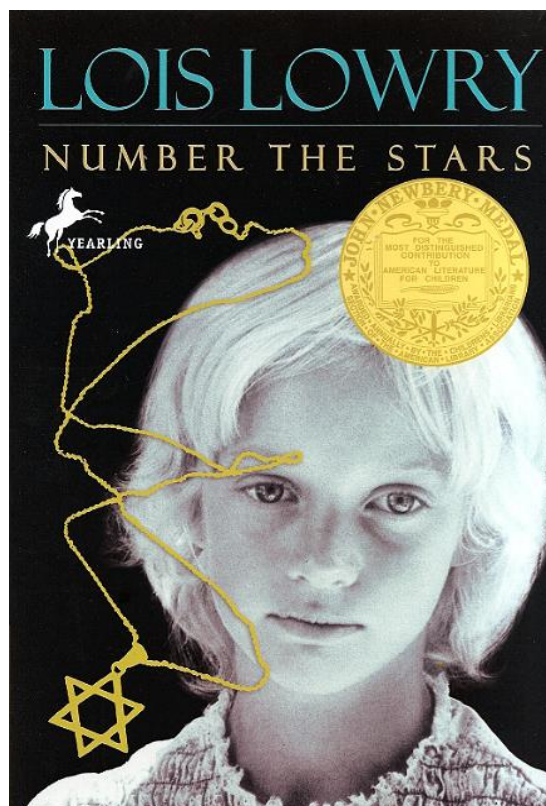


**WASHINGTON TOWNSHIP PUBLIC SCHOOLS**

**FIFTH GRADE**

**NUMBER THE STARS**

**TEACHER RESOURCE GUIDE**





## **NUMBER THE STARS UNIT READING CALENDAR**

<b>Week/ Section 1</b>	<b>Lesson 1:</b> Written Conversations; Introducing the genre and setting	<b>Lesson 1:</b> Introducing the setting (continued): Holocaust	Read aloud Star of Fear, Star of Hope; model thinking aloud during reading using post-it notes; introduce R.A.C.E.	Review R.A.C.E.; Complete written response for Star of Fear, Star of Hope	Begin work on Number the Stars <b>Section 1</b> (chapters 1-4)
<b>Week/ Section 2</b>	Continued work on Section 1	Continued work on Section 1	Complete work on Section 1; optional OER using a discussion question	<b>Lesson: Close Reading Section 1:</b> Complete notes for discussion	<b>Lesson: Close Reading Section 1:</b> Use notes to complete the open-ended question
<b>Week/ Section 3</b>	Begin <b>Section 2</b> (chapters 5-8)	Continued work on Section 2	Continued work on Section 2	Complete work on Section 2; optional OER using a discussion question	<b>Lesson: Close Reading Section 2:</b> Read and complete notes for discussion
<b>Week/ Section 4</b>	<b>Lesson: Close Reading Section 2:</b> Use notes to complete the open-ended question	Begin <b>Section 3</b> (chapters 9-13)	Continued work on Section 3	Continued work on Section 3	Complete work on Section 3; Choose one discussion question for a written response
<b>Week/ Section 5</b>	Begin work on <b>Section 4</b> (chapters 14-17, Afterword)	Continued work on Section 4	Continued work on Section 4	Complete work on Section 4; optional OER using a discussion question	<b>Lesson: Close Reading Section 4:</b> Read and complete notes for discussion
<b>Week/ Section 6</b>	<b>Lesson: Close Reading Section 4:</b> Use notes to complete the open-ended question	<b>Optional Extension Activities</b>	<b>Optional Extension Activities</b>	<b>Assessment</b>	<b>Assessment</b>

## **Overview of the Text**

*Number the Stars* is told from the point of view of ten-year-old Annemarie Johansen. The story is set in the city of Copenhagen, Denmark in September 1943, the third year of the Nazi occupation of Denmark. Annemarie and her best friend Ellen, who is Jewish, are stopped by soldiers on their way home from school. The two girls, who go to the same school and live in the same building, are unsettled by their first direct encounter with the Germans. Mrs. Johansen and Mrs. Rosen are concerned and ask the girls to take a new route to school. The encounter makes Annemarie reflect on what her father has taught her about Denmark and also about her older sister Lise's death a few years before the start of the novel. Later in the fall, Annemarie and her younger sister Kirsti discover that Mrs. Hirsch's neighborhood shop has been closed. This event further alarms Mrs. Johansen, though Annemarie does not understand why.

During a late night visit from Peter Neilsen, a member of the Resistance and the man Lise was to marry, Annemarie is told more about the war. Her parents and Peter explain that Jewish stores are being closed. The next day, the Rosens must flee. They leave Ellen with the Johansens. During the night, German soldiers come to the apartment demanding that Mr. Johansen disclose the location of his friends. He refuses and they search the apartment. Ellen pretends to be one of the Johansen's daughters, but her dark hair causes the soldier to be suspicious. Luckily, Mr. Johansen is able to show them a baby picture of Lise with dark hair, which convinces the soldiers.

The next day, Mrs. Johansen takes the three girls to her brother Henrik's home in Gilleleje, Denmark, where Henrik is a fisherman. They spend a peaceful day in the house by the ocean before Henrik announces that their Great-aunt Birte has died. The service is to be held that evening. Annemarie knows that no such aunt exists, and demands the truth. Uncle Henrik explains the importance of not knowing too much when bravery is needed. That night the coffin arrives and they gather around it. Many more people arrive, but all are silent. Soon Peter appears with the Rosens, who are reunited with Ellen. Soldiers, drawn by the post-curfew lights, come to the house. They demand that the coffin be opened, a problem since the coffin is empty. Mrs. Johansen thinks quickly and says that her aunt died of highly contagious typhus. The soldiers leave.

