

Sadako and the Thousand Paper Cranes  
Eleanor Coerr

**Chapter Eight Activity**

(Before, During, and After reading activity is a text connections graphic organizer)

**Materials Needed:**

- Sadako and the Thousand Paper Cranes by Eleanor Coerr
- Before, during, and after reading activity sheet for chapter 8
- Theme writing worksheet
- chart paper (labeled “themes”) and marker for each student

**TEKS:**

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

**7.3A** - Describe multiple themes in a work of fiction.

**Objectives:**

Students will monitor their own comprehension by making Text-to-Self connections

Students will identify and describe themes found in the novel.

**Vocabulary to know:**

**Theme** – a big idea that can be taken away after reading

**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 make a personal connection with what they know about Sadako and their own life
- After a few minutes, allow students to share with their peers what they already know about Sadako and how it is similar to their own lives

**Introduction:**

- Allow students to read chapter eight 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 eight reading, do a basic comprehension check to ensure they understand the events of the eighth chapter.

**Activity:**

-Ask the students to think about one word to describe the main idea of reading Sadako and the Thousand Paper Cranes (Give an example, like “perseverance”, and explain how reading the novel helps readers know they can have “perseverance” in hard situations. (Use this time to teach the vocabulary word, “theme”).

-With their markers and chart paper, have each student come-up and put down their big idea/theme from the story.

-Allow various students to explain their theme/big idea and guide them in using text evidence to support their ideas

-Explain how the big ideas can show the theme because they are what a reader “takes away” from a story

-Have students work on their theme worksheet and assist them in supporting their themes with text evidence.

In closing:

-Allow students to share their themes with the class.

**Extension Activities:**

-Have students create an acrostic poem of their theme with the poem identifying factors from the text that support their theme.

-Using one of the themes from the story, have students make a plotline showing events where the theme was supported in the exposition, rising action, climax, falling action, and resolution of the story.