

NUMBER THE STARS

CONTENT AREA: Language Arts

Grade Level: 4-5

TEKS:

[Link](#)

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OBJECTIVES

This story, Number the Stars was written by Lois Lowry. It takes place in Denmark during WWII.

Use the videos and activities included here to give your students greater access to curriculum that meets state standards, yet are accessible to students who may need some adapted materials.

Content Area: Language Arts

Grade level: 4-5

[TEKS](#)

INTRODUCTION

Number the Stars Introduction Video



<https://youtu.be/ftZacLi3Jk?list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp>

Scholastic Introductory Activities

Lesson Plan
Number The Stars Discussion Guide
Grades: 3-8

Print Share

About the Book

In *Number the Stars*, the family of 10-year-old Annemarie Johansen takes in Annemarie's best friend, Ellen Rosen, as German troops begin their campaign to "relocate" all the Jews of Denmark. Annemarie's family conceals Ellen by pretending she's part of the family. Through Annemarie's eyes, readers witness the Danish Resistance smuggling nearly the entire Jewish population of Denmark across the sea to Sweden.

Pre-Reading Questions and Activities

1. Discuss Germany's occupation of other European nations during World War II including Denmark, Belgium, Norway, and The Netherlands. Talk about the fate of many Jews under the Nazi regime.
2. Read about the book's title, *Number the Stars*, and ask students to speculate on its meaning. Write their ideas on a poster pad to review when they reach Chapter 13.
3. Have students read through the list of chapter titles and make inferences about the story. Draw their attention to the number of titles that are questions. What do so many questions suggest about the story? (that it depicts a time of uncertainty) What other words jump out from these titles? (words of death and darkness --- "long night," "dark-haired one," "death," "looked," "dark path")

Vocabulary Builder

You may wish to draw students' attention to the words listed below before they begin reading the book.

Number the Stars
By Lois Lowry
[Learn More](#)

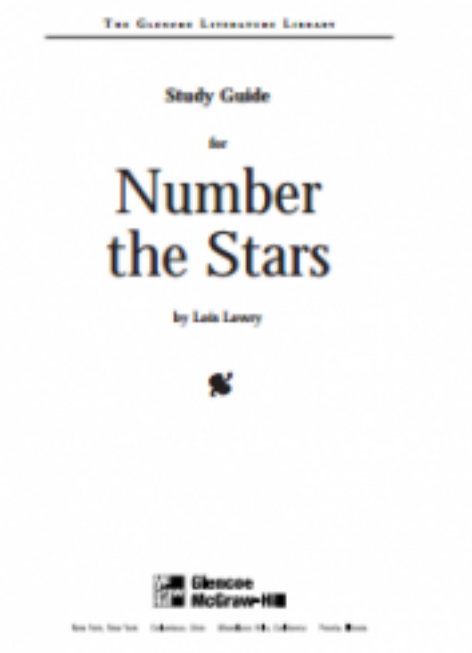
About this book

Grade Level Equivalent: 4.5
Lexile Measure: 670
Guided Reading Level: U
Age: Age 11, Age 9, Age 13
Genre: Classics, Historical Fiction
Subject: Courage, Bravery, Heroism, Holocaust, Jewish Experience, Prejudice and Tolerance Experiences

Length of Activity: 20 minutes

This activity is included to help provide important background information prior to students beginning to read the text.

Glencoe Study Guide



Length of Activity: Varies based on which resources are used.
This Study Guide is intended for teachers to be able to select materials and resources that are appropriate for individualized classes and students.

NUMBER THE STARS

CHAPTER 1

In this chapter we learn about Annemarie, and Ellen's friendship. We learn about the ways they interact with one another and the things they do together. We read about Annemarie running into a German soldier and being scared. Use the videos and activities included here to give your students greater access to curriculum that meets state standards, yet are accessible to students who may need some adapted materials.

Chapter 1 Teaser Video



[https://youtu.be/6pJX7c2qPXU?
list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp](https://youtu.be/6pJX7c2qPXU?list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp)

Use this video as a way to introduce students to the chapter they are about to read. This video is intended to help draw students in and help motivate them to read the chapter.

Chapter 1 Discussion Question



[https://youtu.be/tqqul7mMqe8?
list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp](https://youtu.be/tqqul7mMqe8?list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp)

This video is designed to be used individually or as a group. It asks about how Annemarie felt when the gun was pointed at her.

ACTIVITIES

Chapter 1 Lesson Plan



Use these lesson plans to help guide you as you do the Chapter 1 videos and activities included here.

Comparing Characters Worksheet

Number the Stars
Chapter 1

Describe each character. What similarities and differences did you notice about the two girls? Discuss what you wrote with a partner.

Annemarie	Ellen

STATEWIDE
OUTREACH
CENTERS

Length of Activity: 20 minutes

Use this worksheet to have students compare Annemarie and Ellen as they read.

Chapter 1 Reading Comprehension Questions

**Readers Use This
Chapter 1**

Reading Comprehension Check

Read and discuss Chapter 1. Answer the questions in the questions-it-contains section. Be sure to support your answers with the text.

1. Describe the relationship between this, Reader and the character.

2. How has American society changed in the three years since the Vietnam war?

3. How have your friends reacted to the situation?

4. What is the main objective of the Social Security Group?


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Length of Activity: 15 minutes

Use this worksheet to assess student understanding of Chapter 1 material to look for areas that may need to be reinforced or retaught.

Chapter 1 Quiz

Name _____
Date _____

Number the Stars Chapter 1 Quiz

1. What is the main setting of this chapter?

2. What is the importance of the "Go-Top" (Goose) message?

3. Why do we think Anselm's parents kept him from newspaper after reading it?

4. Why does Mrs. Anselm's "It is important to be able to sit around, alone, do one of things. Be sure that they never know of what is happening, you think. Why does she say this to her?



Length of Activity: 30 minutes

Use this quiz to assess student understanding after instruction is completed.

NUMBER THE STARS

CHAPTER 2

In chapter 2 we read about Annemarie telling Kirsti a story as they were going to bed. Annemarie remembers her older sister, Lise. Use the videos and activities included here to give your students greater access to curriculum that meets state standards, yet are accessible to students who may need some adapted materials.

Chapter 2 Teaser Video



<https://youtu.be/iEd8ldiMb6Y>

Chapter 2 Discussion Question



[https://youtu.be/yrdM6TBhQKs?
list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp](https://youtu.be/yrdM6TBhQKs?list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp)

This video leads students to discuss why children would be able to be happy during times of war when they had little food and clothing.

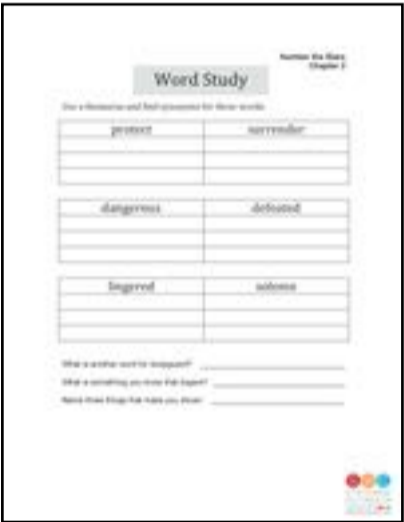
ACTIVITIES

Chapter 2 Lesson Plans



Use these lesson plans to help guide you as you do the Chapter 1 videos and activities included here.

Word Study



Length of Activity: 20 minutes

Use this activity to review words that arise in the story in which students may need the practice to acquire.

Reading Comprehension Worksheet



Length of Activity: 20 minutes

Use this worksheet to assess student understanding of Chapter 2 material to look for areas that may need to be reinforced or retaught.

Using Flashback Graphic Organizer



Length of Activity: 30 minutes

Use this worksheet to help students understand how flashback is used in this story. Here are the [instructions](#) for this activity.

Chapter 2 Quiz

Number the Lines

Number the Lines

Chapter 2 Open Book Quiz

Chapter 2

Think about the questions carefully. Answer the questions to complete the quiz.

1. What is the main idea of the story?

2. In the book, the narrator says, "The whole world was changed; only the few who remained the same." Explain what you think this means.

3. Why does Peter "surrender" when he is in the forest?

4. What do you think will happen in Chapter 3? How does your prediction relate to the story?

Length of Activity: 30 minutes

Use this quiz to assess student understanding after instruction is completed.

NUMBER THE STARS

CHAPTER 3

In Chapter 3 we read that some time has passed and it is getting closer to winter. We learn of the Hirsch family store and what has happened to it. Use the videos and activities included here to give your students greater access to curriculum that meets state standards, yet are accessible to students who may need some adapted materials.

Chapter 3 Teaser Video



<https://youtu.be/Hh0ReE5MdLU?list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp>

Chapter 3 Discussion Question



This video discusses the idea of a business that closes and its impact on those around it.

<https://youtu.be/HLOpMaH5pj4?list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp>

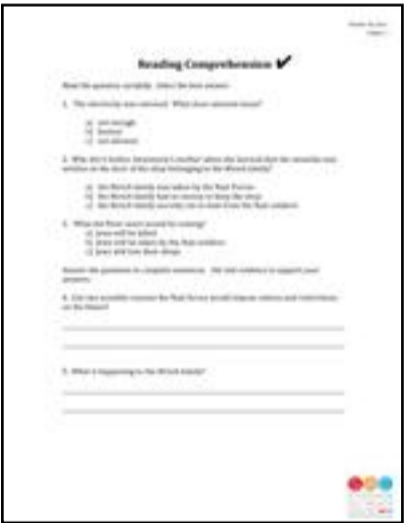
ACTIVITIES

Chapter 3 Lesson Plan



Use these lesson plans to help guide you as you do the Chapter 1 videos and activities included here.