Henrik takes the first group of people down to his boat. Mrs. Johansen follows with the Rosens. Annemarie, who now understands that the people are being taken to safety in Sweden, awaits her mother's safe return. When her mother does not appear, she discovers that Mrs. Johansen has broken her ankle. Because of this, Annemarie must take an important package to her uncle before

they can leave. On the way to the boat, soldiers with dogs stop her. They search her basket and discover the package. But when they rip it open it contains only a handkerchief, and they let her go. Annemarie makes it to the boat in time, to Henrik's evident relief.

That evening, Henrik is safe at home having dinner with Annemarie, Kirsti, and Mrs. Johansen, whose ankle has been taken care of by the local doctor. After dinner, Uncle Henrik takes Annemarie to learn how to milk the cow. They talk about the events of the day. He explains that he hid his passengers in the bottom of the boat, and the handkerchief was essential because it kept the Germans' dogs from smelling the human cargo. Uncle Henrik praises Annemarie for her bravery and reassures her that Ellen is safe and they will meet again someday.

The war ends in May, and Annemarie and her family watch from their balcony as people parade in the streets with the Danish flag. Annemarie thinks of the Rosens and realizes that they, along with all the others who were forced to flee, will soon be returning home. Peter Nielsen has died. He was shot in a public square for his involvement in the Resistance. Annemarie's parents tell her that Lise was a member of the Resistance, too, and that she did not die in an accident, but was killed by the Germans. Thinking of Lise and of Ellen, Annemarie goes to the trunk of Lise's things in her room and takes out the Star of David pendant that she has been keeping for Ellen. She says she will wear the necklace herself until Ellen returns.

(Provided by Sparknotes)

# Whole Class Lesson #1, Day 1

## Setting the Stage Learning about historical fiction and the Holocaust

### Overview:

This lesson teaches students about the basic elements of both historical fiction and the Holocaust.

### Classroom Resources:

Overhead projector/document camera

Computer

<http://www.pocanticohills.org/amprogress/holocaust.htm>

<http://www.ushmm.org/learn/students/the-holocaust-a-learning-site-for-students>

<http://www.theholocaustexplained.org/>

<http://www.kidskonnnect.com/subjectindex/16-educational/history/269-holocaust.html>

### Instructional Plan:

The purpose of this lesson is to prepare students to read Number the Stars. Students need to understand the term historical fiction and its components. More importantly, students need to gain an understanding of the *who*, *what*, *when*, *where* and *why* of the Holocaust.

### Instructions and Activities:

1. Begin the lesson with a “written conversation”:
  - Students write their names on the top of a piece of paper, then respond in writing to the prompt: *Would you risk your life to save another person?* Give students 2-3 minutes to write a brief response. Students should provide a few sentences for their response.
  - Students pass their paper to a classmate. Students read the response, then **respond to what their classmate has written**. Give students 2-3 minutes to write their responses.
  - Students pass their papers to a third classmate. This time, they read both written responses on the paper, add their own response to what their classmates have written.
  - Papers go back to the original writers. Students reread their original response, read the two responses provided by their classmates, and then write a brief final reflection.
2. Discuss the term historical fiction with students. Guide the discussion towards the idea that historical fiction, while a fictional story, is written to portray a time period or convey information about an important time period or a historical event. Explain that at this point in history, many people were faced with the decision whether or not to risk their own lives to help others. Orally discuss written students’ responses to this question.

3. Having browsed the websites above (or any additional ones you see fit), use the sites to introduce students to the Holocaust. Students should gain understanding of who was involved, when it took place, what occurred, where it occurred and why these events took place. Be very careful to screen all sites carefully before presenting them under a document camera. Students should contribute their own schema of the Holocaust throughout the discussion. (Optional: this task can be completed as student research with careful consideration of the sites accessed by the students.)

Student Assessment/Reflections:

Collect students' written conversations to informally assess student responses. Informally assess students' comprehension through questioning in group discussion. Provide opportunities to turn and talk with partners while you circulate the room to listen.

# **Whole Class Lesson #1, Day 2**

## **Setting the Stage**

### **Learning about historical fiction and the Holocaust**

#### Overview:

This lesson teaches students about the basic elements of both historical fiction and the Holocaust.

#### Classroom Resources:

Overhead projector/document camera

Computer

<http://www.pocanticohills.org/amprogress/holocaust.htm>

<http://www.ushmm.org/learn/students/the-holocaust-a-learning-site-for-students>

<http://www.theholocaustexplained.org/>

<http://www.kidskonnnect.com/subjectindex/16-educational/history/269-holocaust.html>

Map of Europe

#### Instructional Plan:

The purpose of this lesson is to prepare students to read Number the Stars. Students need to understand the term historical fiction and its components. More importantly, students need to gain an understanding of the *who*, *what*, *when*, *where* and *why* of the Holocaust.

#### Instructions and Activities:

1. Review information discussed yesterday about historical fiction and the Holocaust.
2. Continue to use previewed sites to introduce students to the Holocaust. Students should gain understanding of who was involved, when it took place, what occurred, where it occurred and why these events took place. Be very careful to screen all sites carefully before presenting them under a document camera. Students should contribute their own schema of the Holocaust throughout the discussion. (Optional: this task can be completed as student research with careful consideration of the sites accessed by the students.)
3. Distribute map of Europe. Students will color this map according to the code on the bottom of the page in order to gain an understanding of the locations of the countries in Europe, which were under German control, which were Allied countries and which countries remained neutral.

