

Sadako and the Thousand Paper Cranes  
Eleanor Coerr

**Chapter Seven Activity**

(Before, During, and After reading activity is the KWL from Chapters 1 and 4)

**Materials Needed:**

- Sadako and the Thousand Paper Cranes by Eleanor Coerr
- Before, during, and after reading activity sheet for chapter 7
- Inferences worksheet

**TEKS:**

**7.Fig19C** - Reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images).

**7.Fig19D** - Make complex inferences about text and use textual evidence to support understanding

**Objectives:**

Students will use their before, during, and after KWL chart to reflect on what they know, want to know, and what they learn. Students will identify gaps in their comprehension with what they want to know. Students will identify what they learned after reading the chapter.

Students will make an inference with text evidence as to how Sadako's mother handles Sadako's illness.

**Vocabulary to know:**

**Inference** – a conclusion or understanding that is not directly stated but reasoned through implied understanding from text evidence and background knowledge

**Hook:**

- Activate prior knowledge by passing out the book Sadako and the Thousand Paper Cranes and the before, during, and after reading activity sheet
- Allow students to put down what they already know about the book or the topic in the K section of their chart (from chapters 1-6)
- After a few minutes, allow students to share with their peers what they already know about the novel

**Introduction:**

- Allow students to read chapter seven of the novel (guided reading, shared reading, or independent reading as is applicable to students).
- As students are reading, and upon completion of their reading, have them complete their before, during, and after reading sheet.

-When students are completed with their chapter seven reading, do a basic comprehension check to ensure they understand the events of the seventh chapter, and allow them to share their thoughts or questions connected to the novel.

**Activity:**

- Lead a class discussion about what is noticed about Mrs. Sasaki in chapter seven
  - How does she respond to Sadako?
  - Why do you think Mrs. Sasaki quotes poems?
  - Using your own background knowledge, what do you think Mrs. Sasaki is feeling?
- Discuss the concept of an inference
  - (background knowledge + evidence = inference)
  - practice/model making a class inference using a different character
- Give students their inferences worksheet and guide them through using text evidence to support their inferences.

In closing:

- Allow students to share how their own background knowledge and text evidence helped them to make inferences.

**Extension Activities:**

- Have students make an inference about another character in the novel and write a paragraph to compare and contrast Mrs. Sasaki to the other character.
- After completing the inference of Mrs. Sasaki, have students take the opposite perspective and do an inference for Sadako and how she copes with her mom's actions, attitude towards her illness, etc.