Chapter 3 Reading Comprehension Questions



Length of Activity: 20 minutes

Use this worksheet to assess student understanding of Chapter 3 material to look for areas that may need to be reinforced or retaught.

Chapter 3 - Similes

Date: _____
 Page: _____

Samples

Write and illustrate what a character is like in a sentence.

Write some sentences for describing your characters in the space. Be sure to use the correct articles (a, an, the) when needed.

1. Draw a line _____ Sentence: She _____

2. Draw a line next to a line _____ sentence _____
 she _____
3. Draw _____

4. Draw Question sentence _____

5. Draw _____



Length of Activity: 20 minutes

NUMBER THE STARS

CHAPTER 4

In this chapter, we read about Kirsti getting some new shoes, but not liking them very much. Use the videos and activities included here to give your students greater access to curriculum that meets state standards, yet are accessible to students who may need some adapted materials.

Chapter 4 Teaser Video



<https://youtu.be/P0qdQNNHEO8?list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp>

Chapter 4 Discussion Video



This video discusses the idea of kids picking on another child who may not have nice clothes and how you would respond to seeing that happen.

ACTIVITIES

Chapter 4 Lesson Plans

Read the Story
Chapter 4

Strategic reading

• Discuss about the use of simile as a way to communicate when it is used in the story to describe Puggles, the dog and the President. Look at the simile, “The President’s face is just like a President’s face.” Under the last of the simile, discuss the use of simile and the comparison between the President’s face and the dog’s face. Discuss the use of simile and the comparison between the President’s face and the dog’s face. Discuss the use of simile and the comparison between the President’s face and the dog’s face.

Strategic reading: Make a Prediction

• Discuss about the use of simile as a way to communicate when it is used in the story to describe Puggles, the dog and the President. Look at the simile, “The President’s face is just like a President’s face.” Under the last of the simile, discuss the use of simile and the comparison between the President’s face and the dog’s face. Discuss the use of simile and the comparison between the President’s face and the dog’s face.

Key Vocabulary

Word	Meaning	Use
simile	Comparison	Example
metaphor	Comparison	Example
hyperbole	Exaggeration	Example

Strategic reading: Make a Prediction

• Discuss about the use of simile as a way to communicate when it is used in the story to describe Puggles, the dog and the President. Look at the simile, “The President’s face is just like a President’s face.” Under the last of the simile, discuss the use of simile and the comparison between the President’s face and the dog’s face. Discuss the use of simile and the comparison between the President’s face and the dog’s face.

Use these lesson plans to help guide you as you do the Chapter 1 videos and activities included here.

Chapter 4 Notetaking Chart

Read the Story
Chapter 4

Strategic reading

• Discuss about the use of simile as a way to communicate when it is used in the story to describe Puggles, the dog and the President. Look at the simile, “The President’s face is just like a President’s face.” Under the last of the simile, discuss the use of simile and the comparison between the President’s face and the dog’s face. Discuss the use of simile and the comparison between the President’s face and the dog’s face.

Strategic reading: Make a Prediction

• Discuss about the use of simile as a way to communicate when it is used in the story to describe Puggles, the dog and the President. Look at the simile, “The President’s face is just like a President’s face.” Under the last of the simile, discuss the use of simile and the comparison between the President’s face and the dog’s face. Discuss the use of simile and the comparison between the President’s face and the dog’s face.

Key Vocabulary

Word	Meaning	Use
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Strategic reading: Make a Prediction

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Comparison	Supporting Details

Length of Activity: 20 minutes

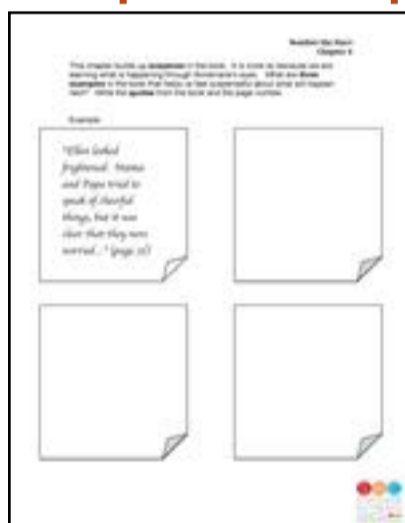
Chapter 4 Reading Comprehension Questions



Length of Activity: 25 minutes

Use this worksheet to assess student understanding of Chapter 4 material to look for areas that may need to be reinforced or retaught.

Chapter 4 Suspense Activity



Length of Activity: 15 minutes

This activity will help students look at how writers use suspense to keep the reader interested in the story.

Chapter 4 T-Chart

Read the Book
Chapter 4

Learn to your teacher all the words a book about how people and things go together to make stories. There about how the people were together in your class and the how many people children were together in your class during their in the story. Please read it and see by growing up and how the children.

Read about the first stories. How are they alike? How are they different? Discuss with your classmates and see what you can find out about them.

Complete the T chart to show your thinking. Use your evidence to support your thinking.

Book 1: Write the Story	Book 2

Length of Activity: 20 minutes

Chapter 4 Word Study

Read the Book
Chapter 4

Word Study

If you have learned the vocabulary words from the text, and you are ready to go up the words in a dictionary. Please read each word carefully and complete the chart. For each word, write down the word in a column to help you remember what they mean.

Word	Definition	Example	Other Words

Length of Activity: 30 minutes

This word study will help students look more closely at words that they read in the text.

NUMBER THE STARS

CHAPTER 5

This chapter tells about how the family planned to deal with the soldiers if they were to ask who Ellen was. Use the videos and activities included here to give your students greater access to curriculum that meets state standards, yet are accessible to students who may need some adapted materials.

Chapter 5 Teaser Video



<https://youtu.be/maUvimnIFJA?list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp>

Chapter 5 Discussion Question



This asks "Have you ever pretended to be someone else?" Then, asks students to ponder the idea of being able to be a famous person.

<https://youtu.be/AFGG8zmUJw?list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp>

ACTIVITIES

Chapter 5 Lesson Plan

Teacher Use Only
Chapter 5

Key Vocabulary

teaching
learning
teaching
teaching
teaching

Build Comprehension

Key Words and Clues

1. What was the purpose of the lesson? (Why?)

2. Why did the teacher choose to use the activities in the lesson?

3. What was the purpose of the lesson? (Why?)

4. What was the purpose of the lesson? (Why?)

5. What was the purpose of the lesson? (Why?)

6. What was the purpose of the lesson? (Why?)

7. What was the purpose of the lesson? (Why?)

8. What was the purpose of the lesson? (Why?)

9. What was the purpose of the lesson? (Why?)

10. What was the purpose of the lesson? (Why?)

Notes/Comments

1. Compare the activities in chapter 1 to the activities in chapter 2. How are they similar? How are they different?

2. The author references "Why teach?" several times especially during the introduction. What does it tell us about the author's purpose? Why does it matter?

3. How do you feel about the "teaching" in this chapter?

Topics for Reading Response and/or Journal Writing

1. Write about the connections you made to the text of this chapter.

2. Describe the author's purpose to teach. Why is it important?

3. How does your purpose for your lesson relate to the author's purpose? How does it differ? How does it relate?

4. How do you feel about the "teaching" in this chapter?

Use these lesson plans to help guide you as you do the Chapter 5 videos and activities included here.

Reading Comprehension Questions

Teacher Use Only
Chapter 5

Reading Comprehension ✓

Read the questions carefully. Write the answer to the question in the space below the question.

1. Why did the author use the word "teaching" in the introduction?

2. How does the author use the word "teaching" in the introduction? How does it relate to the purpose of the lesson?

3. How does the author use the word "teaching" in the introduction? How does it relate to the purpose of the lesson?

4. How does the author use the word "teaching" in the introduction? How does it relate to the purpose of the lesson?

5. How does the author use the word "teaching" in the introduction? How does it relate to the purpose of the lesson?

6. How does the author use the word "teaching" in the introduction? How does it relate to the purpose of the lesson?

Length of Activity: 20 minutes

Use this activity to assess the students' comprehension of the material they are reading.

Same or Different Activity

Worksheet for Math
Chapter 1

There are two sets of questions in chapter 1. In the first set, you are asked to compare the same and different about things. In the second set, you are asked to compare the same and different about things. Write your answers in the spaces provided.

Same	Different

Length of Activity: 20 minutes

Use this to expand upon topics that arise during this chapter.

Hide or Not Activity

Worksheet for Math
Chapter 1

1. Should the defendant be held responsible for their actions? Why or why not? Write your answer in the space provided.

2. What should the defendant be held responsible for? What should they be held responsible for? Why do you think this is what they should do?

3.

4.

5.

6.

7.

8.

9.

10.

Length of Activity: 20 minutes

Use this to consider the actions of others and how they impact students reading this chapter.

NUMBER THE STARS

CHAPTER 6

In this chapter, we read about how Papa thought very quickly to convince the soldiers something about Ellen. Use the videos and activities included here to give your students greater access to curriculum that meets state standards, yet are accessible to students who may need some adapted materials.

Chapter 6 Teaser Video



<https://youtu.be/LV69yl8gV-A?list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp>

Chapter 6 Discussion Question



This video asks "Why do you think the soldiers didn't believe that Ellen was a member of the Johansen family?"

ACTIVITIES

Lesson Plan



Use these to help guide you as you work through chapter 6.

Codes Worksheet



Length of Activity: 20 minutes

Use this activity to discuss and learn about using and writing codes.