#### Student Assessment/Reflections:

Informally assess students' comprehension through questioning in group discussion as well as map completion. Provide opportunities to turn and talk with partners while you circulate the room to listen.

# Lesson: Answering Open-Ended Questions (RL5.1)

**Overview:** Students will use the acronym RACE to answer open ended questions. It is expected that students use this model to answer open ended questions for the remainder of the year.

**Resources:** You will find a PowerPoint presentation and a handout about RACE on the e-board as well as a scoring rubric. This will be moved to the new website.

1. Click "Teacher Resources."
2. Click Elementary English Language Arts
3. Password: ELA
4. Under ELA Overview, click white tab labeled, "Open-ended Questions (NJ ASK format) Grades 3-5

The following acronym may be helpful in constructing a response



## R.A.C.E.

- **Review the question**
  - **Answer all parts of the question**
  - **Cite specific details and support from the text**
  - **Extend your response to push your thinking**
- **R = Review:** Review the question. Make certain you understand all parts of the question. You may *simply* restate the question when answering the prompt. This creates a familiarity with the text and also shows the test graders that you are aware of what is being asked.
  - **A = Answer:** Answer all parts of the question. If there are two bullets to a question, you are to answer each bullet. If the bullet itself has multiple parts, all parts must be answered to receive an acceptable score.
  - **C = Cite:** Cite evidence from the text to support your response. This is perhaps the most crucial element. Include direct support, in your response. This can be accomplished either in the form of quotes, paraphrases, or summaries in your answer.
    - The following transitions may be helpful :**
      - An example of this is...
      - I know this is true because...
      - The author says...
      - In the book/article on page\_\_\_\_ it says\_\_\_\_\_
      - In paragraph \_\_\_\_\_ the author states...
  - **E = Extend:** Extend your response to push your thinking. This can really increase your scoring potential. Reflect on the question and answer and offer some insight, whether it be a personal anecdote or global reference. **It creates closure and offers the grader a chance to see you think "outside the box."**



**Activity:** Read aloud **Star of Fear, Star of Hope**. Model thinking aloud using post-it notes to record questions and thoughts. Choose one of the following questions and model R.A.C.E to complete a written response.

In the story, Helen says, “Some pretty strange things were happening that night.”

- Identify one (1) thing that was strange to Helen from the story.
- Explain the real reason why you think the strange things happened using details from the story.

What did Lydia’s mother mean when she said, “The place for stars is in the sky. When people take them down from the sky and sew them on their clothes, it only brings trouble.”

- Describe a type of trouble that came to the Jewish people who had to wear the stars.

Name \_\_\_\_\_

*Number the Stars*

		Before reading	During reading	After Reading
Word	Page	BK I already know this word.	CC I understand the meaning of this word from the passage.	Dictionary Definition I need to look up this word.

# Number the Stars: Section 1

## Chapters 1-4

**Overview:** In this section, the teacher reads aloud to the students and models reading fluency as well as modeling/sharing thoughts. The teacher may decide to use post-it notes, reader's notebook, or discussion to share thoughts with their students. Students may discuss the suggested discussion questions orally whole group or small group. At the end of the section, students will reread a section of the text as a close read, and answer an open-ended question.

**Suggested Vocabulary:** (RL5.4) Use the following terms to determine meaning used in context. Teach students how to use context clues to determine meaning of words. Students can use the vocabulary chart to identify words they know from using background knowledge (BK), context clues (CC), or the dictionary. Students may create their own sentences using words.

contempt (p.3)

obstinate (p.4)

occupation (p.6)

sabotage (p.8)

impassive (p.10)

trousseau (p.14)

fiancé (p.17)

rationed (p. 18)

scampered (p. 18)

haughtily (p. 19)

tormenting (p. 24)

synagogue (p. 35)

**Sentence using good context clues:**

Food has to be \_\_\_\_\_ during wartime when much of the produce was shipped to feed the troops.

**Sentence without context clues:**

Food has to be \_\_\_\_\_.

**Sentence using good context clues:**

The \_\_\_\_\_ five year old refused to clean her room even after her mother threatened to punish her.

**Sentence without context clues:**

The five year old was acting \_\_\_\_\_.

**Suggested Discussion Questions:** (RL5.1) Use the following questions to hold a discussion with class. Students should also respond to questions by quoting accurately from the text when explaining what the text says explicitly or when drawing inferences.

1. Describe Annemarie and Ellen. Include character traits and physical descriptions. Why do you think the physical descriptions of Annemarie and Ellen are so important to this story?
2. In what ways did the Johansen's and Rosen's demonstrate their strong bond of friendship during the war?
3. How did the people of Demark feel about King Christian? Which words or incidents gave you information about the way the Danes felt?
4. What were some of the everyday hardships that the Johansens and the Rosens had to face because of the war?

### **Open-Ended Response: Section 1**

Use your discussion notes and evidence from the story to answer the following question. In your response, be sure to use evidence you have gathered from the text. You may want to use the graphic organizer to organize your thinking.

