.
- -When students are completed with their chapter eight reading, do a basic comprehension check to ensure they understand the events of the eighth chapter.

Activity:

- -Ask the students to think about one word to describe the main idea of reading <u>Sadako and the Thousand Paper Cranes</u> (Give an example, like "perseverance", and explain how reading the novel helps readers know they can have "perseverance" in hard situations. (Use this time to teach the vocabulary word, "theme").
 - -With their markers and chart paper, have each student come-up and put down their big idea/theme from the story.
 - -Allow various students to explain their theme/big idea and guide them in using text evidence to support their ideas
 - -Explain how the big ideas can show the theme because they are what a reader "takes away" from a story
- -Have students work on their theme worksheet and assist them in supporting their themes with text evidence.

In closing:

-Allow students to share their themes with the class.

Extension Activities:

- -Have students create an acrostic poem of their theme with the poem identifying factors from the text that support their theme.
- -Using one of the themes from the story, have students make a plotline showing events where the theme was supported in the exposition, rising action, climax, falling action, and resolution of the story.



Sadako and the Thousand Paper Cranes By Eleanor Coerr

Chapter Eight Make Connections to Sadako

Directions: Before, during, and after reading make personal connections to Sadako.

Diffections. Defore, during, and after read	ing make personal connections to sadako.
Before reading what do you know	Before reading how can you relate to
about Sadako?	what you know about Sadako? Explain
	your answer.
During reading what do you learn	During reading how can you relate to
about Sadako?	what you learn about Sadako? Explain
	your answer.
A.C. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.	A.C. 1: 1
After reading what can you conclude	After reading how can you relate to
about Sadako?	what you conclude about Sadako?
	Explain your answer.



Sadako and the Thousand Paper Cranes Eleanor Coerr

Chapter Eight Comprehension Questions (TEKS 7.2B, 7.6B, 7.Fig19D, 7.8A)

Mrs. Sasaki misses having a "lively" Sadako. Based on clues you see in evidence from the text, and what you know about Sadako, explain what Mrs. Sasaki means.
Sadako had to deal with pain from her medical treatments, but she also had to deal with pain in fear of death. What does this tell you about Sadako at this point in the book? How has Sadako changed?
Sadako asks her mother why she was given a kimono. Why do you think Sadako's mother gave her a kimono? Answer the question using what you know about Sadako and her family.
A simile is a comparison using <i>like</i> or <i>as.</i> When describing Sadako and her kimono the text uses a simile saying, "Everyone agreed that <i>she was like a princess</i> in the kimono." What does the simile tell you about Sadako and her kimono? What emotional responses did people have when they saw Sadako in her kimono?



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Chapter Eight Ouiz

Quiz
As Sadako is feeling better, where does she get to go for a visit?
For what reason does Sadako's mother put a lantern outside?
What does Sadako request to happen when she dies?
What special gift does Sadako's mother sew for her?



<u>Sadako and the Thousand Paper Cranes</u> By Eleanor Coerr

Chapter Eight Activity Theme Descriptions

Directions: After identifying themes on the classroom theme chart, pick two themes you see in the novel and then explain how you see the themes in the novel using evidence (events) from the text.

Theme:
Explanation of theme using evidence (events) from the text:
Theme:
Explanation of theme using evidence (events) from the text:



Sadako and the Thousand Paper Cranes By Eleanor Coerr

Chapter Nine Literary Critique Notes

Directions: Use this page to make notes in preparation for your literary critique presentation.

What did you like about the novel that would cause you to recommend it to other
readers?
What did you dislike about the novel that might make you want to tell a reader to
find another book?
If you could give the book a grade, what grade would you give it? Explain.
in you could give the book a grade, what grade would you give it: Explain.
What age group do you think should read this book? Explain
If you could only make one comment about the book, what would you say?

you would like to add, into one literary critique presentation. Remember to start with an introduction to the book, a middle where you explain your thoughts, and a closing where you summarize your main points. Literary Critique:

Directions: Using your notes, combine all of your information, and anything else



Chapter Nine Activity

(Before, During, and After reading activity is a summary paper)

Materials Needed:

- -Sadako and the Thousand Paper Cranes by Eleanor Coerr
- -Before, during, and after reading activity sheet for chapter 9
- -Literary Critique Notes Sheet

TEKS:

7.Fig19C - Reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images).