Opinion Writing

Lesson 16 Book 2
Chapter 2

Opinion Writing

Do you agree with Marissa's view that Page should stay in the apartment while she recovers with the three young children in close proximity to her? To write with a point of view they are taking from the text, consider a viewpoint.

Use the graphic organizer to write your short answer response.

Topic	
I believe	

Why do Marissa and Page live in the apartment?	<div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 20px;"></div>
Do you agree or disagree with Marissa's viewpoint?	<div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 20px;"></div>
Why do you hold this point of view?	<div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 20px;"></div>

Conclusion

Length of Activity: 30 minutes

This activity will help students define an opinion and expound upon it.

Reading Comprehension Questions

Reading Comprehension Check

Read a number of all passages they begin paragraphs. Read each sentence. Some questions you can find already in the text; other questions require you to think and make inferences. Circle the answer to each question.

1. Why don't the girls go to school?
2. What is a village school?
3. Why don't Papa go with Maria and the girl to village school?
4. Why don't everyone excited when the children questioned Papa on this matter?
5. Why not Maria leave the country and to travel abroad instead?
6. What do Maria and the girl go?



Length of Activity: 25 minutes

Use this set of questions to help assess student understanding of the text they are reading.

Visualizing Worksheet



Length of Activity: 20 minutes

Use this activity to help students better understand what they are reading.

Word Study



Length of Activity: 30 minutes

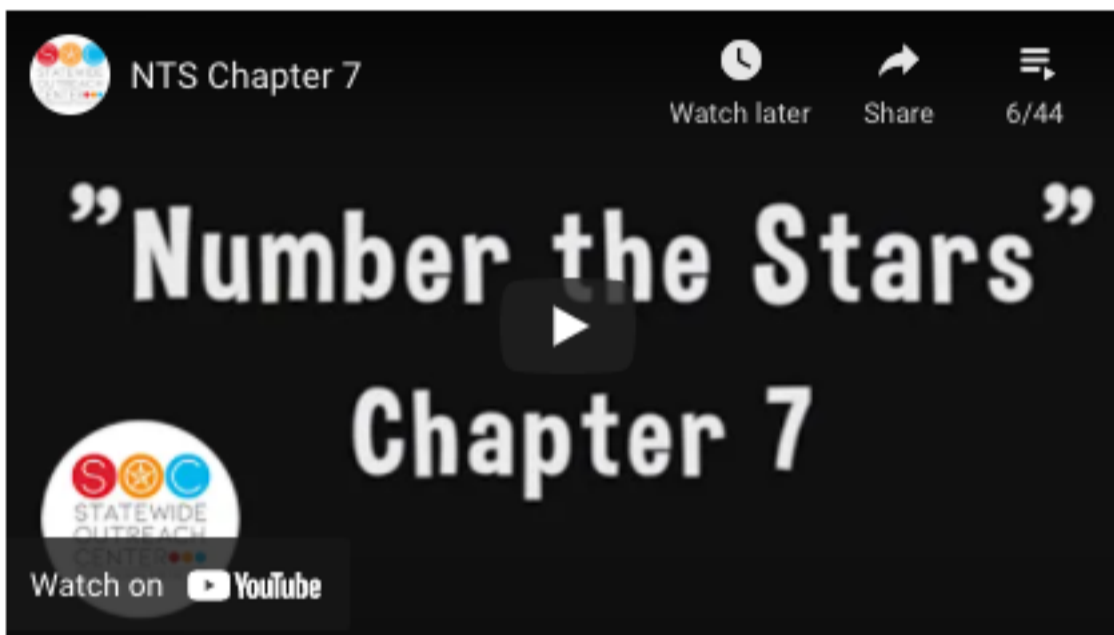
As students work through the text, they can use this to get a better understanding of the words they are reading.

NUMBER THE STARS

CHAPTER 7-8

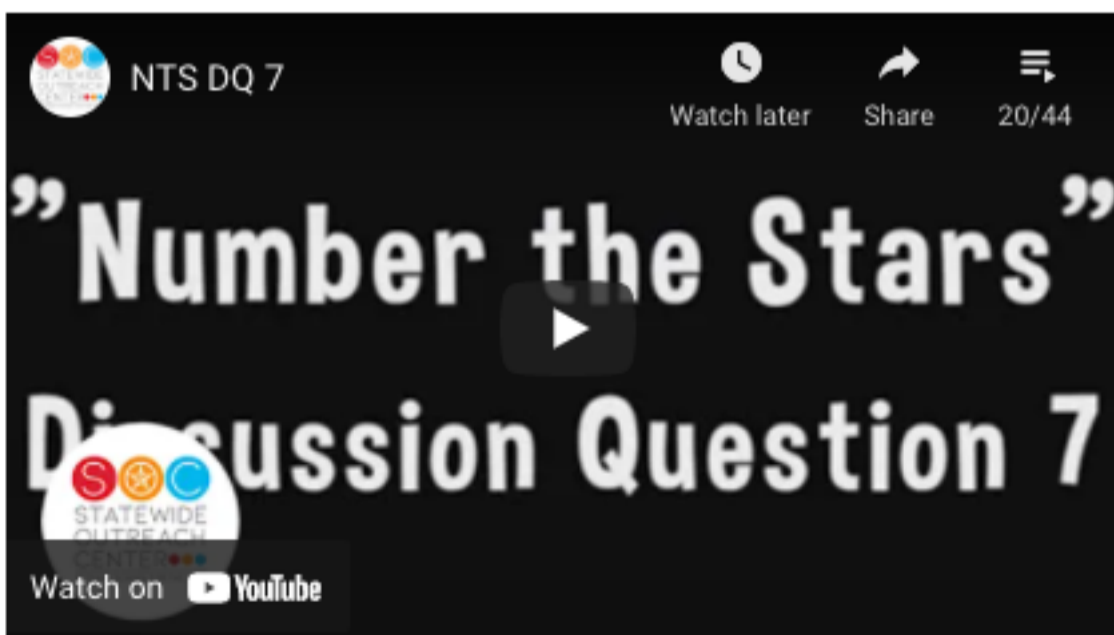
These chapters discuss the arrival of mom and the girls at Uncle Henrik's house. It also discusses various events that happen on the farm. Use the videos and activities included here to give your students greater access to curriculum that meets state standards, yet are accessible to students who may need some adapted materials.

Chapter 7 Teaser Video



<https://youtu.be/wjn8v-FEyc?list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp>

Chapter 7 Discussion Video



https://youtu.be/_RHR0e3q7pg?list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp

This video asks about experiences at the ocean, whether you have seen it before or not.

Chapter 8 Teaser Video



https://youtu.be/_FnbVFTLsJ8?list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp

Chapter 8 Discussion Video



<https://youtu.be/cl2zhOcVouY?list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp>

This video discusses the idea of using a code

ACTIVITIES

Chapters 7 & 8 Lesson Plans



Use these lesson plans to help guide you through as you teach Chapters 7 & 8.

Chapters 7 & 8 Reading Comprehension Questions



Length of Activity: 20 minutes

Use these questions to help ensure students understand what they have read.

Symbolism Activity

Symbolism

Symbols are things that have special meanings. Consider what symbols we use on a regular basis. Identify the symbolic meaning of each of the following.

- stars on the United States flag
- the cross
- the Star of David
- swastika

Sometimes symbols are only for a specific story. In Number the Stars there are many symbols. What do you think these things mean?

- Swastika
- The web
- many black people

What are other symbols you noticed in the book?



Length of Activity: 20 minutes

Use this activity to look at symbolism that takes place throughout the story.

Writers Craft

Writer's Craft: Character Development

Think about Anansiwa in the beginning of the book. Circle what you think his impression of her is. How has changed her that you know her more about her? Has Anansiwa changed since the beginning of the book?

A good writer develops the reader by showing how they respond to situations. Think of how many situations Anansiwa has been. How did she respond? What did the author do to help us understand Anansiwa more as a person?

What happened? Situation	How did Anansiwa respond?	What did the author do to help us understand Anansiwa more as a person?
What happened? Situation	How did Anansiwa respond?	What did the author do to help us understand Anansiwa more as a person?
What happened? Situation	How did Anansiwa respond?	What did the author do to help us understand Anansiwa more as a person?



Length of Activity: 20 minutes

Use this activity to practice writing skills.

NUMBER THE STARS

CHAPTERS 9-10

These chapters discuss Annemarie discovering a lie that Uncle Henrik had told as well as events that took place at Uncle Henrik's home.