**On pages 2-6, Annemarie and Kristi see the soldiers in two very different ways. How does the author show that their point of view is different? Why is their point of view different?**

Evidence	What this tells us about their point of view?
<p data-bbox="190 459 509 581"><b>Things Annemarie Says or Does:</b></p> <p data-bbox="190 1383 493 1505"><b>Things Kirsti Says Or Does:</b></p>	

## **General Directions for Close Reading (Sections 1,2, and 4)**

Close reading requires students to reread and revisit important parts of the text. Close reading does not occur during the initial reading of the text. After reading a section of the book, students will return to a specific part to reread, discuss, and deepen their understanding of important themes, vocabulary, and events in the book.

### **Day One:**

- The teacher will pass out the close read with guiding questions.
- Students should read the section **on their own** and take notes on the questions. Students can write their initial thoughts about this section in the space provided. It is important that students have the opportunity to wrestle with complex text and challenging questions on their own before group discussion.
- Next, the teacher **reads section aloud** to students. Students and teacher discuss the guiding questions.
- Students add to and amend their notes as needed. This is an important part of the process as it requires students to use the discussion to revise their initial thinking.

### **Day Two:**

- In order to prepare for the open-ended question, students can be guided to review their notes from the group discussion and complete the graphic organizer. They may also continue the discussion and revision of their notes.
- Students use their notes and graphic organizer to complete the open-ended question. Students should be encouraged to complete their responses in 20-25 minutes. The teacher can provide support as needed for this activity.

## Close Read: Number the Stars: Section 1

### Section 1 Close Read (Part 1 – page 2)

*“Halte!”* the soldier ordered in a stern voice.

The German word was as familiar as it was frightening. Annemarie had heard it often enough before, but it had never been directed at her until now.

Behind her, Ellen also slowed and stopped. Far back, Kirsti was plodding along, her face in a pout because the girls hadn’t waited for her.

Annemarie stared up. There were two of them. That meant two helmets, two sets of cold eyes glaring at her, and four tall shiny boots planted firmly on the sidewalk, blocking her path to home.

And it meant two rifles, gripped in the hands of the soldiers. She stared at the rifles first. Then, finally, she looked into the face of the soldier who had ordered her to halt.

## Guiding Questions

How does Annemarie describe the soldiers? What does Annemarie notice about the soldiers?

- *They yell at her in stern voices*
- *She sees helmets, cold eyes, shiny boots, and rifles. She does not describe them as whole people, but as parts.*
- *She does not even notice their faces until last.*
- *She sees the rifles first.*
- *They block her from home.*

What does this reveal about how she feels/how she sees these soldiers?

- *She does not see them as human or friendly.*
- *She fears them.*
- *They are forces of violence.*
- *They are cold, hard.*
- *They can change a moment from light-hearted and fun into something dark and fearful.*
- *They could take away her feelings of well-being and safety.*
- *They can have an impact on herself, her friends, and her family.*

### Section 1 Close Read (Part 2 – page 4)

“And who is this?” he asked, looking to Annemarie’s side. Kirsti had appeared there suddenly, scowling at everyone.

“My little sister.” She reached down for Kirsti’s hand, but Kirsti, always stubborn, refused it and put her hands on her hips defiantly.

The soldier reached down and stroked her little sister’s short, tangled curls. Stand still, Kirsti, Annemarie ordered silently, praying that somehow the obstinate five-year-old would receive the message,

But Kirsti reached up and pushed the soldier’s hand away. “Don’t,” she said loudly.

### Guiding Questions

How does Kirsti react to the soldiers?

- *May need to discuss vocabulary such as scowl, defiantly, and obstinate.*
- *She puts her hands on her hips.*
- *She yells at them when they stroked her hair.*
- *She pushed the soldier’s hand away.*

What do Kirsti’s reactions show about her and events going on around her?

- *She has no fear of the soldiers.*
- *She does not see them as a threat to herself or anyone close to her.*
- *They are not strangers who need to be treated with respect and/or fear.*
- *She sees them as people who can be defied.*
- *They represent something common.*



### Section 1 Close Read (Part 3 – page 5)

When they were almost home, Ellen whispered suddenly, “I was so scared.”

“Me too,” Annemarie whispered back.

As they turned to enter their building, both girls looked straight ahead, toward the door. They did it purposely so they would not catch the eyes or the attention of two more soldiers, who stood with their guns on this corner as well. Kirsti scurried ahead of them through the door, chattering about the picture she was bringing home from kindergarten to show Mama. For Kirsti, the soldiers were simply part of the landscape, something that had always been there, on every corner, as unimportant as lampposts, throughout her remembered life.

### Guiding Questions

What does the phrase “catch the eyes” mean?

- *To draw attention to oneself*
- *To make oneself noticeable*

Why is the author using this phrase here? What does it reveal?

- *The girls show their continued fear of what could happen to them or their families.*
- *The girls recognize that the best way to be safe is to stay out of the soldiers’ radar. They understand the need to be invisible so the invaders have no reason to attack or harm them or their family.*
- *The girls want to be left alone. They do not want to become a part of anything that could raise an alarm or get them in trouble.*
- *They do not know what the reaction of the soldiers could be if provoked, so it is best to avoid them if at all possible.*

## **Close Read: Number the Stars: Section 1**

### **Section 1 Close Read (Part 1 – page 2)**

*“Halte!”* the soldier ordered in a stern voice.

The German word was as familiar as it was frightening. Annemarie had heard it often enough before, but it had never been directed at her until now.

Behind her, Ellen also slowed and stopped. Far back, Kirsti was plodding along, her face in a pout because the girls hadn’t waited for her.

