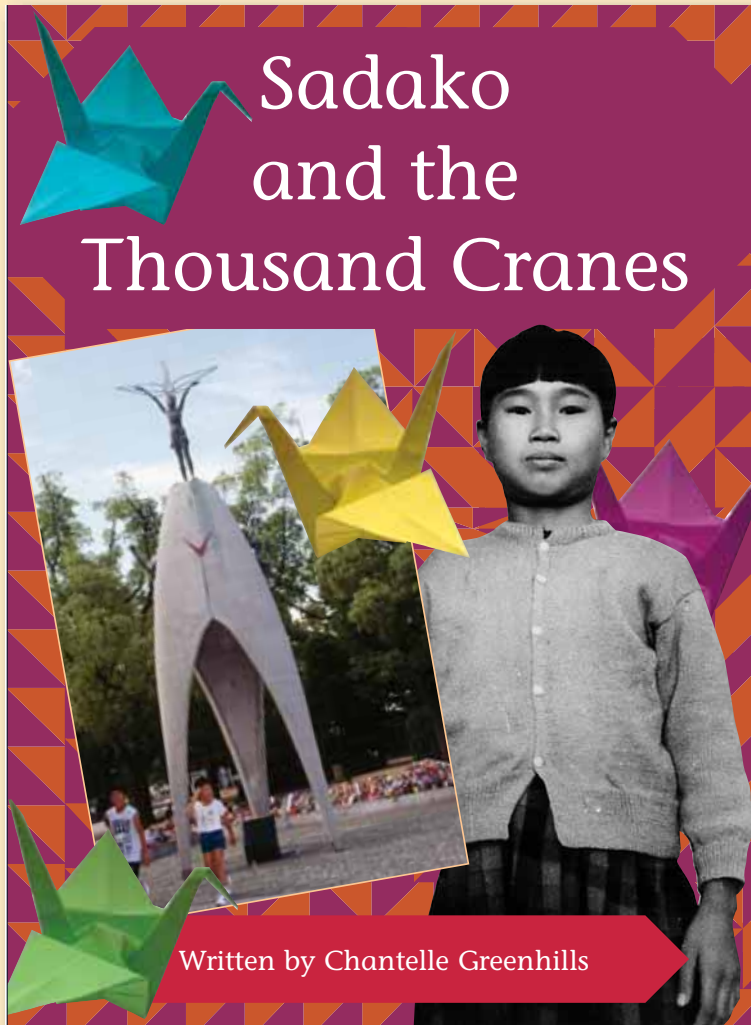




# Level 30 Book b



Level	30
Word Count	994
Text Type	Recount/Procedure
High-Frequency	bring, right
Word/s Introduced	



Lost in English

Sadako and the  
Thousand Cranes

Lost in Space

The History of  
Bread

Cole, the Outback  
Giant

Disaster around the  
Indian Ocean

Window to the Past

Food Chains  
and Webs

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the students have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of the students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding  
(code breaker)*



*This symbol relates to use  
(text user)*



*This symbol relates to comprehension  
(meaning maker)*



*This symbol relates to critical analysis  
(text critic or analyser)*

## BEFORE READING

Have the students read the title and the name of the author on the front cover. Ask the students – *Have you heard this story before? Can you guess which country this story will be set in? What is a crane?*

## DURING READING

Set the students a purpose for reading, with a focus question for each page or several pages. Explain to the students that you will be asking a question before they read the text, and that they should read silently. They should be ready to answer when they have finished reading the page or pages.

Before the students read each section, ask –

**Pages 2–3** *Confirm the country in which this story is set. In which year was the atom bomb dropped on Hiroshima?*

**Pages 4–5** *In which sport did Sadako compete? What happened on race day?*

**Pages 6–7** *What disease did Sadako develop? What was this disease known as?*

**Pages 8–9** *What was the Japanese legend that the schoolgirl told Sadako? What did Sadako decide to do?*

**Pages 10–11** *How old was Sadako when she died? How many cranes had she made?*

**Pages 12–13** *What did Sadako's friends decide to do in her memory? The paper crane has become a symbol of what?*

**Pages 14–22** *Read the instructions and look carefully at the illustrations for making paper cranes.*

## AFTER READING

Ask the students to work with a partner. Have them each reread aloud the first section about Sadako. Have the students focus particularly on the pronunciation of difficult words. Model for the students the pronunciation of Japanese words, and words such as *diagnosed* and *leukemia*.