Chapter 9 Teaser Video



https://youtu.be/ZQ9QI_4ppsU?list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp

Chapter 9 Discussion Question



<https://youtu.be/jVSehUqbhQc?list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp>

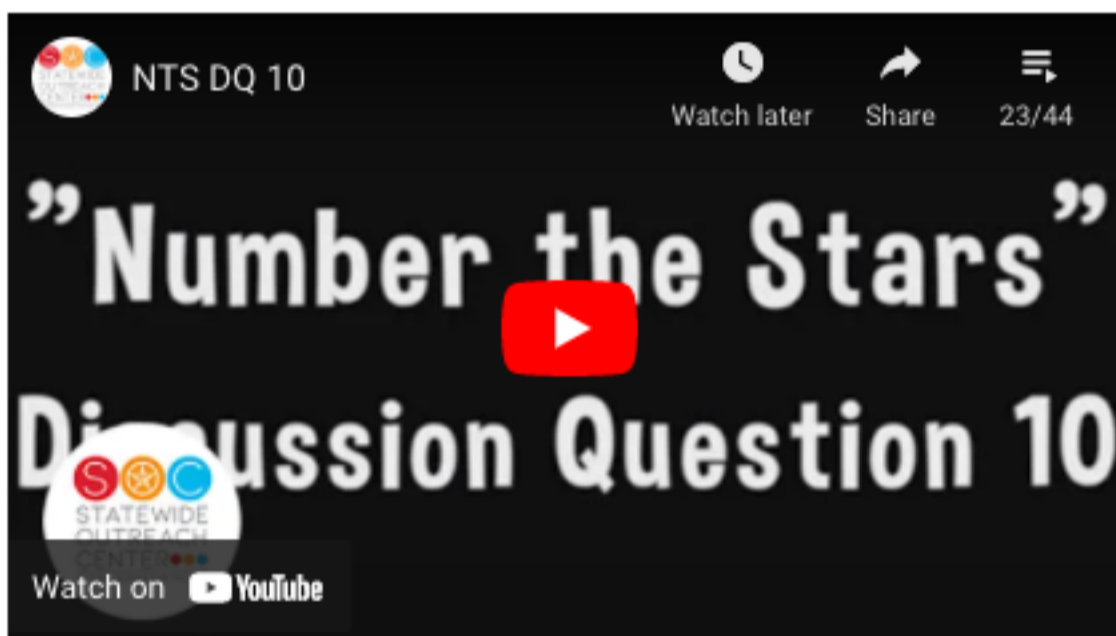
This video discusses the idea of being lied to and how it feels to lie or be lied to.

Chapter 10 Teaser Video



<https://youtu.be/sOOoGser3Xo?list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp>

Chapter 10 Discussion Question



<https://youtu.be/m-BvYNyW3Vk?list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp>

This video discusses how it would feel if someone slapped someone that you cared about.

ACTIVITIES

Lesson Plans



Use these to help guide you as you work through chapters 9 and 10.

Lie - Worksheet



Length of Activity: 20 minutes

Use this worksheet to discuss if it is sometimes it is okay or not to lie.

Chapter 9 Quiz



Length of Activity: 25 minutes

Use this activity to test comprehension of Chapter 9 material.

Chapter 10 Quiz



Length of Activity: 25 minutes

Use this activity to test comprehension of Chapter 10 material.

NUMBER THE STARS

CHAPTERS 11-12

In these chapters, we read about how groups were led away from Uncle Henrik's house to the safe place to get away from the Nazi's.

Chapter 11 Teaser Video



<https://youtu.be/8BfxXF1erE?list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp>

Chapter 11 Discussion Video



https://youtu.be/gSvkAMF5_5k?list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp

Chapter 12 Teaser Video



<https://youtu.be/JhxE2bedfIU?list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp>

Chapter 12 Discussion Video



https://youtu.be/w4G_Bry3cSc?list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp

ACTIVITIES

Lesson Plans



Use these plans to help guide you as you teach these chapters.

Reading Comprehension Questions



Length of Activity: 20 minutes

Use this set of questions to help ensure students understand what has been read and studied.

Sensory Worksheet

NUMBER THE STARS

CHAPTERS 13-15

In these chapters, we read about Annemarie's mom getting hurt and Annemarie having to be very brave and help out with a scary situation.

Chapter 13 Teaser Video



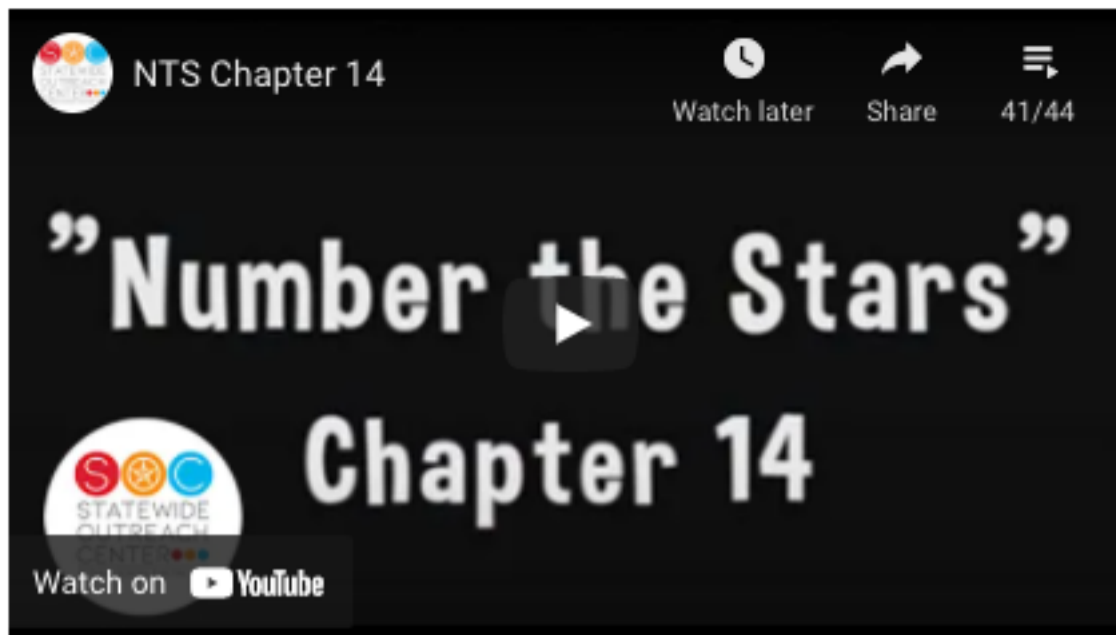
<https://youtu.be/wud1kIH6Sk4?list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp>

Chapter 13 Discussion Video



This video discusses the idea about losing something that was really important to you.

Chapter 14 Teaser Video



<https://youtu.be/i1mWqMERedg?list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp>

Chapter 14 Discussion Video



<https://youtu.be/naCnoK1BzEc?list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp>

This video discusses the idea of facing difficult situations.

Chapter 15 Teaser



<https://youtu.be/9JI68bBuicI?list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp>

Chapter 15 Discussion Video



<https://youtu.be/UAn9joL0IU4?list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp>

This video discusses the idea of milking a cow and asks if students have experienced this before.

ACTIVITIES

Lesson Plans



Use these to help guide you through this section of the book.

Reading Comprehension Worksheet



Length of Activity: 20 minutes

This worksheet will help you know how much students are comprehending what they are reading.

"What If" worksheet



Length of Activity: 20 minutes

Use this worksheet to discuss scenarios where students consider various "what ifs"

Synonyms Worksheet



Length of Activity: 25 minutes

NUMBER THE STARS

CHAPTERS 16-17

These chapters discuss Uncle Henrik telling Annemarie that she was very brave.

Chapter 16 Teaser Video



<https://youtu.be/Ax3UZEhLXv4?list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp>

Chapter 16 Discussion Video



<https://youtu.be/7qDw3TMaM3E?list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp>

This video discusses why Annemarie's mom suggested that she act silly if she came upon a soldier.

Chapter 17 Teaser Video



https://youtu.be/Kud89OA2_Vw?list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp

Chapter 17 Discussion Video



<https://youtu.be/nz7sjrXV4zw?list=PLhbEjnwOPpyJLgt9mWlkhRqVaJp3sfJxp>

ACTIVITIES

Lesson Plans



Use these lesson plans to help guide you as you do the Chapter 1 videos and activities included here.

History/Fiction Worksheet



Length of Activity: 20 minutes

Use this worksheet to discuss things that are a factual part of history, or things that are fiction.

Research Paper

Research Paper
Chapter 10 - 10th

Research is not only a collection of facts, it is a process of discovery. It is a way of thinking and the ability to think and judge and think of a new model. How can we help people to think? How can we be a better model?

Step 1: Research your choice of a new model and how the model is connected to the world. (10th grade)

Name _____

Score _____

Step 2: Research your choice of a new model and how the model is connected to the world. (10th grade)

Name _____

Score _____



Length of Activity: varies depending on how teachers use it

Use this to help students work on and write a research paper.

Reading Comprehension

Reading Comprehension
Chapter 10 - 10th

Reading Comprehension Check

Read chapters 10, 11, and the 10th grade section. Answer the questions.

1. What did the research team find about the world?

2. What do you think would have happened if the research team had not found the research team?

3. What do you think would have happened if the research team had not found the research team?

4. What do you think would have happened if the research team had not found the research team?

5. What do you think would have happened if the research team had not found the research team?



Length of Activity: 20 minutes

Use this worksheet to ensure students are understanding what they are reading.

NUMBER THE STARS STORYTELLERS

IRIS



I am a Senior at Texas School for the Deaf. I have been at TSD since I was in the 7th grade. I love to read and my favorite book is The Hunger Games. I also like to watch movies, and don't be surprised when I tell you that my favorite movie is the Teletubbies! In my free time I enjoy running and playing with friends. I am involved in several after school activities like softball, volleyball, swimming, basketball, tennis, track and field and handball. In school, my favorite subject is Government. The reason why I love that class so much is because I love to learn about leadership and how our government is run. When I graduate from TSD, I plan to attend SWCID.

ZAID



I am a Senior at the Texas School for the Deaf. I have been at TSD for 2 years. I enjoy reading Manga, specifically 7th Hoka. My favorite movie is Dragonball and in my free time I enjoy hanging out with my friends and playing games. I also enjoy reading. At school I am involved with Culinary Arts and my favorite classes are English and Math. After High School, I plan to go to SWCED and study welding.

SUPPORTING MATERIAL

Although all supporting materials are linked from this document, we are providing them here for your convenience.

Describe each character. What similarities and differences did you notice about the two girls? Discuss what you wrote with a partner.

Annemarie	Ellen

Compare and contrast Annemarie and her sister Kirsti. How did they behave differently with the German soldiers? Explain your answer on the lines below the T-chart.