Annemarie stared up. There were two of them. That meant two helmets, two sets of cold eyes glaring at her, and four tall shiny boots planted firmly on the sidewalk, blocking her path to home.

And it meant two rifles, gripped in the hands of the soldiers. She stared at the rifles first. Then, finally, she looked into the face of the soldier who had ordered her to halt.

## **Guiding Questions**

How does Annemarie describe the soldiers? What does Annemarie notice about the soldiers?

What does this reveal about how she feels/how she sees these soldiers?

### Section 1 Close Read (Part 2 – page 4)

“And who is this?” he asked, looking to Annemarie’s side. Kirsti had appeared there suddenly, **scowling** at everyone.

“My little sister.” She reached down for Kirsti’s hand, but Kirsti, always stubborn, refused it and put her hands on her hips **defiantly**.

The soldier reached down and stroked her little sister’s short, tangled curls. Stand still, Kirsti, Annemarie ordered silently, praying that somehow the **obstinate** five-year-old would receive the message,

But Kirsti reached up and pushed the soldier’s hand away. “Don’t,” she said loudly.

### Guiding Questions

How does Kirsti react to the soldiers?

What do Kirsti’s reactions show about her and events going on around her?

### Section 1 Close Read (Part 3 – page 5)

When they were almost home, Ellen whispered suddenly, “I was so scared.”

“Me too,” Annemarie whispered back.

As they turned to enter their building, both girls looked straight ahead, toward the door. They did it purposely so they would not **catch the eyes** or the attention of two more soldiers, who stood with their guns on this corner as well. Kirsti scurried ahead of them through the door, chattering about the picture she was bringing home from kindergarten to show Mama. For Kirsti, the soldiers were simply part of the landscape, something that had always been there, on every corner, as unimportant as lampposts, throughout her remembered life.

### Guiding Questions

What does the phrase “catch the eyes” mean?

Why is the author using this phrase here? What does it reveal?

## Number the Stars: Section 2

### Chapters 5-8

**Overview:** In this section the teacher will decide small group assignments for the class. Please note that students should not be participating in round robin reading. They may partner read or read a few pages silently and discuss as a group and continue. Teacher may give group task or discussion questions to focus on. Students should continue to practice recording and sharing their thoughts. As the groups meet to read, teacher will circulate. During this section, students should continue to use context clues. At the end of the section, students will reread a section of the text as a close read, and answer an open-ended question.

**Suggested Vocabulary:** (RL5.4) Use the following terms to determine meaning used in context. Teach students how to use context clues to determine meaning of words. Students can use the vocabulary chart to identify words they know from using background knowledge (BK), context clues (CC), or the dictionary. Students may create their own sentences using words.

imperious (p. 39)  
Star of David (p. 41)  
imprinted (p. 49)  
tentatively (p. 50)

specter (p.69)  
harbor (p. 62)  
casket (p. 72)

**Suggested Discussion Questions:** (RL5.1) Use the following questions to have groups discuss and then share with the class. Students should be able to respond to questions by quoting accurately from the text when explaining what the text says explicitly or when drawing inferences.

1. There are several differences between life Copenhagen and on Henrik's farm. Compare and contrast life, as Ellen and Annemarie experience it, in the two places.
2. Annemarie feels safe in her home. How does the author use specific details on pages 42-43 to create this mood?
3. How is the officer (p. 46) different than the Nazi (the Giraffe) in the beginning of the novel (p. 3)?
4. As a group discuss Uncle Henrick. Where does he live and what does he do for a living? Make a prediction about his role in the coming chapters.
5. Why do you think Mr. Johansen felt he had to use a code when speaking to Uncle Henrik?
6. Reread pages 68-69. What words and phrases does the author use to indicate a change in mood?

## **Open-Ended Response: Section 2**

Use your discussion notes and evidence from the story to answer the following question. In your response, be sure to use evidence you have gathered from the text. You may want to use the graphic organizer to organize your thinking.

**On pages 60-66, the author describes the setting and events at Uncle Henrik's farm.**

- **How does the author create a peaceful mood?**
- **How do the characters' words and actions let you know that even this setting is dangerous?**

**Words and Phrases**

**Creates  
Peaceful Mood**

**Creates Mood  
of Danger**

## Close Read: Number the Stars: Section 2

### Section 2 Close Read (Part 1 – page 60)

#### The House by the Sea

“Oh, Annemarie,” Ellen said, with awe in her voice, “it is beautiful.”

Annemarie looked around and nodded her head in agreement. The house and the meadows that surrounded it were so much a part of her childhood, a part of her life, that she didn’t often look at them with fresh eyes. But now she did, seeing Ellen’s pleasure. And it was true. They were beautiful.

The little red-roofed farmhouse was very old, its chimney crooked and even the small, shuttered windows tilted at angles. A bird’s nest, wispy with straw, was half hidden in the corner where the roof met the wall above a bedroom window. Nearby, a gnarled tree was still speckled with a few apples now long past ripe.

Mama and Kirsti had gone inside, but Annemarie and Ellen ran across the high-grassed meadow, through the last wildflowers. From nowhere, a gray kitten appeared and ran beside them, pouncing here and there upon imagined mice, pausing to lick its paws, and then darting off again.

## Guiding Questions

How is the setting described?

- *It’s beautiful*
- *They remind Annemarie of her childhood*
- *The house is old and has imperfections, but has a country, cottage feel*
- *There is a kitten running around in the grass meadow sprinkled with wildflowers.*

What mood is created by this description?