7.27A - Present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.

Objectives:

Students will monitor their own comprehension by writing a summary of the main ideas in the text

Students will present a critique of <u>Sadako and the Thousand Paper Cranes</u> to their classmates with clear ASL, eye contact, and effective explanations as to why they did/did not like the novel.

Vocabulary to know:

Literary critique – a review of a piece of literature to explain either positive or negatives thoughts about the piece

Hook:

- -Activate prior knowledge by passing out the book <u>Sadako and the Thousand Paper</u> <u>Cranes</u> and the before, during, and after reading activity sheet
- -Allow students to answer some of the W questions from their graphic organizer
- -After a few minutes, pick one or two students to summarize what they have read in the novel with main ideas only. Offer feedback for the ASL summaries given (include clear ASL, eye contact, effective explanations in your feedback to help encourage the critiques that will be presented in the lesson).

Introduction:

-Allow students to read chapter nine of the novel (guided reading, shared reading, or independent reading as is applicable to students).

- -As students are reading, and upon completion of their reading, have them complete their before, during, and after reading sheet.
- -When students are completed with their chapter nine reading, do a basic comprehension check to ensure they understand the events of the last chapter.

Activity:

- -Ask the students to give their overall opinion of the novel.
 - What did you like about the novel?
 - -What did you dislike about the novel?
 - -Did you find the characters relatable? Why or why not?
 - -Would you recommend the book to a friend? Why or why not?
- -Pass out the literary critique notes sheet and allow students to plan a short (1-2 minute) presentation where they will critique the novel in front of their peers.
 - The information on the first page of the sheet is for notes to help guide their literary critique presentation.
 - -The second page is for students to either write their critique or to list bullet points for what they will say in their literary critique (how students use the second page is dependent on their public speaking skills).
- -Review basics in giving speeches:
 - -eye contact
 - -clear ASL
 - -appropriate speed of signing
 - -staying on topic

In closing:

-Allow students to give their literary critique presentations

Extension Activities:

- -Have students write a literary critique about the novel for their local library or bookstore.
- -Give students the opportunity to research young adult book reviews online, and then have the students write a comparison between if they would rather recommend <u>Sadako and the Thousand Paper Cranes</u> or another book to a friend.



Sadako and the Thousand Paper Cranes By Eleanor Coerr

Chapter Nine
Summarizing the novel Directions: Answer the W questions (Who, What, When, Where, Why) before, during, and after reading, and then write a complete summary of the main ideas from the novel.
Before reading the chapter: Who are the main characters in the novel?
When does the story take place?
During reading of the final chapter: Where are the specific places the story takes place?
After reading of the final chapter: What are the main events that happen in the novel?
Why is Sadako's story important?
Summary of the main events from the beginning, middle, and end of the novel:



<u>Sadako and the Thousand Paper Cranes</u> Eleanor Coerr

Chapter Nine Comprehension Questions

(TEKS 7.Fig19B, 7.8A, 7.Fig19D, 7.3A)

A universal question is a question that is commonly wondered, that may not have a clear answer, and one that many people might ask. At the beginning of chapter nine, the text asks, "Would she live on a heavenly mountain?" and "Did it hurt to die?" Write two more universal questions related to Sadako.

Universal question #1:
Universal question #2:
Personification is giving human qualities to non-human things. In talking about Sadako's struggles to focus on things other than death, the text states, "As soon as she concentrated on something else, death crept back into her mind." Explain what this tells you about Sadako's struggle.
In Sadako's last moments, the text states, "She was part of that warm, loving circle where she would always be" in reference to being with her family. Using what you know about Sadako, and your own experience with close family or friends, explain what this quote means to you.
A theme is a big idea that can be taken away after reading. What is a theme from the story?



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Chapter Nine Quiz
What is Sadako too clumsy to do in her last days?
When Dr. Numata comes in and feels Sadako's forehead, what does he take out of her hands?
What makes Sadako feel stronger as she feels her life slipping away?
What do the cranes appear, or seem to be doing, as Sadako looks at them for the last time?



Sadako and the Thousand Paper Cranes By Eleanor Coerr

Appositive phrases are nouns or noun phrases (a group of words that can represent one noun) that are used to describe a noun right beside it. Appositive phrases have a comma before and after their use.