Annemarie	Kirsti

Why do the sisters react differently to the soldiers? Use text evidence to support your answer.

Write about a time in which someone took a stand against injustice (unfairness).

1) Describe what happened and 2) explain how the incident made you feel.

Number the Stars – Chapter 1 Lesson Plan

Materials Needed:

- Map of Europe (1940-1945) - include a handout for each student to label
- KWL chart
- *Compare and Contrast* graphic organizer
- Chapter 1 Quiz worksheet
- Reader's Notebook (composition book for each student)

Activate Prior Knowledge

Using a KWL chart:

- Discuss what the students know about World War II.
- Adolf Hitler
- "Superior Race" - persecution of Jews (and others)
- Nazi Party in Germany
- Resistance groups fought back

Before Reading

- Using a map of Europe, have students locate and label Denmark, Norway, France, Sweden, the Baltic Sea, and the North Sea. Locate, label, and place a star at the capital of Denmark: Copenhagen. In 1940, where were the Nazi occupations happening?

Key Vocabulary

- Write **occupation** and **resistance** side by side on the chalkboard, overhead, or chart paper. Students may know the common use of the word occupation; tell them the word has a different meaning in *Number the Stars*. Guide students in identifying the roots occupy and resist. Using the roots and a dictionary if necessary, have students establish the military definitions of occupation and resistance. Then scatter these words on the board: **surrender, sabotage, persecution, swastika, relocation, rationing, and curfew.**
- Students work in small groups to define these words and relate them to occupation and resistance. Discuss with the class.
- For Deaf students using ASL – discuss the difference between words that have the same signs but different meanings: Denmark/Danish/Dane; Nazi/ Hitler
-

Build Comprehension

Key Ideas and Details

**Encourage students to support their answers from the text*

- How would you feel if a soldier stopped you for running in the street?
- Describe the relationship between Mrs. Rosen and Mrs. Johansen.
- How had the family changed in the three years since the German occupation?
- How do the Danes in general feel about the German presence?
- How have some Danes reacted to the occupation?
- What are the objectives of the Danish Resistance Group?
- What is the purpose of the newspaper, "The Free Danes" - "De Frie Danske" ?

Identify Character Traits

- Students select two characters from the story. Use descriptive language and tell about the characters, using a form of compare and contrast graphic organizer such as the T-chart. Suggestion: Annemarie and Kirsti

Critical Thinking Questions

- Do you agree with how Annemarie handled the situation with the soldiers? Be sure to support your answers with text evidence.
- Was the decision of the Danes to surrender to Germany a good one? Decision? Would you want our country to surrender? *Have students write a brief speech urging their fellow citizens to resist the Germans or one accepting the occupation peacefully.*
- Have students discuss how they might have reacted to life in Nazi-occupied Europe. What surprised, frightened, or angered them?

Ideas for Enrichment Activities

- Research about the German Occupation of Copenhagen in 1940. How did the people of Denmark respond? Why didn't the Danish Jews wear the Star of David on their clothing like the Jews in other countries?
- Research King Christian X and his role as a leader of Denmark during this troubled time.

Topics for Reading Responses and/or Journal Writing:

- After each day's reading, students should write at least two new things they remember from the text.
- Have students write about an incident—from their own experience or from their reading—in which someone took a stand against injustice (unfairness). Tell them to describe what happened and explain how the incident made them feel. Invite students to share their responses. As students read *Number the Stars*, encourage them to make connections between their experiences and events in the novel.
- Draw a picture of the setting described in the text.

Name _____

Date _____

Number the Stars: Chapter 1 Quiz

1. What is the main setting of the chapter?

2. What is the importance of the *De Frie Danske* newspaper?

3. Why do you think Annemarie's parents burn the newspaper after reading it?

4. Mrs. Rose tells Annemarie, "It is important to be one of the crowd, always. Be one of many. Be sure that they never have a reason to remember your face." Why does she say this to her?

5. Why did Annemarie try to make the incident with the German soldiers sound unimportant when explaining it to her mother and Mrs. Rosen?

6. Compare and contrast Annemarie and her sister Kirsti. How do they behave differently with the German soldiers?

7. What do you think the author was implying when she described the German soldiers' boots: "...and four tall shiny boots planted firmly on the sidewalk, blocking her path to home." What do you think the boots symbolize?

Q1

Q2

Reading Comprehension Check

Read and discuss Chapter 1. Write the answers to the questions in complete sentences. Be sure to support your answers from the text.

1. Describe the relationship between Mrs. Rosen and Mrs. Johansen.

2. How has Annemarie's family changed in the three years since the German occupation?

3. How have some Danes reacted to the occupation?

4. What is the main objective of the Danish Resistance Group?

GUIDELINES FOR FLASHBACK FLASH-FORWARD STORY

DUE DATE:

LENGTH: 1 ½ - 3 pages typed (double-spaced)

Did you notice that *The Sandlot* was told as a flashback story? Smalls was walking into the baseball stadium to begin his job as an announcer at the beginning of the story, and at the end of the story he is announcing the game. What happens in between those two scenes is a flashback about the greatest summer of his life.

Start your story in the present day - only your present day is 10 years from now. This makes your present day in the year _____.

FIRST PARAGRAPH

This paragraph should include the following information:

Your age

Your occupation

Single or married?

Any kids?

House you live in

Car you drive

Tell me a little bit about yourself.

Explain what happens on your job to make you think of the past. Your last sentence in your first paragraph should read, "I remember when..."

BODY

Tell me about a TRUE incident that happened to you that you will never forget. The more details, the better the story. Explain and describe EVERYTHING.

LAST PARAGRAPH

Come back to reality and end your paper in the present (the year _____).

Number the Stars
Unit: Chapter 2

Activate Prior Knowledge

- Discuss some of the everyday hardships that the Danes had to face because of the war.
- Who was King Christian X? Doing a basic research on the web – what kind of a king was he?

Target Mini-Lessons for Reading

- Flashback as a Literary Device
Resource: <http://www.readwritethink.org/classroom-resources/lesson-plans/writing-flashback-flash-forward-94.html>
Resource (includes a graphic organizer for writing):
https://www.scholastic.com/content/collateral_resources/pdf00premium/79/0439659779_e013.pdf

Key Vocabulary

Tier 3	Tier 2	Tier 1
surrendered bodyguard protect trunk (to hold things) dangerous	lingered shivered defeated	solemn trousseau

Build Comprehension

Key Ideas and Details

- What did Papa mean when he described a boy's response to a German soldier that the bodyguards of the King of Denmark, Christian X, was "all of Denmark is his bodyguard"?
- Why didn't the king fight the Nazi forces when they came to occupy Denmark?
- What flashback did Annemarie have about Papa, her sister, and her meeting the King?
- Think about the title of the chapter; what do you think it means?

Make Inferences:

- What is the difference between the king in Annemarie's story and the real king of Denmark, Christian X? Create a Venn Diagram and compare/contrast the two kings. Does Annemarie think of him as a hero?
- Why did Peter and Papa "change"?

Ideas for Enrichment Activities

- Write about an event that happened in your own life as through it were a flashback. This event should be one that would help someone you know understand you better.
- Write a flashback flash-forward story

Topics for Reading Responses and/or Journal Writing

- How would you protect a friend who was being bullied at school? Explain with strong details so the readers understand your writing.
- Predict what will happen in the next chapter and explain why your prediction makes sense.

Write about the ways a character changed and why the character might have changed.

Number the Stars
Chapter 2 Open-Book Quiz

Think about the questions carefully. Answer the questions in complete sentences.

1. Who is Lise? What happened to her?

2. In the book, the narrator says, "The whole world had changed. Only the fairy tales remained the same." Explain what you think she means.

3. Why does Peter "seemed older and very tired, defeated?"

4. What do you predict will happen in Chapter 3? How does your prediction make sense?

Reading Comprehension Check

Read chapter 2 of Number the Stars carefully. Choose the best answer to each question.

1. What did Papa mean when he described a boy's response to a German soldier "all of Denmark is the King's bodyguard?"
 - a) people of Denmark are trained to be the King's bodyguards
 - b) people of Denmark are willing to die for the King and their country
 - c) people of Denmark are protecting the King from the Nazi Forces

2. Why didn't the king fight the Nazi forces when they came to occupy Denmark?
 - a) Denmark's naval ships were destroyed and could not fight back
 - b) Denmark was too small and weak to fight back
 - c) Denmark did not have the money to fight back

3. What flashback did Annemarie have in the chapter?
 - a) Annemarie and her sister met the king
 - b) Annemarie and her sister told fairy tales
 - c) Annemarie and Peter were tired of the war

On the back of this paper, draw a large and clear Venn Diagram. Label one side "Fairy Tale King" and the other "King Christian X."

Compare and contrast the king in Annemarie's fairy tale and the real king of Denmark, Christian X. What similarities and differences did you notice?

Word Study

Use a thesaurus and find synonyms for these words.

protect	surrender

dangerous	defeated

lingered	solemn

What is another word for *bodyguard*? _____

What is something you know that *lingers*? _____

Name three things that make you *shiver*. _____

1) Explain the meaning of the word *trousseau*. 2) What is the origin of the word *trousseau*?

Number the Stars Chapter 3

Activate Prior Knowledge

- What is a swastika? What does it symbolizes?
- What is the Star of David? What does it symbolizes?
- Many Danish people had to live without many necessities when the Nazi occupied Denmark. What did they do to survive (such as, how did they keep warm and nourished)?