- *There is a nostalgic feeling. She reflects back on her childhood and the time she spent there.*
- *It is a free mood. They run in the meadow and chase the kitten.*
- *There is a quaint, feeling about that slightly crooked house. It is not a frightening place, but just old and settled in.*
- *There is a bucolic quality to the place.*



## Section 2 Close Read (Part 2 – page 63)

“I took Ellen down to show her the sea,” Annemarie explained when they reached the place where Mama waited. “She’d never been that close before! We started to wade, but it was too cold. I wish we had come in the summer so we could swim.”

“It’s cold even then,” Mama said. She looked around. “You didn’t see anyone, did you? You didn’t talk to anyone?”

Annemarie shook her head. “Just the kitten.” Ellen had picked it up, and it lay purring in her arms as she stroked its small head and talked to it softly.

“I meant to warn you. You must stay away from people while you are here.”

“But there is no one around here,” Annemarie reminded her.

“Even so. If you see anyone at all – even someone you know, one of Henrik’s friends – it is better if you come in the house. It is too difficult – maybe even dangerous – to explain who Ellen is.”

Ellen looked up and bit her lip. “There aren’t soldiers here, too?” she asked.

Mama sighed. “I’m afraid there are soldiers everywhere. And especially now. This is a bad time.”

## Guiding Questions

What are some of the things that Mama says that let the reader know that danger lurks beneath the peaceful scene?

- *She asks if they have seen anyone*
- *She warns them to stay away from everyone, even people considered Uncle Henrik’s friend. They cannot even trust people they think are friends.*
- *She tells them soldiers are everywhere. There is no escape, no respite. She sees danger everywhere.*

## Section 2 Close Read (Part 3 – page 66)

For a moment, to Annemarie, listening, it seemed like all the earlier times, the happy visits to the farm in the past with summer daylight extending beyond bedtime, with children tucked away in the bedrooms and grownups downstairs talking.

But there was a difference. In the earlier times, she had always overheard laughter. Tonight there was no laughter at all.

## Guiding Questions

How does the author show the changes over time?

In earlier times...

- *Childhood visits to the farm*
- *Summertime with family*
- *Listening to grownups talk and laugh and catch up. Imagine all the teasing that goes on (Uncle Henrik's housekeeping, need for a wife)*
- *Children are tucked into bed – rather comforting, safe*

Now...

- *No laughter*
- *No gathering of friends and relatives, author uses children and grownups as if there were many other people who came and laughed and talked*
- *It's only Mama and Uncle Henrik – not others*
- *It's fall – not summer when the days are long*

## **Close Read: Number the Stars: Section 2**

### Section 2 Close Read (Part 1 – page 60)

#### The House by the Sea

“Oh, Annemarie,” Ellen said, with awe in her voice, “it is beautiful.”

Annemarie looked around and nodded her head in agreement. The house and the meadows that surrounded it were so much a part of her childhood, a part of her life, that she didn’t often look at them with fresh eyes. But now she did, seeing Ellen’s pleasure. And it was true. They were beautiful.

The little red-roofed farmhouse was very old, its chimney crooked and even the small, shuttered windows tilted at angles. A bird’s nest, wispy with straw, was half hidden in the corner where the roof met the wall above a bedroom window. Nearby, a gnarled tree was still speckled with a few apples now long past ripe.

Mama and Kirsti had gone inside, but Annemarie and Ellen ran across the high-grassed meadow, through the last wildflowers. From nowhere, a gray kitten appeared and ran beside them, pouncing here and there upon imagined mice, pausing to lick its paws, and then darting off again.

## **Guiding Questions**

How is the setting described?

What mood is created by this description?

## Section 2 Close Read (Part 2 – page 63)

“I took Ellen down to show her the sea,” Annemarie explained when they reached the place where Mama waited. “She’d never been that close before! We started to wade, but it was too cold. I wish we had come in the summer so we could swim.”

“It’s cold even then,” Mama said. She looked around. “You didn’t see anyone, did you? You didn’t talk to anyone?”

Annemarie shook her head. “Just the kitten.” Ellen had picked it up, and it lay purring in her arms as she stroked its small head and talked to it softly.

“I meant to warn you. You must stay away from people while you are here.”

“But there is no one around here,” Annemarie reminded her.

“Even so. If you see anyone at all – even someone you know, one of Henrik’s friends – it is better if you come in the house. It is too difficult – maybe even dangerous – to explain who Ellen is.”

Ellen looked up and bit her lip. “There aren’t soldiers here, too?” she asked.

Mama sighed. “I’m afraid there are soldiers everywhere. And especially now. This is a bad time.”

## Guiding Questions

What are some of the things that Mama says that let the reader know that danger lurks beneath the peaceful scene?

Section 2 Close Read (Part 3 – page 66)

For a moment, to Annemarie, listening, it seemed like all the earlier times, the happy visits to the farm in the past with summer daylight extending beyond bedtime, with children tucked away in the bedrooms and grownups downstairs talking.

But there was a difference. In the earlier times, she had always overheard laughter. Tonight there was no laughter at all.

**Guiding Questions**

How does the author show the changes over time?

In earlier times...

Now...

## Number the Stars: Section 3

### Chapters 9-13

Overview: Students will continue to read this section with partners or in small groups. Please note that students should not be participating in round robin reading. They may partner read or read a few pages silently and discuss as a group and continue. Students should continue to practice recording and sharing their thoughts. As the groups meet to read, teacher will circulate. While there is no close reading lesson for this section, teachers should choose one discussion question for written response.

