Name: _____ Date: _____

A Hundred Paper Cranes for Room Twelve

Circle group

Mr. Reyes was moving to a new school. Room Twelve wanted to give him a gift. Lucy had an idea. "Let's fold paper cranes," she said. "A hundred."

Everyone said yes. But a crane has many folds. The first ones looked like crumpled snacks.

Lucy showed a slow way. "Fold corner to corner. Make a crisp crease with your thumbnail. Take your time."

Each day after lunch, the class folded. Some kids made three. Some made seven. Sam made one so small it fit on a fingertip. The tally on the board grew.

On the last Friday, Lucy counted. Ninety-nine! One short. Then Mr. Reyes walked in. He gave Lucy a crane he had folded. Now there were a hundred.

Questions

1. Why did Room Twelve want a gift?

_____

_____

2. How many cranes did they want?

_____

_____

3. What did the first cranes look like?

_____

_____

4. How was Sam's crane special?

_____

_____

5. Why was there a tally on the board?

_____

_____

6. How did Mr. Reyes help?

_____

_____

Words to know

crane: a tall bird with a long neck and long legs
crumpled: squashed and wrinkled
crease: a sharp line made by folding paper
tally: a count that you keep by making marks
folds: bends in paper made by pressing it over itself

Talk together (every group has these)

1. Find one fact that every group read. How did your sheet say it?
2. What did your sheet tell you that you think another group's did not? Ask them.
3. What is one question about this topic that none of the sheets answered?

Name: _____ Date: _____

A Hundred Paper Cranes for Room Twelve

Triangle group

Mr. Reyes was moving to a new school at the end of the year, and Room Twelve wanted to give him a gift. Lucy had an idea. "Let's fold paper cranes," she said. "A hundred of them."

Everyone agreed. But a paper crane has many folds, and the first ones looked more like crumpled snacks than birds.

Lucy showed the class a slow way. "Fold the paper corner to corner first. Make a crisp crease with your thumbnail. Then take your time."

Each day after lunch, the class folded. Some kids made three cranes and some made seven. A boy named Sam folded one so small it fit on a fingertip. A tally on the board grew from ten to forty to eighty.

On the last Friday, Lucy counted the final birds. Ninety-nine. They were one short! Then Mr. Reyes walked in, smiling, and handed Lucy a folded crane of his own. Now there were a hundred.

Questions

1. Why did Room Twelve want to make a gift?

_____

_____

2. How many cranes did the class want to fold?

_____

_____

3. What did the first cranes look like?

_____

_____

4. How did Sam's crane stand out?

_____

_____

5. Why did the class keep a tally on the board?

_____

_____

6. How did Mr. Reyes help finish the number?

_____

_____

Words to know

crane: a tall bird with a long neck and long legs
crumpled: squashed and wrinkled
crease: a sharp line made by folding paper
tally: a count that you keep by making marks
folds: bends in paper made by pressing it over itself

Talk together (every group has these)

1. Find one fact that every group read. How did your sheet say it?
2. What did your sheet tell you that you think another group's did not? Ask them.
3. What is one question about this topic that none of the sheets answered?

Name: _____ Date: _____

A Hundred Paper Cranes for Room Twelve

Square group

Mr. Reyes was moving to a new school at the end of the year, and the students in Room Twelve were determined to give him a memorable gift. Lucy had a wonderful idea. "Let's fold paper cranes," she proposed. "A hundred of them."

Everyone eagerly agreed. However, a paper crane requires many precise folds, and the first attempts resembled crumpled snacks far more than graceful birds.

Lucy demonstrated a slower method. "Begin by folding the paper from corner to corner. Make a crisp crease with your thumbnail, and then take your time with every step."

Each afternoon after lunch, the class folded together. Some students finished three cranes while others finished seven. A boy named Sam folded one so tiny that it balanced on a fingertip. The tally on the board climbed from ten to forty to eighty.

On the final Friday, Lucy counted the last birds. Ninety-nine! They were one short. Just then, Mr. Reyes strolled in, smiling, and handed Lucy a crane that he had folded himself. Now there were exactly a hundred.

Questions

1. Why did the students in Room Twelve want to make a gift?

_____

_____

2. How many cranes did the class plan to fold?

_____

_____

3. What did the first attempts look like?

_____

_____

4. What made Sam's crane stand out?

_____

_____

5. Why did the class keep a tally on the board?

_____

_____

6. How did Mr. Reyes help complete the number?

_____

_____

Words to know

crane: a tall bird with a long neck and long legs
crumpled: squashed and wrinkled
crease: a sharp line made by folding paper
tally: a count that you keep by making marks
folds: bends in paper made by pressing it over itself

Talk together (every group has these)

1. Find one fact that every group read. How did your sheet say it?
2. What did your sheet tell you that you think another group's did not? Ask them.
3. What is one question about this topic that none of the sheets answered?

For the teacher: A Hundred Paper Cranes for Room Twelve

Each student sheet carries a shape, not a level. The same topic and facts, written three ways.

Circle: A Hundred Paper Cranes for Room Twelve

Easier · 121 words · Flesch-Kincaid grade 0.7

1. Mr. Reyes was moving to a new school.
2. One hundred.
3. Crumpled snacks.
4. It was so small it fit on a fingertip.
5. To count how many cranes they made.
6. He gave Lucy a crane he folded, so there were a hundred.

Triangle: A Hundred Paper Cranes for Room Twelve

This passage · 158 words · Flesch-Kincaid grade 2

1. Mr. Reyes was moving to a new school.
2. One hundred.
3. Crumpled snacks instead of birds.
4. It was so small it fit on a fingertip.
5. To keep track of how many cranes they had made.
6. He gave Lucy a crane he had folded himself, which made one hundred.

Square: A Hundred Paper Cranes for Room Twelve

Harder · 176 words · Flesch-Kincaid grade 5.1

1. Mr. Reyes was moving to a new school.
2. One hundred.
3. Crumpled snacks instead of graceful birds.
4. It was so tiny that it balanced on a fingertip.
5. To keep track of how many cranes they had finished.
6. He handed Lucy a crane he had folded himself, which made exactly a hundred.