ASL-English Connection

- Discuss the different signs and meanings for: shop (n) and shop (v); order; different ways to show how a person moves using non manual markers (dawdled, scampered, hopped)

Reading Mini-Lesson

Symbolism

- swastika
- Star of David
- Seashells

Key Vocabulary

Tier 3	Tier 2	Tier 1
rationed button shop (n.) seashore swastika curfew	delighted hurried [issued orders] torment courageous	dawdled scampered

Build Comprehension

Key Ideas and Details

- The electricity was rationed. What does rationed mean?
- Why did it bother Annemarie's mother when she learned that the swastika was written on the door of the shop belonging to the Hirsch family?
- What did Peter warn would be coming? What is happening?
- What do you infer is happening to the Hirsch family based on your prior knowledge of what happened to Jews during this time period?
- What are possible reasons the Nazi forces would impose rations and restrictions on the Danes?

- What did Annemarie finally understand about her friend Ellen?

Make Inferences

- Why did the girls take a different route to school?
- Explain the line “friends will take care of them.”

Prediction

- *“Now I think all of Denmark must be bodyguard for the Jews, as well.” said Annemarie. “She was glad to be an ordinary person who would never be called upon for courage.”*

Think about what you have learned so far about Annemarie and the times in which she lived. Do you think Annemarie will be called upon to exhibit courage and bravery in some way? As you continue to read the story, compare your prediction to what actually happens.

Ideas for Enrichment and Critical Thinking

- Create a plan to hide a friend for a week from the Nazi government in today’s world. Determine the safest place to offer your friend shelter, the way you would bring food to your friend, and how you would make sure that others would not know your friend’s whereabouts.
- How is Annemarie’s life like a seashell? Create more similes that describe other characters in the book.
- The king rides on his horse alone every morning; The king of Denmark is brave. Find text evidence to support this view.

Topics for Reading Responses and/or Journal Writing

- Write about the connections you made to the text in this chapter.
- Have you ever been restricted from using something you enjoy such as your game console or cellphone? Explain fully what happened and how it made you feel.
- Should teenagers have curfews to be home at a certain time? What do you think? Give at least three reasons for your opinion. Write with clear details so the readers will understand your points.

If you had to give up meat, cheese, new clothes, cellphones, and television after 5:00 PM, how would your life change? How would you make new clothes if you could not buy material, fabric, or clothes from the stores? Explain in great detail so the readers understand your points.

Reading Comprehension ✓

Read the question carefully. Select the best answer.

1. The electricity was rationed. What does rationed mean?
 - a) not enough
 - b) limited
 - c) not allowed
2. Why did it bother Annemarie's mother when she learned that the swastika was written on the door of the shop belonging to the Hirsch family?
 - a) the Hirsch family was taken by the Nazi Forces
 - b) the Hirsch family had no money to keep the shop
 - c) the Hirsch family secretly ran to hide from the Nazi soldiers
3. What did Peter warn would be coming?
 - a) Jews will be killed
 - b) Jews will be taken by the Nazi soldiers
 - c) Jews will lose their shops

Answer the questions in complete sentences. Use text evidence to support your answers.

4. List two possible reasons the Nazi forces would impose rations and restrictions on the Danes?

5. What is happening to the Hirsch family?

6. Explain the line “friends will take care of them.”

“Now I think all of Denmark must be bodyguard for the Jews, as well.”
said Annemarie. “She was glad to be an ordinary person who would never
be called upon for courage. ”

Think about what you have learned so far about Annemarie and the times in which she lived. Do you think Annemarie will be called upon to exhibit courage and bravery in some way? Reword the question and use it in your first sentence.

[illegible]

Similes

Think and discuss: *How is Annemarie's life like a seashell?*

Create more similes that describe other characters in the book. Be sure to use the correct articles (a, an, the) when needed.

1. Ellen is like _____ because she
_____.

2. Kirsti's free spirit is like _____ because
she _____.

3. Peter _____
_____.

4. The German soldiers _____
_____.

5. Papa _____
_____.

Number the Stars Chapter 4

Materials needed:

- Books about the use of quilts as means of a way to communicate when it was safe for the slaves to escape (Suggestions: *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson; *The Patchwork Path: A Quilt Map to Freedom* by Bettye Stroud; *Under the Quilt of Night* by Deborah Hopkinson (and for advanced readers: *Hidden in Plain View: A Secret Story of Quilts and the Underground Railroad* by Jacqueline L. Tobin) (be sure to explain the purpose of listening to the story (comparing how the slaves used quilts in plain view the way the friends of the Jews hid the children in plain view) and ways of making text to text connections.

Before Reading/ Activate Prior Knowledge

(Show various pictures throughout the class discussion)

- What is Rosh Hashanah? Compare and contrast celebrations and the seasons surrounding the Jewish New Year and the New Year on January
- What is a shofar?
- What do fish skin shoes look like? Why did some people wear fish shoes instead of leather shoes during this time period?
- What is the Tivoli Gardens?
- Rabbi/ synagogue
- Paper dolls in the 1940's
- What are quilts (for the text to text connection activity and future readings about codes)

Key Vocabulary

Tier 3	Tier 2	Tier 1
[shook his head]	chattered stunned terrified announced	belligerently dubiously

Build Comprehension (Class Discussion Guide)

Key Ideas and Details

- Why did Mrs. Johansen tell Kristi that the bombing of the navy ships were fireworks?
- Why did the Danes destroy their own naval fleet?
- Where did the Nazi's get the list of Jewish names? What do they plan to do with the list of names?

- Why was Kirsti so upset? How did Ellen help Kirsti with her problem?
- Why did Ellen stay the night with the Johansen family and pretended she was Lise, Annemarie's sister? Where were her parents?
- What did Papa mean when he said "it will be a long night."

Point of View and Suspense

- We learn the events of the book through Annemarie's point of view. How does Annemarie's incomplete understanding of events help create *suspense*?
- What are some examples of suspense in the book so far?
- What point of view is being used in the book? (1st person vs. 3rd person) Why do you think the author chose to use this kind of point of view? Would the book change if the author chose another kind? Discuss.
- *"Don't be frightened," he said to them softly, "Once I had three daughters. Tonight I am proud to have three daughters again."* What did Papa mean?
- If the Nazi soldiers arrived at the apartment, what will the family do to protect Ellen? What was the "game plan?"

Critical Thinking Questions

- Can you understand Kirsti's reaction when she was forced to wear fish shoes? Have you ever reacted in a similar way to something you have been made to wear? Were you able to change anyone's mind about it?
- Would you ever be willing to risk your life for another person? Under what circumstances might you take this risk?
- What text evidences from this chapter and previous chapters show the friendship between the two families?
- Annemarie, even though we learn many events through her, does not know everything that is happening. For example, what words did the two families exchange about Ellen when they decided to let Ellen stay with the Johansen family for a few nights? Use your imagination, within reasons of the text, to decide what the conversation might look like. Role-play this conversation with a partner.
- Think about the dinner conversation in which Annemarie learns about Ellen's family's situation. Role-play this scene and discuss how Annemarie must have felt. What questions may have been in her mind?

Topics for Reading Responses and/or Journal Writing

- Cause and effect: Choose five events from the book (chapters 1-4) and write the things that caused the events to happen. Use a graphic organizer to plan your writing.

- Describe how you played as a child. What were your favorite pastimes and toys? Use lots of descriptions in your writing.
- Kirsti was upset about her new fish shoes. Think of a time you received something you did not like and was forced to wear it. If this never happened to you, imagine one clothing item you would hate to get and be forced to wear. Explain. Be sure to use lots of descriptive details so your readers understand.
- Papa is hiding Ellen “in plain sight.” Think of a situation in which something was hidden in plain sight. Was this a good idea? Why or why not? Write a paragraph about it.
- What do you think will happen next? Make a prediction and explain why you think this will happen.

How do the Johansen family show respect for the Rosen family's religious beliefs?

Number the Stars Chapter 4



Taking notes is an important skill to learn and use in class on a regular basis. Use this chart to help you remember what you learned during today's discussion. *Compare your notes* with a partner and add any missing information you may have.

I remember... (Main Idea)	(Supporting Details)

Number the Stars Chapter 4

Read the questions and answers. Some questions are found directly from the text. However, some questions require you to make inferences based on prior knowledge. Choose or write the best answer.

1. Why did Mrs. Johansen tell Kristi that the bombing of the navy ships were fireworks?
 - a) to explain to Kirsti that the Danes were celebrating New Year's
 - b) to help make Kirsti feel safe in the time of war
 - c) to show Kirsti that the Danes are always positive
2. Why did the Danes destroy their own naval fleet?
 - a) the Danes did not want Nazi troops to occupy Denmark
 - b) the Danes wanted to fight back against the Nazi troops
 - c) the Danes did not want Nazi troops to have the ships
3. What do the Nazi forces plan to do with the list of Jewish names they got from the rabbi?
 - a) to arrest the Jewish people and send them to concentration camps
 - b) to send all the Jewish people to Sweden
 - c) to arrest the Resistance Army and friends of the Jewish people
4. Why did Ellen stay the night with the Johansen family and pretended she was Lise, Annemarie's sister?
 - a) to celebrate New Year with Annemarie's family
 - b) to make Kirsti feel better about wearing shoes made of fish skin
 - c) to hide from the Nazi forces until it is safe for her to go with her parents
5. What do you think will happen in Chapter 5? Why do you think this will happen? (write your answer on the back)

Number the Stars
Chapter 4

Number the Stars Chapter 4

This chapter builds up **suspense** in the book. It is more so because we are learning what is happening through Annemarie's eyes. What are **three examples** in the book that helps us feel suspenseful about what will happen next? Write the **quotes** from the book and the page number.