**Suggested Vocabulary:** (RL5.4) Use the following terms to determine meaning used in context. Teach students how to use context clues to determine meaning of words. Students can use the vocabulary chart to identify words they know from using background knowledge (BK), context clues (CC), or the dictionary. Students may create their own sentences using words.

hearse (p. 77)	protruding (p. 91)
reluctantly (p. 78)	commotion (p. 93)
urgency (p. 81)	faltered (p. 101)
staccato (p. 83)	vast (p. 103)
condescending (p. 84)	
psalm (p. 87)	

**Suggested Discussion Questions:** (RL5.1) Use the following questions to hold a discussion with class. Students should also respond to questions by quoting accurately from the text when explaining what the text says explicitly or when drawing inferences.

1. What was the purpose of Aunt Birte's funeral? Be sure to use examples from the text to support your answer.
2. How does Uncle Henrik explain the "need to lie"? What does this mean?
3. Why do you think Peter Neilsen also showed up at Uncle Henrik's house? What do you think his involvement is in this war?
4. Annemarie listens to her mother and uncle talk. She notices the absence of the laughter these two used to share. From this clue, can you make some inferences about the subject Mrs. Johansen and Henrik's conversation?
5. Explain the following thoughts of Annemarie: "It was harder for the ones who were waiting, Annemarie knew. Less dangerous, perhaps, but more fear."
6. Why did Mrs. Johansen tell Annemarie to act as a silly little girl if she were to get stopped?

## Number the Stars: Section 4

### Chapters 14-17, Afterword

**Overview:** The teacher will now have students complete the book independently. Students will continue to record and discuss their thoughts, work on context clues. At the end of the section, students will reread a section of the text as a close read, and answer an open-ended question. Teacher may meet with individual students at this time to conference.

**Suggested Vocabulary:** (RL5.4) Use the following terms to determine meaning used in context. Teach students how to use context clues to determine meaning of words. Students can use the vocabulary chart to identify words they know from using background knowledge (BK), context clues (CC), or the dictionary. Students may create their own sentences using words.

donned (p.106)	tantalize (p.111)
exasperated (p. 115)	implored (p.116)
contempt (p. 116)	concealed (p. 124)
devastating (p. 129)	executed (p. 129)
integrity (p. 133)	

**Suggested Discussion Questions:** (RL5.1) Use the following questions to hold a discussion with class. Students should also respond to questions by quoting accurately from the text when explaining what the text says explicitly or when drawing inferences.

1. How does Annemarie use the fairy tale of Little Red Riding Hood to help her in her task?
2. What are some of the ways Annemarie uses her experience in Chapter 1 to help her when confronted by the German soldier? Why does this work?
3. How does Uncle Henrik explain the concept of bravery to Annemarie?
4. Why is the handkerchief in the packet so important? What would have happened if Annemarie had not gotten the handkerchief to Uncle Henrik?
5. Annemarie said that Denmark must be “bodyguard for the Jews”. In what way did the country of Denmark accomplish this task?

### **Open-Ended Response: Section 4**

Use your discussion notes and evidence from the story to answer the following question. In your response, be sure to use evidence you have gathered from the text.

**Throughout the book, there is evidence that characters protect each other even in the face of danger. “It’s what friends do,” Mama had said. What evidence is there throughout the story of the Danes standing up for what they believe in? What does this evidence reveal about the theme or message of the story?**



## Close Read: Number the Stars: Section 4

Section 4 Close Read (Part 1 – page 128 )

The war would end. Uncle Henrik had said that, and it was true. The war ended almost two long years later. Annemarie was twelve.

Churchbells rang all over Copenhagen, early that May evening. The Danish flag was raised everywhere. People stood in the streets and wept as they sang the national anthem of Denmark.

Annemarie stood on the balcony of the apartment with her parents and sister, and watched. Up and down the street, and across on the other side, she could see flags and banners in almost every window. She knew that many of those apartments were empty. For nearly two years, now, neighbors had tended the plants and dusted the furniture and polished the candlesticks for the Jews who had fled. Her mother had done so for the Rosens.

“It is what friends do,” Mama had said.

Now neighbors had entered each unoccupied, waiting apartment, opened a window, and hung a symbol of freedom there.

## Close Reading – Section 4 (Part 1, page 128 )

### Guiding Questions

What are some of the things the Danes did to show they did not forget their neighbors?

- *They cleaned and took care of their homes.*
- *They kept their apartments for them, did not give them away.*
- *They hung symbols of freedom in them*
- *They wept in the streets showing they cared and were rejoicing in the end of the occupation.*

#### Section 4 Close Read (Part 2 – page 129)

Peter Neilsen was dead. It was a painful fact to recall on this day when there was so much joy in Denmark. But Annemarie forced herself to think of her redheaded almost-brother, and how devastating the day was when they received the news that Peter had been captured and executed by the Germans in the public square at Ryvangen, in Copenhagen.

He had written a letter to them from prison the night before he was shot. It had said simply that he loved them, that he was not afraid, and that he was proud to have done what he could for his country and for the sake of all free people. He had asked, in the letter, to be buried beside Lise.

#### Close Reading – Section 4 (Part 2, page 129)

##### Guiding Questions

Even in the face of joy and freedom, the end of war is marked by sacrifice. What sacrifice is represented here?

- *It was a painful fact that Peter Neilsen was dead.*
- *There is so much joy in Denmark, but Annemarie is also thinking of her almost-brother.*
- *It was a devastating day when they received the news that Peter had been captured and executed.*

Why was Peter willing to be part of the Resistance and make this sacrifice?

