



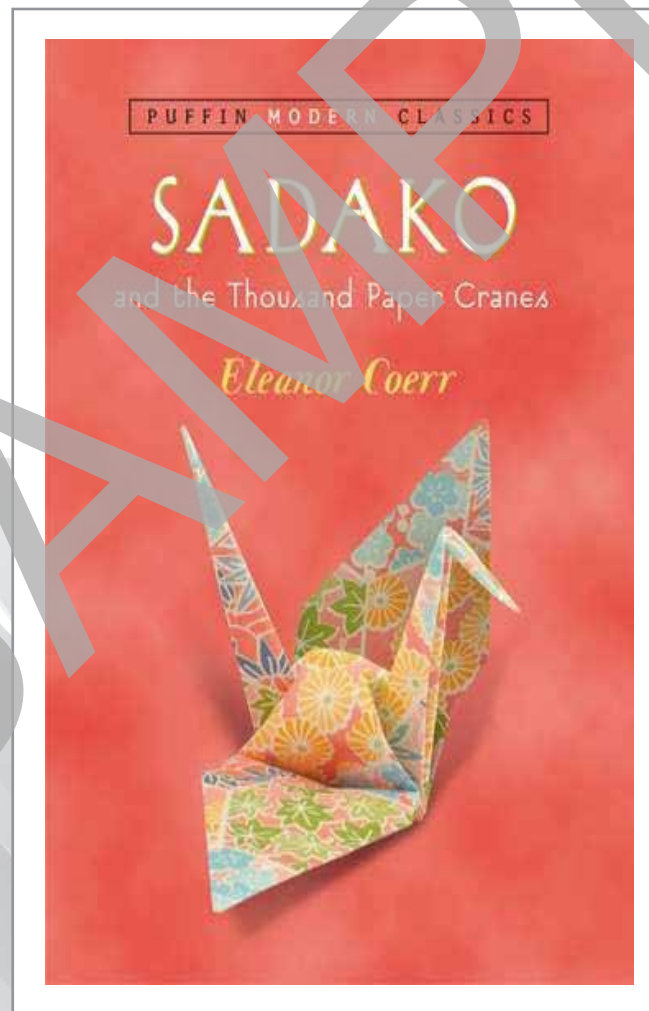
TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Sadako and the Thousand Paper Cranes

Eleanor Coerr



READ, WRITE, THINK, DISCUSS AND CONNECT

Sadako and the Thousand Paper Cranes

Eleanor Coerr

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

ISBN 978-1-50204-138-8

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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

Summary:

This is the true story of a Japanese girl who lived in Hiroshima during WWII. She was only a few years old when Americans dropped the atomic bomb there. As she grew up, she developed a love for running and had hopes of becoming a famous athlete—until she developed leukemia from her exposure to the atomic blast. While in the hospital, Sadako was visited by her friend Chizuko, who announced that she knew a way to make Sadako well. She reminded Sadako of the legend about the crane, who lives 1000 years. If a sick person makes 1000 paper cranes, the gods will help that person become well again.

Over the following weeks, Sadako folded many cranes which her brother Masahiro hung over her bed—one crane of golden paper providing special inspiration. Sadako was frightened by the thought of dying—and saddened by the death of Kenji, another leukemia victim she met in the hospital—but she had improved enough by July to go home. Unfortunately the improvement was temporary, and she had to return to the hospital, where she faced the growing knowledge of her own death with natural fear but great dignity. She died at the age of 12, in 1955, having folded 644 cranes. In the epilogue, we learn that her classmates folded the remaining 356 cranes to be buried with Sadako.

Instructions Prior to Reading:

You may wish to choose one or more of the following prereading discussion questions/activities. Each is designed to help students draw from their store of background knowledge about the events and themes they will meet in the story they are about to read.

Prereading Discussion Questions:

On Hiroshima—What do most people think of when they hear the name “Hiroshima”? Can you find that city on a map? Whose decision was it to drop the bomb on Hiroshima? Why was it dropped? How did the American people react? What happened in the days before and afterward? What are the continuing effects today?

Using Character Attribute Webs

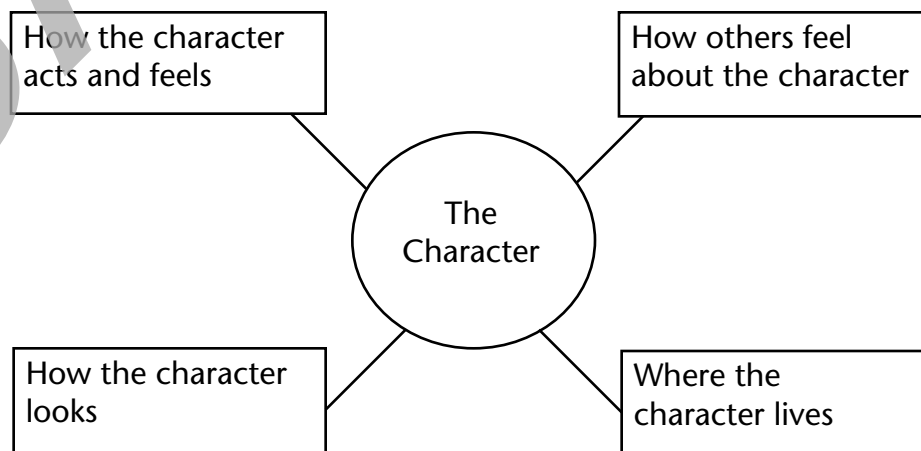
Attribute webs are simply a visual representation of a character from the novel. They provide a systematic way for the students to organize and recap the information they have about a particular character. Attribute webs may be used after reading the novel to recapitulate information about a particular 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 the 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 filed out of school.

- a) came out in a row
- b) sanded 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 Thunderbolt? *p. 16 the atom bomb*
2. Why does Sadako 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 freeing of their spirits.*
4. Why did the people launch paper lanterns onto the river? *p. 20 Each lantern commemorated one person 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 doves ...like spirits of the dead. p. 20 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?