For example:

Mrs. Sasaki, **Sadako's mother**, stayed with Sadako while she was sick.

The appositive phrase describes Mrs. Sasaki

The book, **Sadako and the Thousand Paper Cranes**, provided hope for children.

Directions: Add commas where they should go to separate the appositive phrases for the following sentences.

- 1. Chizuko one of Sadako's friends loved to run and play.
- 2. The hospital room the place where Sadako slept smelled old.
- 3. Peace Day a day of celebration was full of festivities.

Directions: Write a paragraph about Sadako's life. In your paragraph, include at least three sentences containing appositive phrases.

7.19C - Use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.



Name:

Sadako and the Thousand Paper Cranes By Eleanor Coerr

Compound sentences are sentences that contain two simple sentences (sentences with a complete subject and predicate). Compound sentences are frequently combined by a coordinating conjunction.

Coordinating conjunctions are words that are used to connect two simple sentences in order to make a compound sentence. A comma is always placed right before the coordinating conjunction in compound sentences. The following are coordinating conjunctions:

F or	
A nd	
Nor	
B ut	
0 r	
Y et	
So	FANBOYS is an easy way to remember the coordinating conjunctions!

Example:

Sadako is a girl. She gets sick with leukemia.

You have two simple sentences that could be made into one compound sentence by adding a comma and a coordinating conjunction.

Sadako is a girl, **and** she gets sick with leukemia.

By adding a comma and a coordinating conjunction, the two simple sentences are now one complete compound sentence.

Directions: Rewrite the following sentences to make them into compound sentences. Don't forget to add your comma before your coordinating conjunctions.

- 1. Kenji did not feel well. He still went outside.
- 2. Mr. Sasaki left work. He arrived at the hospital.
- 3. The kimono was beautiful. Sadako's mom wanted her to wear it everyday.
- 4. Sadako wanted to go to school. She would get to race in the competition.

Directions: Write three compound sentences about <u>Sadako and the Thousand</u> P S

Paper Cranes. Make sure t	to include a coordinating conjunction that connects to	wc
simple sentences.		
1.		
2.		

3.



Sadako and the Thousand Paper Cranes By Eleanor Coerr

Directions: Capitalization is an important part of grammar that gives clues to your reader to show important people, places, etc. Looking at the following paraphrased paragraph of the prologue from <u>Sadako and the Thousand Paper Cranes</u>, edit the writing for correct capitalization.

Hint: Remember to always capitalize:
Proper nouns (think about people and places)
The pronoun "I"
Names of holidays
Days and months
Beginning of sentences

sadako sasaki was born in japan in 1943. she

líved a short life, and sadako passed away in 1955.

radiation created negative effects for people in

híroshima, and many people died from this effect of

world war II. when the united states air force

dropped the thunderbolt, there were some

consequences for the japanese people. the story of

sadako's courage will live on for many years to come.

7.19C - Use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.



Name:

Sadako and the Thousand Paper Cranes By Eleanor Coerr

Linking verbs are words that connect the subject to its description. In some sentences, the linking verb will be the only verb with no action verbs shown.

For example:

Sadako **is** excited to celebrate Peace Day.

Is connects the subject (Sadako) to her description (being excited).

Some common linking verbs include:

is are

was were

- **Is** is used when the subject is singular and the sentence is in present tense.
- **Are** is used when the subject is plural and the sentence is in present tense.

For example:

Sadako and Kenji **are** characters in the story.

Are connects a plural subject (Sadako and Kenji) to their present description (characters).

Mrs. Sasaki is Sadako's mother.

Is connects a singular subject (Mrs. Sasaki) to her present description (mother).

- **Was** is used when the subject is singular and the sentence is in past tense.
- **Were** is used when the subject is plural and the sentence is in past tense.

For example:

Chizuko was happy to run with Sadako.

Was connects a singular subject (Chizuko) to a past tense description (happy).

The children **were** sad.

Were connects a plural subject (children) to a past tense description (sad).

Directions: Using information you know from <u>Sadako and the Thousand Paper Cranes</u>, write the following types of sentences on the topic of the book.

- 1. Write a sentence containing a present tense linking verb with a singular subject.
- 2. Write a sentence containing a past tense linking verb with a plural subject.
- 3. Write a sentence containing a present tense linking verb with a plural subject.
- 4. Write a sentence containing a past tense linking verb with a singular subject.