Give the students paper to construct cranes as they read the second part of the book. Have the students work in pairs and remind them to work slowly and to follow each step exactly.

Hang the completed cranes around the classroom.

## CODE BREAKER



### Developing Specific Skills

Add these words to spelling lists and practise – *diagnosed, leukemia, monument, disease, thousand*

See the BLM.

Sentence beginnings – have the students choose some interesting sentence beginnings from the story. Discuss the writing strategies that make them interesting.

## TEXT USER



Sadako's friends had a monument built to remember Sadako and other children killed by the atom bomb. Ask the students – *Do you have any monuments in your town or city? Find out the reasons they were built and their age. Are there special ceremonies held at these monuments?*

## MEANING MAKER



Ask the students – *What impact did Sadako have on the lives of other people – her family, friends, and the community?*

Sadako's story is a story of war. Ask the students – *What do you know about the war during which the atom bomb was dropped on Hiroshima? Make a list of things you know and questions to ask about this war.*

See the BLM.

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## TEXT CRITIC



Encourage the students to participate in a class discussion – *How did the story of Sadako make you feel? Explain your answer using examples from the book.* (Record the students' responses on the board.) Consider the variety of responses that one story can create. Ask the students – *Why do people respond differently when they read books?*


Read as a class the instructional text for making paper cranes. Ask the students – *Was this a difficult task? Were the instructions clear? Did the photographs help? Could you have made these instructions clearer? If so, how?*

## 30b Sadako and the Thousand Cranes

Name \_\_\_\_\_

Cut out the words below and practise spelling them with your partner –

diagnosed	leukemia	monument	disease
thousand	Hiroshima	legend	hospital



Play a memory game with your partner. You will need two sets of cards. The aim of the game is to find matching words.

1. Place all the cards face down on the floor or table. (Remember – two sets of cards)
2. The first person turns over two cards so both players can read the words. If they are the same word, that player takes the cards and has another turn. If the words are different, the player turns the cards face down again, leaving them in the same spot on the floor or table.
3. The second player turns over two cards so both players can read the words. The aim is to remember where the cards are so you can find the matching words.
4. The player with the most matching cards at the end of the game is the winner.
5. Make your own memory game with other words.

# 30b Sadako and the Thousand Cranes

Name \_\_\_\_\_

Sadako's story is a story of war. What do you know about the war during which the atom bomb was dropped on Hiroshima? List the facts you know and the facts you want to find out about the war.

Facts I Already Know	Facts I Would Like to Know

Use an encyclopedia, books, or the Internet to –

1. Check the facts you already know.
2. Find the answers to the facts you would like to know.
3. Find out the answers to these questions –
  - During which World War was the atom bomb dropped on Hiroshima?
  - Which country dropped the atom bomb?
  - Why was the atom bomb dropped on Japan?
  - Was it the only atom bomb dropped during this war?
  - Was our country involved in this war?
  - Do you know anyone who fought in this war? Ask them if they remember the dropping of the atom bomb.

## 30b Sadako and the Thousand Cranes

Name \_\_\_\_\_

In the book *Sadako and the Thousand Cranes*, the author writes the steps for making paper cranes. This is called an instructional text because it gives instructions on how to do something. Instructional texts must be clear and easy for the reader to understand.

Choose one of the topics below and write the instructions for that topic. (Talk to your teacher if you would like to choose your own topic for writing instructions.)

How to Perform a Jump on a Skateboard

How to Make a Kite

How to Set the Table for Dinner

How to Tie Shoelaces

How to Plant a Tree

Ask your partner to read through your first draft to check for errors and to check if the instructions are easy to follow.

Include diagrams to help the reader.