Sadako was only a baby when an atom bomb was dropped on Hiroshima in 1945. Nine years later, she is an energetic sixth grader who loves to run and wants to join the racing team. But then she starts getting dizzy spells. She tries to keep it a secret but one day she gets sick at school. She has leukemia, the atom bomb disease. Her best friend tells her the story of the cranes. If she folds one thousand paper cranes then she can get well. For nearly a year, Sadako folds cranes and remains optimistic. She folds 644 cranes before she dies. This story of one little girl’s courage and determination continues to inspire people around the world.

Selected Award
- Hawaii Library of Congress Award

About the Author

After World War II, Eleanor Coerr went to Japan to live and work as a reporter. During her stay, she was shocked to see the terrible destruction caused by the atom bomb. Years later, she saw the statue of Sadako in Hiroshima Peace Park and heard the brave little girl’s story. Coerr was inspired by Sadako’s courage and determination, and she knew she had to share her story with the world.
Think About What You Know

Real Life Stories  Sadako’s courageous story became an inspiration to people around the world. To prepare students for understanding how one person’s story can be valuable, share a story about someone whose life has had an impact on you. Explain why you think the person’s life story is valuable. Then work with students to brainstorm more stories.

<table>
<thead>
<tr>
<th>In the news</th>
<th>In movies and books</th>
<th>In our lives</th>
</tr>
</thead>
<tbody>
<tr>
<td>firefighters</td>
<td>Abe Lincoln Rosa Parks</td>
<td>our librarian Nia’s Aunt Jo</td>
</tr>
</tbody>
</table>

After completing the chart, have students use Student Journal, page 3 to describe one person whose story is valuable to them.

Preview and Predict

Have students look at the front cover, read the title, and then read the summary on the back cover. Say:

- This story tells about a girl named Sadako who lived in Japan many years ago. Why do we tell stories about people who lived in the past?

Then point out The Exchange question on the title page: *What is the value of one person’s story?* Explain that when they finish reading, they’ll share their ideas about this and other questions with a group.

Next, have students complete Student Journal, page 3 to preview the book and make predictions about how Sadako shows bravery during her life.

Prepare to Read

Think About What You Know
Think about someone whose life story has been important to you. Describe the person’s story in your own words and explain why it has value to you.

Preview and Predict
- Look at the front cover.
- Read the book summary on the back cover.
- Read The Exchange question on the title page.

1. Page through the book and look at the illustrations. How do you think Sadako’s friends and family feel about her?

2. Why do you think Sadako’s story is important to so many people?
Use a Reading Strategy

**Cause and Effect Chart**  Preview the graphic organizer on Student Journal, page 4 with students. Explain that as they read *Sadako and the Thousand Paper Cranes*, they can complete the Chart to show what happens as a result of the atom bomb. Have students add to their Charts after they finish reading each section.

### Use a Reading Strategy

**Use a Cause and Effect Chart**

As you read each part of *Sadako and the Thousand Paper Cranes*, use a Cause and Effect Chart to show what effects the atom bomb has on Sadako and Hiroshima.

<table>
<thead>
<tr>
<th>Chapters</th>
<th>Effects</th>
<th>Causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–2</td>
<td>Every year on August 6th there is a Peace Day celebration</td>
<td>because many people died or were injured from the atom bomb.</td>
</tr>
<tr>
<td>3</td>
<td>Sadako does not tell anyone about her dizzy spells</td>
<td>because she is afraid and hopes the dizziness will go away.</td>
</tr>
<tr>
<td>4–5</td>
<td>Chizuko tells Sadako the story of the cranes</td>
<td>because Sadako has leukemia and Chizuko wants to make her better.</td>
</tr>
<tr>
<td>6–7</td>
<td>Sadako feels grateful for her family</td>
<td>because Sadako meets Kenji who has leukemia and no family.</td>
</tr>
<tr>
<td>8–Epilogue</td>
<td>Sadako’s classmates fold the rest of the cranes and raise money for a monument</td>
<td>because Sadako dies and her classmates want to honor her.</td>
</tr>
</tbody>
</table>
Read the Book

Form the group that will read *Sadako and the Thousand Paper Cranes*. Plan how the group will read and respond. Some options are:

- **Read with a Group**  Group members read an agreed-upon number of pages, complete the corresponding Student Journal page(s), and meet to discuss. When they finish the book, they meet again for The Exchange. The group can use the planner on Student Journal, page 2 to establish meeting times.

- **Read Independently**  Group members read the book on their own and then meet for The Exchange. The group can use the planner on Student Journal, page 2 to establish the meeting time.

- **Guided Reading**  Read aloud the summary at the beginning of each chapter to give students an overview of the chapter. Use the Before You Move On questions to check comprehension as students read. Use Look Ahead to set a focus for reading the next set of pages. At the end of each section, assign the appropriate Student Journal page. Discuss the page before starting the next section. Establish a date for The Exchange and record it on the planner.

Whichever option you choose, use pages 5–8 for an at-a-glance view of Student Journal pages, as well as answers to the Before You Move On questions.

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**Plan Your Schedule**

My group members are: __________________________

We plan to read *Sadako and the Thousand Paper Cranes* and meet on these dates:

<table>
<thead>
<tr>
<th>Chapters</th>
<th>Date We Will Finish Reading</th>
<th>Date We Will Discuss</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3–5</td>
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<tr>
<td>6–7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8–Epilogue</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Our Exchange meeting will be on this date: _____________
Pages 5–16
Chapters 1–2

ANSWERS TO “BEFORE YOU MOVE ON”

PAGE 10
1. Summarize  Reread pages 6–7. What was Peace Day?
   Peace Day was a memorial day for those who died when the atom bomb fell on Hiroshima; to Sadako, it was like a carnival.