7.19C - Use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.



Name:

Sadako and the Thousand Paper Cranes By Eleanor Coerr

Verbs in a sentence are often used to show action or connect ideas to show a description. With verbs, they can show tense which means time.

Action verbs that are in <u>past tense often add -ed</u> to the end of the regular verb.

Action verbs that are in present tense stay as they are is their present tense form.

Action verbs that are in <u>future tense often add the word will</u> in front of their present tense form.

Directions: Identify whether the following sentences show verbs in past tense, present tense, or future tense.

preser	it tense, or future tense.
1.	Sadako sprinted home from school.
2.	Children will remember Sadako forever.
3.	Kenji plays outside by himself.
	tions: Write a paragraph in relation to <u>Sadako and the Thousand Paper</u> <u>s</u> , and keep your writing in <i>present tense</i> only.
	tions: Write a paragraph in relation to <u>Sadako and the Thousand Paper</u> s, and keep your writing in <i>past tense</i> only.

7.17B - Write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context.



Name:

<u>Sadako and the Thousand Paper Cranes</u> By Eleanor Coerr

Directions: Sadako spent a lot of time in the hospital when she was sick with leukemia. In order to give Sadako hope, various characters brought her gifts or spent time with her. Another way to offer hope would be to write a letter to Sadako. For this writing assignment, follow the format below, and write a letter to encourage Sadako during her stay in the hospital.

(Date)
Dear Sadako,
(Greeting: Establish your purpose for writing)
(Body: Share your opinion on how Sadako can have hope. Write encouragement to Sadako)
(Closing: Send "well wishes" to Sadako and say goodbye)
Best wishes, (Signature)



<u>Sadako and the Thousand Paper Cranes</u> By Eleanor Coerr

Directions: After reading the prologue for <u>Sadako and the Thousand Paper Cranes</u>, answer the W questions with complete sentence, and then write a summary of all the main ideas using complete sentences.

Who will the story be about?
What historical event happened during Sadako's lifetime? What happened to Sadako because of the historical event that happened?
When did Sadako live?
Where did the story take place? Where did the Air Force come from?
Why did Sadako die? Why did Sadako become a heroine to children in Japan?
Summary of the main ideas:
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Sadako and the Thousand Paper Cranes

Prologue – This story is based on the life of a real little girl who lived in Japan from 1943 – 1955. She lived in Hiroshima when the United States dropped an atom bomb on the city to try to end WWII. 10 years later she died because of radiation from the bomb.

Chapter 1 – Sadako loved to run. One morning in August of 1954, she ran outside and saw that it was a beautiful day. She went back in where her sister and 2 brothers were sleeping. She poked her brother to wake him up and said "Get up lazy! It's Peace Day!!" Sadako wanted to hurry and go to the carnival, but her mom reminded her that Peace Day was about remembering those who died when the atom bomb was dropped. Sadako's mom reminded her that her own grandmother died the day that the bomb was dropped.

Chapter 2 – Sadako ran to her friend Chizuko's house. They were best friends! The two girls ran and Sadako's mother and father laughed because Sadako ran everywhere. Her father was very proud of her because she was a very fast and strong runner. When they arrived at Peace Park, the walls had pictures of all of the people who had died from the bomb. Sadako didn't want to look at them. She told Chizuko that she remembered the day of the bomb. She said there was a BRIGHT LIGHT and then heat that prickled her skin.

Chapter 3 – In the fall, Sadako ran home and yelled "I'm home!" She was so excited! She had been chosen to be in the relay race for her class and she knew if they won, she would be on the team when she went to Jr High the following year. Her father was very proud of her. Sadako practiced running everyday. Finally the day of the race arrived and Sadako became nervous. The race started and she ran as fast as she could...

Chapter 4 – Sadako felt like her prayers had worked because she felt healthy and strong, but one day, she was running at school when she fell to the ground. She could not stand up. Mitsue ran home to let her father know what had happened. He left his work and took Sadako to the hospital. The Dr examined her and then met with her parents in private, but she heard the word "Leukemia" and that scared her.