Example

"Ellen looked frightened. Mama and Papa tried to speak of cheerful things, but it was clear that they were worried..." (page 35)

Number the Stars
Chapter 4

Listen to your teacher as she reads a book about how people use quilts as codes to escape slavery. Think about how the quilts were *hidden in plain view*, just like how many Jewish children were *hidden in plain view* during 1943 in Denmark. Papa hid Ellen in plain view by pretending she was his daughter.

Think about the two stories. How are they alike? How are they different? Discuss with your classmates as you make text to text connections.

Complete the T-chart to show your thinking. Use text evidence to support your thinking.

Book 1: Number the Stars	Book 2:

Word Study

You may notice the vocabulary words have *suffixes –ed and –ly*. Look up the words in a dictionary. Analyze each word carefully and complete the chart. For bonus points, sign each word on a video to help you remember what they mean.

	STUNNED	TERRIFIED	ANNOUNCED
Base word			
Synonym			
What sentence was this word used in the text (and page number)?			
What are other ways to spell this word with different endings (such as –S)?			

Word Study

You may notice the vocabulary words have *suffixes –ed and –ly*. Look up the words in a dictionary. Analyze each word carefully and complete the chart. For bonus points, sign each word on a video to help you remember what they mean

	DUBIOUSLY	BELLIGERENTLY	CHATTERED
Base word			
Synonym			
What sentence was this word used in the text (and page number)?			
What are other ways to spell this word with different endings (such as –S)			

1. Should the Johansen family continue to hide Ellen? Why or why not? Make sure your reasons for your answer make sense (logical).
2. What should the Johansen family do next? Think about this for a few minutes then answer. Why do you think this is what they should do?

1)

2)

Key Vocabulary

trembling
clenched
imprinted
desperately

Build Comprehension

Key Ideas and Details

- What was Annemarie told about the death of Lise?
- Why did the German soldiers come to the Johansen's apartment looking for the Rosen family?
- What did Mr. Johansen do to convince the German soldiers that Ellen was his daughter?
- What ways did the German soldiers show a lack of respect for the Johansen family?
- Why was it important that Ellen did not wear her Star of David necklace?
- What was the purpose in the soldiers' visit?

Make Connections

- Compare the soldiers in chapter 1 to the soldiers in chapter 5. How are the soldiers different? Is the mood in chapter 1 and chapter 5 different?
- The author references "shiny black boots" several times, especially during tense moments when Annemarie faced the soldiers. What does this imagery represent? What does it tell us about Annemarie's age, maturity, and view of the world?
- How do you feel about what happened in this chapter?

Topics for Reading Responses and/or Journal Writing

- Write about the connections you made to the text in this chapter.
- Should the Johansen family continue to hide Ellen? Why or why not?
Make sure your reasons for your answer make sense (logical).

What should the Johansen family do next? Think about this for a few minutes then answer. Why do you think this is what they should do?

Reading Comprehension ✓

Read the question carefully. Write the answer to the question in the space below the question.

1. Why did the soldiers not believe Ellen was a member of the Johansen family?
2. Think about the soldiers the girls met on the street in chapter 1 and the soldiers who came to the apartment in chapter 5. How are the soldiers different?
3. Why did the father tear the pictures from the family book instead of just giving the family photograph album to the soldier?
4. Was it wise for Annemarie to snatch the Star of David necklace from Ellen's neck? Explain your answer.
5. Papa and Annemarie both were "quick to think on their feet." Papa wisely tore the pictures from the book and Annemarie quickly snatched the necklace from Ellen's neck. Why is it an important survival skill to be able to "think on your feet?" (use the back of this page to write your answer)

Reading Comprehension

Read and discuss chapters 7 and 8. Write the answers to the questions in complete sentences. Be sure to support your answers from the text.

1. Why are Mama and the girls visiting at the farm?
2. What did Why did Mama tell the girls not to talk to anyone they see?
3. Why is Annemarie so delighted to have oatmeal, milk, cream, and butter at breakfast?
4. What did Annemarie do with Ellen's necklace?

Why is Annemarie so confused about the death of Great-Aunt Birte?

Number the Stars
Chapter 5

Think about the the soldiers in chapter 1 and the soldiers in chapter 5. Use bullets and write short phrases about what you noticed was the same and different about them. Share your notes with your partner and discuss.

<i>Same</i>	<i>Different</i>

Codes

Throughout history, codes have helped us in many ways. In chapter 6 Papa used codes. Think about what you have learned about codes in history. Answer the questions.

1. Why did the Danish Resistance Army use codes to communicate?
2. What did “cigarettes” really mean in chapter 6?
3. What did Papa mean when he asked Uncle Henrik: “Is the weather good for fishing?”
4. What made Annemarie realized her father was speaking in codes?

If you lived in Denmark in 1943, what codes would you have used with a friend? Give one example.

Activate Prior Knowledge

- Codes – talk about how codes have helped us in history (reference to quilts as a form of code)
- Book: Top Secret: A Handbook of Codes, Ciphers, and Secret Writing by Paul B. Janeczko
- The Windtalkers – The code of the Navajo Natives which helped us in WW2 (several books on this topic and film)
- Do we use codes in ASL? Yes - “code-switching”
- Most families and close friends have “secret language” and “codes”

Key Vocabulary

questioned

tentatively

exasperation

lingered

solemn

Build Comprehension

Key Ideas and Details

- Why didn't the girls go to school?
- What do you think “cigarettes” are? Why does Papa state there are many in Copenhagen?
- What did Papa mean when he asked Uncle Henrik: “Is the weather good for fishing?”
- What made Annemarie realize her father was speaking in a code?
- Why did Papa not go with Mama and the girls?
- What was Mama's true reason for choosing the country path to Uncle Henrik's house?
- Why was Annemarie worried when the soldiers questioned them on the train? What happened to cause suspense in the story?
- Why did they travel to Uncle Henrik's house?
- Compare and contrast Uncle Henrik's farm in Gillelege to the Johansen's apartment in Copenhagen.

Visualizing

- *Voices and actions of Nazi soldiers in the apartment*
- *Uncle Henrik's farm*

Ideas for Enrichment Activities

- Make your own type of code with a key; allow another person to decipher
- Make up facial signals and write what each of them mean

Opinion Writing

Do you agree with Mama's view that Papa should stay at the apartment while she traveled with the three young children to Uncle Henrik's house? Traveling with a Jewish child they are hiding from the Nazi soldiers is dangerous.

Use this graphic organizer for to write your short answer response.

Topic:
is about:

Why did Mama want Papa to stay behind?	Transition Word	
Do you agree or disagree with Mama's decision?	Transition Word	
Why or why not? Explain!	Transition Word	
Clincher:		

Number the Stars
Chapter 6

Reading Comprehension Check

Read chapter 6 of Number the Stars carefully. Read each question. Some questions you can find directly in the text; other questions require you to think and make inferences. Write the answer to each question.

1. Why didn't the girls go to school?
2. Who is Uncle Henrik?
3. Why didn't Papa go with Mama and the girls to Uncle Henrik's?
4. Why was Annemarie worried when the soldiers questioned them on the train?
5. Why did Mama take the country path to Uncle Henrik's house?
6. Where did Mama and the girls go?

7. What was Uncle Henrik’s job?

8. Compare and contrast Uncle Henrik’s farm in Gilleleje to the Johansen’s apartment in Copenhagen. Use evidence from the text.

Uncle Henrik’s Farm	Johansen’s Apartment

Visualizing

1. List words and phrases that helped you visualize what was happening when the Nazi soldiers visited the Johansen family's apartment in chapter 5.

a)

How did you feel about the Nazis who visited? Why do you think you feel that way?

b)

2. List words and phrases that helped you visualize what Annemarie was seeing while looking out the train window and arriving in Galleleje.

a)

Do you feel that the countryside is more safe than the city back home in Copenhagen? Why do you feel the way you do?

b)

Group Work: Reread chapters 1-6 to find descriptive phrases that help you visualize what is happening in the story. Discuss the phrases in the group. Which descriptive passage do you like the most?

Word Study		
Tentatively What sentence was the word used in the book? Write the page number.	Write the vocabulary word	Synonym
	Antonym	Draw a picture of the word
Exasperation What sentence was the word used in the book? Write the page number.	Write the vocabulary word	Synonym
	Antonym	Draw a picture of the word
Lingered What sentence was the word used in the book? Write the page number.	Write the vocabulary word	Synonym
	Antonym	Draw a picture of the word

Vocabulary

Chapter 7

awe

hazy

appliqued

Chapter 8

relocate

mock

dismay

Reading Comprehension

Key Ideas and Details

- Why did Mama tell the girls to avoid strangers?
- Why did Mrs. Johansen ask the girls if they saw anyone while playing near the shore?
- What was the name of Uncle Henrik's boat and where did he get the name?
- What did Annemarie do with Ellen's necklace?
- Why is Annemarie so confused about the death of Great-Aunt Birte?
- Why is Annemarie so delighted to have oatmeal, milk, cream, and butter at breakfast?

Making Inferences

- Why are Mama and the girls visiting at the farm?
- Why is a funeral being held for a fake person?
- Why is there no laughter in the house between Mama and Uncle Henrik?
- Why do the adults keep referring to the term "good fishing"?
- What is the old custom when someone dies? What did the family have to do to prepare for the funeral?
- Uncle Henrik spend the whole night on his boat. What was he doing?

Critical Thinking Questions

- What does the sea represent for Ellen and her family?
- How did Annemarie make fun of the German soldiers?

Why is it ironic the kitten was named Thor?