- *He was proud to have done what he could for his country.*
- *Peter made the sacrifice for the sake of all free people.*

#### Section 4 Close Read (Part 3 – page 137)

So I would like to end this with a paragraph written by that young man, in a letter to his mother, the night before he was put to death.

...and I want you all to remember – that you must not dream yourselves back to the times before the war, but to dream for you all, young and old, must be to create an ideal of human decency, and not a narrow-minded and prejudiced one. That is the great gift our country hungers for, something every little peasant boy can look forward to, and with pleasure feel he is a part of – something he can work and fight for.

#### Guiding Questions

What does the phrase “an ideal of human decency” mean?

- *Lead to students to an understanding that ideals of human decency would be people acting in ways that show kindness, sympathy, empathy, and courage.*
- *Encourage students to articulate where characters in the story demonstrated these attributes.*

What does the phrase “narrow-minded and prejudiced” mean?

- *Lead students to understand that this is a negative and destructive point of view.*
- *Encourage students to find examples and non-examples of prejudice and narrow-mindedness throughout the text.*

What is this young man saying he hopes for?

- *Lead students to a discussion of a world in which people stand up for others, despite differences and in the face of danger.*

## **Close Read: Number the Stars: Section 4**

Section 4 Close Read (Part 1 – page 128 )

The war would end. Uncle Henrik had said that, and it was true. The war ended almost two long years later. Annemarie was twelve.

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Annemarie stood on the balcony of the apartment with her parents and sister, and watched. Up and down the street, and across on the other side, she could see flags and banners in almost every window. She knew that many of those apartments were empty. For nearly two years, now, neighbors had tended the plants and dusted the furniture and polished the candlesticks for the Jews who had fled. Her mother had done so for the Rosens.

“It is what friends do,” Mama had said.

Now neighbors had entered each unoccupied, waiting apartment, opened a window, and hung a symbol of freedom there.

## **Close Reading – Section 4 (Part 1, page 128 )**

### **Guiding Questions**

What are some of the things the Danes did to show they did not forget their neighbors?

#### Section 4 Close Read (Part 2 – page 129)

Peter Neilsen was dead. It was a painful fact to recall on this day when there was so much joy in Denmark. But Annemarie forced herself to think of her redheaded almost-brother, and how devastating the day was when they received the news that Peter had been captured and executed by the Germans in the public square at Ryvangen, in Copenhagen.

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#### Close Reading – Section 4 (Part 2, page 129)

##### Guiding Questions

Even in the face of joy and freedom, the end of war is marked by sacrifice. What sacrifice is represented here?

Why was Peter willing to be part of the Resistance and make this sacrifice?

#### Section 4 Close Read (Part 3 – page 137)

So I would like to end this with a paragraph written by that young man, in a letter to his mother, the night before he was put to death.

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#### Guiding Questions

What does the phrase “an ideal of human decency” mean?

What does the phrase “narrow-minded and prejudiced” mean?

What is this young man saying he hopes for?

## Optional Extension Activities

- 1) Imagine that you are a book reviewer. Write a summary of 100 words or less about what happened in *Number the Stars*.
- 2) Make a two-column chart. Give one column the heading of History. Label the other column Fiction. As you read the Afterword, record what is fact (history) and what is fiction in *Number the Stars*.
- 3) Heroism displays itself in different ways. Think of five characters from *Number the Stars* who behave heroically. Explain what each character does that is heroic. Your explanation can be in writing, or in the form of an oral presentation to your class.
- 4) Complete an Accelerated Reader Quiz.
- 5) Complete a Story Map.
- 6) Compare and Contrast story elements.
- 7) Student Generated Inquiry: What questions does this book raise about Denmark and the Holocaust?

## Optional Extension: Comparing and Contrasting Story Elements (RL5.3)

Overview: Students should be able to compare and contrast two or more characters, settings, or events in the story, drawing on specific details in the text. Students can use a graphic organizer to help with their thinking, but ultimately students should be able to compare and contrast in writing.

Resources: Some helpful transition words to be used in their writing when comparing and contrasting are listed below:

### Contrast:

- A clear difference
- But
- Conflicting viewpoint
- Despite
- Even so
- For all that
- However
- In another way
- Larger
- Nevertheless
- On one hand
- Rather
- Still another

### Comparison:

- \* In the same way
- \* By the same token
- \* Similarly
- \* In like manner
- \* Likewise
- \* In similar fashion

Instructional Plan: Teachers should provide a copy of a Venn Diagram or graphic organizer for students to record their thoughts about characters, settings, or events. Teachers may decide to do one with the class first and then have students work with partners or create independently and then discuss. Once students have recorded their thoughts, discuss orally how you could put this into a paragraph. Students can also write a paragraph using the above transitions to make a cohesive paragraph.

Suggested Compare and Contrast Topics:

Characters: Johansen's and the Rosen's, Annemarie and Ellen, Annemarie and Kirsti

Settings: Copenhagen and Henrik's Farm,

Events: Soldiers stopping girls on street and soldier entering home at night



# STORY MAP

Title: \_\_\_\_\_

Setting:

Characters:

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Traits:

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Problem:

Event 1: \_\_\_\_\_

Event 2: \_\_\_\_\_

Event 3: \_\_\_\_\_

Event 4: \_\_\_\_\_

Event 5: \_\_\_\_\_

Solution: