

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 Sadako and the Thousand Paper Cranes 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.