2. Conclusions  The atom bomb was dropped nine years before the story began. Why did Mr. Sasaki still pray that his family would be protected from the bomb?
The bomb left radiation in the air that was still killing people.

PAGE 16
1. Conclusions  What tells you that the Thunderbolt, or the atom bomb, was a tragic, horrible event?
   Sadako’s grandmother was killed by it; people were still dying nine years later; there was a yearly memorial for all those who died; people and buildings were left scarred.

2. Character  What was Sadako like?
   energetic, happy, positive, good friend, fun

Respond to Chapters 1–2

Cause and Effect Chart

Think It Over
Write the answers to these questions.

1. Personal Response  Sadako was very excited for Peace Day. What holidays or celebrations excite you? Why?

2. Setting  This story is based on true events that happened in Hiroshima, Japan. What happened only in Hiroshima that makes the setting important in this story?
   the atom bomb was dropped on Hiroshima, Peace Day celebrations, and Sadako really lived in Hiroshima

3. Character  Reread pages 6 and 12. What was Mrs. Sasaki like? How can you tell?
   She was a protective and loving mother. She wanted Sadako to act like a young lady and not a child. She did not want Sadako to run fast in the heat and was upset that she was always in a hurry and did not listen.
ANSWERS TO “BEFORE YOU MOVE ON”

PAGE 23
1. Character’s Motive Sadako started getting dizzy. Why did she keep this a secret from her family and friends? She hoped that it would go away and she wanted to focus on running. Maybe she was afraid that she had the atom bomb disease.

2. Inference Mrs. Sasaki told Sadako, “I’ll buy a kimono for you. A girl your age should have one.” What did she mean? Sadako had become a young woman that her mother was proud of. It was a rite of passage.

PAGE 28
1. Evidence and Conclusions When Sadako falls, her secret dizziness is discovered. How do you know that the hospital was a scary place for Sadako? Parts of this hospital were for patients with the atom bomb sickness, or leukemia; Sadako had to take a lot of tests; she heard her mother talk about leukemia; many people who went into this hospital never came out.

2. Inference Reread page 25. Why did Sadako cover her ears when she heard the word leukemia? She was scared; she didn’t want to hear that she had leukemia.

PAGE 35
1. Cause and Effect A story said that if a sick person made 1,000 paper cranes, she would be healthy again. How did this story affect Sadako? She immediately started making cranes. It gave her hope and made her feel safe and lucky.

2. Inference Reread page 30. Chizuko did not believe in good luck charms. Why would she tell the story about the crane and bring paper to fold? She knew that Sadako believed in good luck charms, so it might cheer Sadako up; maybe if Sadako thought she was going to get better, then she would.
**Chapters 6–7**

**ANSWERS TO “BEFORE YOU MOVE ON”**

**PAGE 42**

1. **Comparisons** Reread pages 38 and 40. How were Kenji and Sadako alike? How were they different? They both had leukemia; Sadako had many visitors, but Kenji had few; Kenji was pessimistic, but Sadako was hopeful.

2. **Inference** How did making the cranes help Sadako and her family? It gave them hope and something to focus on.

**PAGE 48**

1. **Paraphrase** Sadako is angry that she made her mother sad. What did she mean when she said, “I’m such a turtle!”? Sadako feels like now she is the slow one because she cannot run around or even eat her favorite foods.

2. **Character** Sadako forced herself to eat some of the special food. Why? What did this show about her? She knew it was a sacrifice for her family to buy this expensive food and she didn’t want to make her mother sad. She was selfless and considerate.

**Chapters 8–Epilogue**

**ANSWERS TO “BEFORE YOU MOVE ON”**

**PAGE 56**

1. **Sequence** The doctor surprised Sadako by letting her go home for a few days. What happened during her visit? She had visitors, but became very tired. She felt she was making the family sad. Finally, she was glad to return to the hospital.

2. **Conclusions** Why did Mrs. Sasaki make Sadako a kimono? She wanted her daughter to be a young woman, even for a short time before she died; she wanted to remember Sadako in the kimono.

**PAGE 62**

1. **Inference** Sadako’s classmates made the rest of the cranes. What did the cranes mean to Sadako at the end of her life? They meant strength, beauty, and freedom.

2. **Author’s Purpose** Why do you think the author wrote this book? to honor a brave girl; to make people think about the consequences of war; to show how to hope
Allow time for groups to meet for The Exchange. If you plan to participate, use these tips for guiding students in discussing the big question:

**What is the value of one person’s story?**

Sadako was a brave girl. How did her strength and hope inspire her classmates after she died?

She never gave up and she still had hope and a goal even though she knew she was really sick. That inspired her classmates to complete Sadako’s goal of making a thousand paper cranes.

Sadako’s story of courage is still told today. People make wishes by her statue. What stories inspire you? Why?

The events in this story are from a specific time and place. What parts of the story are meaningful to people from any time or place? How does this story affect you?

Meaningful parts: sickness, family, friendship, and the effects of war.

**Extend the Reading**

**Write a Letter**
Have students write a letter from one of Sadako’s friends to a Japanese official, explaining why a monument should be built in honor of Sadako and other children killed by the atom bomb.

**Make a Time Line**
Have small groups work together to create a time line of Sadako’s life based on information from the novel. Encourage them to draw illustrations or download photographs that represent important people and events.

**Create a Wishing Wall**
Have students write wishes they have for themselves, a friend, and the community. Invite them to share their wishes with the group. Then have them fold their papers into paper cranes and display them on a class wishing wall.