Chapter 5 – The next morning, Sadako woke up and hoped that yesterday had been a bad dream, but it was not. She was in the hospital and a nurse came in to give her a shot and told her that she would get used to getting shots. Later, Sadako's friend Chizuko came in with a surprise for Sadako. It was a gold piece of paper. She cut it into a square and then folded it until it was a paper crane. She reminded Sadako of the old story about the crane. If a sick person folds 1000 paper cranes, then...

Chapter 6 - Everyone was saving paper to fold into cranes. The nurse saved papers from medicine and her brother Masahiro hung all of the birds that she folded.

Several months went by and sometimes, Sadako felt almost well. She understood that she had leukemia and that some people did recover, but the Dr said she still had to stay in the hospital. She never stopped hoping that one day she would get well. Sadako had folded over 300 birds so far. Sometimes, she got too tired to be able to fold paper cranes and she would just look out that window.

Chapter 7 – June was very rainy. The sky was dark and gray and rain drops dripped from the trees. Sadako was weak and pale. Her class sent her a doll to try to cheer her up. Her mom brought all of her favorite foods wrapped up in a bundle but it didn't do any good because Sadako couldn't eat it because her mouth hurt. Sadako was upset because she made her mother sad, but her mother tried to comfort her.

Chapter 8 – July....last week Sadako seemed to be getting better. She was able to go home and be there for the O Bon celebration. It is a celebration to allow the spirits of those who had died to come back and visit their loved ones. The house had been cleaned and Sadako was happy. For several days, friends and family came to visit. Sadako became very tired again and her mother was very sad because she didn't have much energy like she did in the past.

Chapter 9 – Sadako became more and more weak. She wondered about what would happen when she died. She wondered if she would live on a heavenly mountain? Did it feel like falling asleep? Sadako couldn't think about anything else. Around the middle of October, Sadako became so tired she couldn't even fold a paper bird. The doctor told her to just rest and she could make more birds tomorrow.

Chapter Discussion Questions

Chapter 1 – What is a special celebration that you look forward to every year? Maybe July 4th? Your birthday? Or maybe some other day. What do you like to celebrate? Describe it.

Chapter 2 – Do you have a best friend or someone you are very close to? It could be a classmate, a friend, or even a family member. What is it about that person that makes them a good friend? Describe the qualities of a good friend.

Chapter 3 – Have you ever been really excited about something? Were you so excited that you just had to tell someone? What were you excited about and who did you tell? If you haven't experienced that, what is something that you think

Chapter 4 – Lots of people believe in different symbols, or various things that bring them good luck. Some people think the number 7 is lucky, or a horseshoe, etc. Some people some clothing is lucky. Do you have anything that you feel makes you lucky? Maybe it's just something that makes you feel good. What is it and why do you think it's lucky or makes you feel good?

Chapter 5 – Can you make anything out of paper? Sadako's friend showed her about making a paper crane. Can you make one? Can you make something else? Describe how to make either a paper crane or something else out of paper. Even if it is folding paper to play a game like football, how do you fold it and what do you do with it after you've made it.

Chapter 6 – Have you ever been so tired that you just couldn't do anything? If so, what caused you to be so tired? If you haven't, have you ever seen someone else be that tired? Why were they tired?

Chapter 7 – How does it make you feel when the weather is bad for a long time? Some people like the cold, some people prefer when it's hot. What do you like best? Why do you like the weather like that?

Chapter 8 – How do you think Sadako felt about going home for the O Bon celebration? Was she happy? Was she sad? Happy...why? Sad...why?

Chapter 9 – Sadako wondered if she would go and live on the Heavenly Mountain when she died. What do you think the Heavenly Mountain may look like in Sadako's mind?



Chapter 1

What event is Sadako excited to participate in and celebrate? A: Sadako is excited to participate in the Memorial Day.

Who does Sadako remember with the dropping of the atom bomb, and what happened to the character Sadako remembers?

A. Sadako remembers her grandmother, Oba Chan, for being killed.

What is the "atom bomb disease," and what caused the disease?

A. The disease is called leukemia, and it was caused by radiation from the bomb dropped on Hiroshima.

What does Sadako see that makes her feel she will have good luck?

A. Sadako sees a spider that she believes will cause good luck.

Chapter 2

Who is Chizuko, and how long has Sadako known her? A: Chizuko is Sadako's best friend, and they have known each other since kindergarten.

What name is used to describe the atom bomb? A: People call the atom bomb "The Thunderbolt."

How did people enter the Peace Park?

A: The people entered the park in silence.

What did Sadako do when bomb victims came near her?
A: Sadako turned away when bomb victims came near her.

Chapter 3

What event is Sadako excited to participate in as a chosen member from the bamboo class?

A: Sadako is excited to participate in a relay race.

At the end of the race, what happens to Sadako?
A: Sadako feels strange and dizzy at the end of the relay race.

On New Year's Eve, what does Sadako do in order to help with her secret? A: Sadako tries to wish away her dizzy spells on New Year's Eve.

What does Sadako's mom promise to buy Sadako when her family can afford it? A: Sadako's mom promises to buy Sadako a kimono.

Chapter 4

When Sadako's father hears that Sadako had fallen-down at school, what does he do to respond to the situation?

A: Sadako's father brings Sadako to the Red Cross Hospital.

After completing tests at the hospital, what is Sadako diagnosed with?

A. Sadako is diagnosed with leukemia which is also know as "the atom bomb disease."

When finding-out about her diagnosis, how long does Mr. Sasaki say Sadako will stay in the hospital for testing?

A. Mr. Sasaki tells Sadako she will likely stay in the hospital for a few weeks.

Sadako's family leaves the hospital to allow Sadako to rest. What does Sadako do when her family leaves her?

A. When her family leaves, Sadako buries her head in her pillow and cries.

Chapter 5

When Chizuko visits Sadako in the hospital, she makes her a paper crane. What reason does Chizuko give for the cranes?

A. Chizuko believes, "If a sick person folds one thousand paper cranes, the gods will grant her wish and make her healthy again."

How long does Sadako believe it will take her to make a thousand paper cranes? A. Sadako thinks she can make a thousand paper cranes in a few weeks.

What does Masahiro promise to do with all of Sadako's cranes?

A. Masahiro promises to hang all of Sadako's cranes from the ceiling for her.

When Sadako feels lonely in the hospital, what does she do to keep up her courage?

A. In order to keep-up her courages, Sadako folds more paper cranes.

Chapter 6

When Sadako felt weak, what could she often be found doing?

A. When she felt weak, Sadako could often be found sitting looking out the window with her golden crane in her lap.

Why does Sadako feel that Kenji can't have leukemia?

A. Because Kenji wasn't even born during the time of the atom bomb, Sadako struggles to believe that Kenji could have leukemia?

What does Sadako send to Kenji in his hospital room?

A. Sadako sends Kenji a big paper crane to his room.

What does Nurse Yasunaga tell Sadako when she is asked if Sadako will die next?

A. Nurse Yasunage reassures Sadako that she will not die, and when she finishes her thousand paper cranes, she will live to be an old lady.

Chapter 7

What gift does the bamboo class send to Sadako to cheer her up?

A. The bamboo class sends Sadako a Kokeshi doll to cheer her up.

Why is Sadako unable to eat the expensive food her parents bring her to the hospital?

A. Sadako's gums are swollen so much that she is unable to chew the expensive food her parents bring her.

What gift does Eiji send, and what is the gift for?

A. Eiji sends Sadako a silver piece of paper for another crane.

Sadako laughs about the crumpled piece of paper. What is funny about the paper to Sadako?

A. Sadako thinks the paper smells like chocolate, and she laughs at the idea of the gods liking chocolate.

Chapter 8

As Sadako is feeling better, where does she get to go for a visit?

A. Sadako gets to go home for a visit as she is feeling better.

For what reason does Sadako's mother put a lantern outside?

A. Sadako's mother puts a lantern outside, so the spirits can find their way in the dark.

What does Sadako request to happen when she dies?

A. Sadako requests her favorite bean cakes be put on the altar for her spirit when she dies.

What special gift does Sadako's mother sew for her?

A. Sadako's mother sews her a kimono.

Chapter 9

What is Sadako too clumsy to do in her last days?

A. Sadako is too clumsy to be able to make paper cranes in her last days.

When Dr. Numata comes in and feels Sadako's forehead, what does he take out of her hands?

A. Dr. Numata takes paper out of Sadako's hands.

What makes Sadako feel stronger as she feels her life slipping away? A. The cranes make Sadako feel stronger as her life slips away.

What do the cranes appear, or seem to be doing, as Sadako looks at them for the last time?

A. The cranes seem to be real to Sadako and free as they fly out the window.