

Sadako and the Thousand Paper Cranes
Eleanor Coerr

Chapter Four Activity

Questions – Literal, Interpretive, Evaluative, Universal

(Before, During, and After reading activity is the KWL chart from chapter 1)

Materials Needed:

- Sadako and the Thousand Paper Cranes by Eleanor Coerr
- Before, during, and after reading activity sheet for chapter 4
- Questions PowerPoint
- Questions 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.Fig19B - Ask literal, interpretive, evaluative, and universal questions of text.

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 ask literal, interpretive, evaluative, and universal questions related to the novel.

Vocabulary to know:

Literal Question – A type of question with only one clear and direct answer

Interpretive Question – A type of question which could have more than one answer, but the answer is supported with text evidence

Evaluative Question – A type of question that asks an opinion

Universal Question – A type of question that all people often wonder, this will have no right or wrong answer and it considered abstract

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 1-3)

-After a few minutes, allow students to share with their peers what they already know about the novel

Introduction:

- Allow students to read chapter four 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 the W and L sections of their KWL sheet.
- When students are completed with their chapter four reading, do a basic comprehension check to ensure they understand the events of the fourth chapter.

Activity:

- Go through the PowerPoint of the four types of questions
 - have students work with partners as directed on the PowerPoint
 - call on students to share with the class their questions and give appropriate feedback or assistance to help guide their instruction of the question types
- When students appear ready, have them fill out their worksheet with one literal, one interpretive, one evaluative, and one universal question.
- When students are ready, allow them to swap papers and answer one another's questions

In closing:

- Have students share the most interesting question they answered and explain which type of question it was that they had to answer.
- Continue to explain the four question types as students share their responses.

Extension Activities:

- Have students develop interview questions for their favorite character in the novel. Make sure they include all the question types. Students can then put-down how they think their character might respond to the questions.
- Have students write questions they think the characters in the story might ask one another. Have them put down the questions, which character is asking, the response, and who is responding. Then, have students explain character development through their questions and responses.