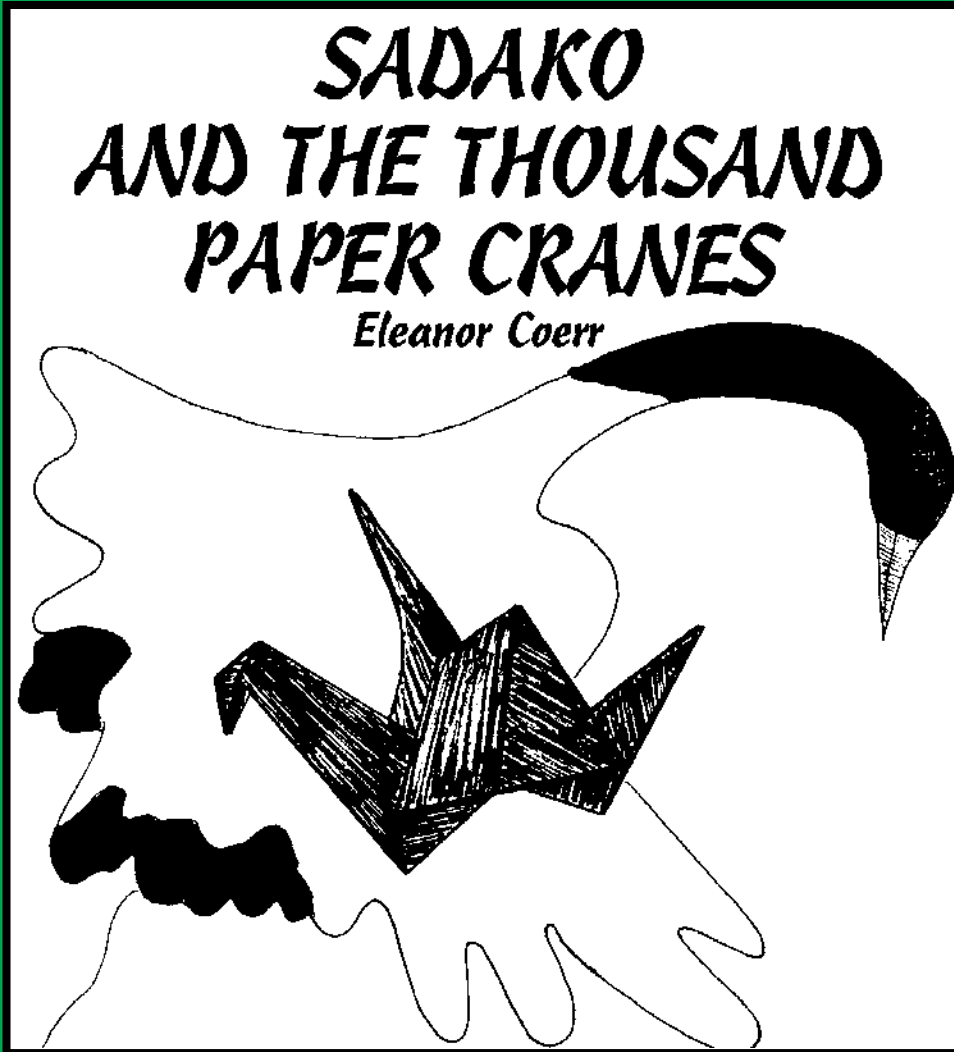


Novel·Ties

**SADAKO  
AND THE THOUSAND  
PAPER CRANES**

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A Study Guide

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**LEARNING LINKS**

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## For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the novel *Sadako and the Thousand Paper Cranes*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel on its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for guided reading by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter or group of chapters; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits will be transferred to the books students read independently. Passive readers become active, avid readers.

## VOCABULARY FOR THE NOVEL

- I. Use the context to figure out the meaning of the underlined word in each of the following sentences. Record your definitions in the chart below. Then use a dictionary to check your definitions.
- The children fidged in their seats as the speech went on for more than an hour.
  - The family celebrated their ancestors by displaying their pictures and special objects they had when they were alive.
  - They all prayed that his family would be protected from leukemia, the dreaded atom bomb disease.
  - They all wore their best clothes when they visited the shrines to pay their respect to family members who had died.
  - The throngs of people walking in the street made it impossible for cars to get through.

| Word         | Your Definition | Dictionary Definition |
|--------------|-----------------|-----------------------|
| 1. fidged    |                 |                       |
| 2. ancestors |                 |                       |
| 3. leukemia  |                 |                       |
| 4. shrines   |                 |                       |
| 5. throngs   |                 |                       |

**PROLOGUE, CHAPTERS 1 - 3****Questions:**

1. According to the information in the Prologue, how old was Sadako when she died as a result of radiation?
2. What country dropped the atomic bomb? Why did this occur?
3. What was the “atom bomb disease”? Why was it feared nine years after Hiroshima?
4. Why did Sadako's mother become angry when her daughter referred to the August 6th celebration as a carnival?
5. What did Sadako and her family eat for breakfast? How does that compare with a breakfast you might eat?
6. What do you learn about ancestor worship in Japan from the family in this story?
7. Describe Sadako. What was she like? What did she love to do? What were her talents?
8. What was the relationship between Sadako and Chizuko?
9. How was August 6th celebrated at the Peace Park?
10. Sadako was very excited about being chosen for the relay race. How did her family encourage and support her efforts?
11. When did Sadako first begin to feel ill? Describe her symptoms.

**Questions for Discussion:**

1. Do you think it is possible for two people, such as Sadako and Chizuko, to have a close friendship even though they have different personalities?
2. Why do you think Sadako kept her symptoms a secret from her family and her friend Chizuko?

**Literary Devices:**

- I. *Simile* — A simile is a figure of speech in which two unlike objects are compared using the words “like” or “as.” For example:

Sadako and Chizuko were as close as two pine needles on the same twig.

What is being compared?

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What does this tell you about the friendship of the girls?

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