

Teacher Guide

Grades 3–4

Sadako and the Thousand Paper Cranes

Eleanor Coerr

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SADAKO AND THE THOUSAND PAPER CRANES

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Teacher Guide

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Note

The Dell Yearling paperback edition of the book was used to prepare this guide. The page references may differ in other editions.

Please note: Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with your class.

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Table of Contents

Summary	3
Introductory Activities	3
Nine Chapters and Epilogue.....	9
Chapters contain: Vocabulary Words and Activities, Discussion Questions, Supplementary Activities, Predictions	
Post Reading Questions	24
Post Reading Activities	25
Crane Puzzle Activity	28
Map Activity	30
Assessment for <i>Sadako and the Thousand Paper Cranes</i>	31

Skills and Strategies

Thinking

Brainstorming, classifying
and categorizing, evaluating,
analyzing details,
synthesizing ideas,
comparing and contrasting

Literary Elements

Character, setting, plot
development, story map,
figurative language, symbol,
point of view

Vocabulary

Synonyms/antonyms,
multiple meaning words

Comprehension

Predicting, sequencing,
cause/effect, inference,
compare information from
more than one source

Writing

Narrative, expository,
descriptive, persuasive

Listening/Speaking

Participation in discussion
and cooperative groups,
entertain others with
dramatic activities

Using Character Attribute Webs

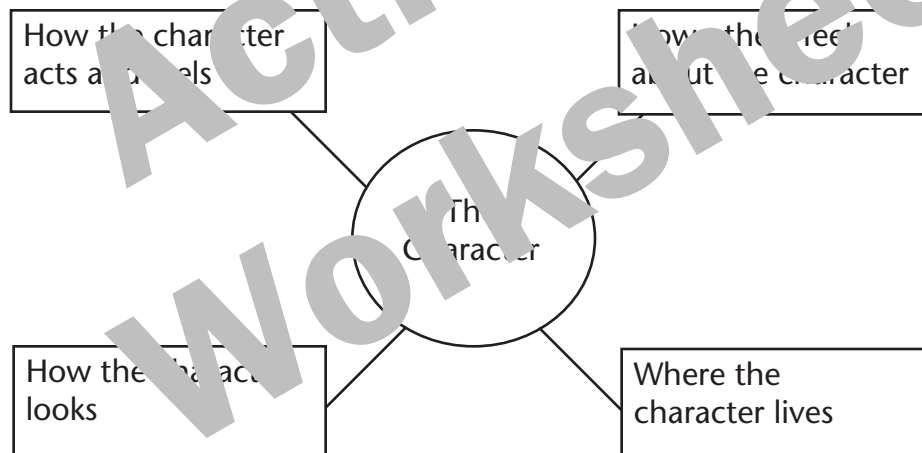
Attribute webs are simply a visual representation of a character from the novel. They provide a systematic way for the students to organize and recap the information they have about a particular character. Attribute webs may be used after reading the novel to recapitulate information about a particular character or completed gradually as information unfolds, done individually, or finished as a group project.

One type of character attribute web uses these divisions:

- How a character acts and feels. (How does the character feel in this picture? How would you feel if this happened to you? How do you think the character feels?)
- How a character looks. (Close your eyes and picture the character. Describe him to me.)
- Where a character lives. (Where and when does the character live?)
- How others feel about the character. (How does another specific character feel about our character?)

In group discussion about student attribute webs and specific characters, the teacher can ask for backup proof from the novel. The teacher can also include inferential thinking (higher order thinking).

Attribute webs need not be confined to characters. They may also be used to organize information about a concept, object or place.



Chapter 2
Pages 15-20

Vocabulary: filed - p. 16 dome - p. 18 stalls - p. 18
dazzling - p. 20 launched - p. 20

Multiple meanings: The same word can often mean more than one thing. Read each of the following two sentences and underline the meaning which fits.

The students lined out for school.

- a) lined up in a row
- b) lined down with a polishing tool

answer: a

The bookseller opened up his stall for business.

- a) a shed for horses
- b) a booth for merchandise
- c) the condition of causing an engine to stop

answer: b

Discussion Questions:

1. What was the "big event"? *p. 16 the atom bomb*
2. Why does Sakako hold her friend's hand tightly at the entrance to the Peace Park? *She is frightened by the photographs of the dead and dying.*
3. Why did the Buddhist priests release the doves? *In memory of those who died during the bomb blast—and maybe as a symbol of the freedom of the spirits.*
4. Why do the people launch paper lanterns into the river? *p. 20 Each lantern commemorates someone who died during the atomic blast.*

Writing Activity: Write about a special time you set aside for remembering someone who had died (such as a trip to a cemetery).

Art Activity: Make some paper lanterns like those described in the story and use them to decorate your classroom. (Fold a piece of paper in half, like a book. Make about 10 cuts on the fold from top to bottom.)

The cuts should be about four inches long—not all the way to the open edges of the paper. Then open up your paper so that the cuts are up-and-down. Staple the right side of the paper together with the left so that the “cage” of the lantern forms in the middle.)

Oral Language: Act out Sadako’s and Chizuko’s conversation about the bomb blast.

Literary Analysis: Figurative Language

A metaphor is a comparison between two things, without the words “like” or “as.” Why does Sadako call her friend a “turtle”? (Her friend is *not moving quickly enough*.) What other metaphors might she have used? You are a snail.

A simile is a comparison using the words “like” or “as.” Explain what is meant by the statement that Sadako was sure that she and her friend “would always be as close as two pine needles on the same twig.” *They would always be very good friends.* Now create three more similes.

They would always be as close as _____

They would always be as close as _____

They would always be as close as _____

Make a list of other similes found in the chapter. (e.g., p. 18 *The love...like spirits of the dead.* p. 21 *The lanterns floated out to sea like a swarm of fireflies.*)

Prediction: The next chapter is entitled “Sadako’s secret.” What do you think her secret will be about?