Symbolism

Symbols are things that have special meanings. Discuss what symbols we see on a regular basis. Identify the symbolic meaning of each of the following:

1. stars on the United States flag
2. the cross
3. the Star of David
4. swastika

Sometimes symbols are only for a specific story. In Number the Stars there are many symbols. What do you think these things mean?

5. Sweden
6. the sea
7. shiny black boots

What are other symbols you noticed in the book?

Writer's Craft: Character Development

Think about Annemarie in the beginning of the book. Discuss: What was your first impression of her? Has that changed now that you have read more about her? Has Annemarie changed since the beginning of the book?

A good writer develops characters by showing how they respond to situations. Think of three “sticky” situations Annemarie has faced. How did she respond? What did the author do to help us understand Annemarie more as a person?

What happened? Situation:	How did Annemarie respond?	What did the author do to show character development?
What happened? Situation:	How did Annemarie respond?	What did the author do to show character development?
What happened? Situation:	How did Annemarie respond?	What did the author do to show character development?

Before Reading

- What are some customs of funerals?
- What is typhus?

Key Vocabulary

Chapter 9

deftly

hearse

mourning

reluctantly

casket

Chapter 10

staccato

condescending

typhus

Build Comprehension

Key Ideas and Details

- What does Uncle Henrik explain to Annemarie about not knowing everything that is happening?
- Why didn't Annemarie tell Ellen the truth about Aunt Birte?
- Who do you think the people arriving for the funeral really are?
- Why does Uncle Henrik suggest that it's better to be brave if you don't know all the facts?
- What is implied about Annemarie and Mama by the lines: "Annemarie knew that Mama was lying again, and she could see that Mama understood that she knew. They looked at each other for a long time and said nothing. In that moment, with that look, they became equals."
- What did Annemarie do that proves she was brave?
- How did Mama trick the soldier?
- Why was Ellen sad during the funeral?
- What do you think would happen if the soldiers learned there was not a body in the casket?
- What do you think is in the casket?

Topics for Reading Responses and/or Journal Writing:

- Write about a time that you had to keep a secret or had to be brave.
- Why was Aunt Birte's funeral important?

Is there ever a good reason to lie? Explain.

Annemarie feels guilty about lying to her friend Ellen. Ellen is sad that Annemarie's great-aunt died. Uncle Henrik told Annemarie that they must lie in order to save Ellen and her family.

Is it okay to lie sometimes? Give at least two examples to support your answer.

Number the Stars
Chapter 9 & 10

Number the Stars Chapter 9 Open-Book Quiz

Read the questions. You may check for answers in the book. Write your answers and if possible, use text evidence or explain the reason for your answer.

1. Why does Uncle Henrik suggest that it's better to be brave if you don't know all the facts?
2. Who do you think the people arriving for the funeral really are? Explain your reason.
3. Why didn't Annemarie tell Ellen the truth about Aunt Birte?
4. *"Annemarie knew that Mama was lying again, and she could see that Mama understood that she knew. They looked at each other for a long time and said nothing. In that moment, with that look, they became equals."* What did they both know?

Number the Stars Chapter 10 Open-Book Quiz

Read the questions. You may check for answers in the book. Write your answers and if possible, use text evidence or explain the reason for your answer.

1. What did Annemarie do that proves she was brave?
2. How did Mama trick the soldier?
3. Why was Ellen sad during the funeral?
4. What do you think would happen if the soldiers learned there was not a body in the casket?

What do you think is in the casket?

Key Vocabulary

Chapter 11

encased
Godspeed
commotion

Chapter 12

gnarled
gleam
dimness

Build Comprehension

Key Ideas and Details

Chapter 11

- What was in the casket?
- Where were the strangers and the Rosens going?
- Why did Peter give the baby sleeping medicine?
- What was the real reason for the fake funeral?
- Why didn't Mr. Rosen ask what was in the package that Peter gave him to take to Uncle Henrik?
- Where were the Rosens and the other strangers going?

Chapter 12

- What promise did Ellen make to Annemarie?
- What advice did Mrs. Johansen give the Rosens?
- How did Annemarie pass the time while waiting for her mother?
- Explain the following thoughts of Annemarie, "It was harder for the ones who were waiting, Annemarie knew. Less dangerous, perhaps, but more fear."

Topics for Reading Responses and/or Journal Writing

- Write from Ellen's point of view. How does she feel about what is happening?
- Imagine you are Peter. Why are you risking your life to save people?
- Write about a time you have saved someone from a sticky situation. (Or a time someone had saved you.) Explain the "rescue plan."
- Find a partner and write about what you would do if the soldiers came to your house.
- Write about how you would feel if you were a soldier during this time.

Reading Comprehension Check

Read each question carefully. Answer the question.

Chapter 11

1. a) What was in the casket? b) Why?

a)

b)

2. Where were Ellen and her family and the strangers going?

3. Why did Peter give the baby sleeping medicine?

4. Why didn't Mr. Rosen ask what was in the package that Peter gave him to take to Uncle Henrik?

Chapter 12

5. What promise did Ellen make to Annemarie?

6. Explain the following thoughts of Annemarie, *"It was harder for the ones who were waiting, Annemarie knew. Less dangerous, perhaps, but more fear."*

Number the Stars
Chapter 11 &12**Sensory and Imagery**

The writer uses the five senses to create imagery in the book. Read each passage and identify which of the five senses was used: sound, sight, taste, smell, and touch.

1. *"The night was quiet, too. A slight breeze moved in the tops of the trees, and from across the meadow came the sound of the sea's movement, which was a constant sound here and had always been. But no birds called or cried here now, in the night. The cow slept silently in the barn..."*

2. *"They squinted into the hazy distance, as if they might see Swedish children standing there and looking back. But it was too far. They only saw the hazy strip of land and two small boats bobbing up and down in the gray ruffles of separating water."*

3. *"The girls sat on a rock and took off their shoes and socks. They tiptoed across the damp stones and let the water touch their feet. It was cold. They giggled and stepped back."*

4. *"The mothers sipped at hot water flavored with herbs."*

5. *"His bicycle had wooden wheels, now that rubber tires weren't available, and it creaked and clattered on the street."*

Walk a Mile in Another's Shoes

Understanding what another person may be feeling or experience is an important way to have empathy. In the story, we know things based on Annemarie's point of view. Think about Ellen and Peter. What kinds of things would they be thinking and feeling during this dangerous part of the plan for Ellen's escape.

1. Write from Ellen's point of view.

- What is she thinking when she realizes her parents have arrived to Uncle Henrik's house?
- What is she thinking as she gets ready to travel to a new country?
- What is she feeling?
- What does she want to say to Annemarie?

2. Imagine you are Peter. Why are you risking your life to save people?
Explain clearly so others will understand.

Background Information

- Escape routes from Denmark
- Use of dried rabbit blood to attract dogs' and drugs to numb their sense of smell (handkerchiefs)
- Pictures of boats with sections under the flooring to hide the Jewish people while they were escaping

Key Vocabulary

Chapter 13

sprawling

vast

stricken

Chapter 14

donned

latticed

brusque

taut

Chapter 15

willed

insolently

caustic

Build Comprehension

Key Ideas and Details

Chapter 13

1. What happened to Mrs. Johansen on her way back from Uncle Henrik's boat?
2. What did Mr. Rosen accidentally drop?
3. What do you think Mrs. Johansen meant when she said that "it may all have been for nothing?" when she saw the package.
4. Why did Mama tell Annemarie to act like a silly little girl if she were stopped?

Chapter 14

1. Why did Annemarie think of the Little Red Riding Hood" to herself as she headed to Uncle Henrik's boat?
2. What could the wolf from "Little Red Riding Hood" symbolize?

Number the Stars
Chapter 13 - 15

3. Explained happened to Annemarie on the way to the boat.

Chapter 15

1. Why do you think the German soldiers stopped Annemarie?
2. How did Annemarie trick the soldiers when she met them in the woods?
3. Why did Annemarie behave like Kirsti when the soldiers stopped her?
4. Why was it good that Annemarie did not know what was in the packet?
5. What was on the bottom of the basket? Did you predict this could happen?

Make Connections

- Little Red Riding Hood – compare and contrast the situation in the book and the fairy tale

Suspense

- Find passages in chapter 15 that helps the reader understands the mood of the story and what Annemarie is feeling. Choose and quote two passages that show the how the feel of suspense in the story. Explain why you think these two passages make the story interesting and full of suspense.

Reading Comprehension Check

Read the questions and answer them with details from the text.

1. What happened to Mrs. Johansen on her way back from Uncle Henrik's boat?
 2. What did Mr. Rosen dropped?
 3. What do you think Mrs. Johansen meant when she said that *"it may all have been for nothing?"* when she saw the package.
 4. Why did Mama tell Annemarie to act like a silly little girl if she were stopped?
 5. Why did Annemarie think of the Little Red Riding Hood" to herself as she headed to Uncle Henrik's boat? What could the wolf from "Little Red Riding Hood" symbolize?
 - a)
 - b)
1. Explain happened to Annemarie on the way to the boat.

2. Why do you think the German soldiers stopped Annemarie?

3. How did Annemarie trick the soldiers when she met them in the woods?

4. Why did Annemarie behave like Kirsti when the soldiers stopped her?

Why was it good idea that Annemarie did not know what was on the bottom of the basket?

Number the Stars
Chapter 13 -15

Find a synonym and an antonym for each of the vocabulary words.

Synonym

Antonym

sprawling

vast

stricken

donned

latticed

brusque

taut

willed

insolently

caustic

What if? Questions
Cause and Effect Relationships

The rescue operation had its iffy moments. Many things could have gone wrong if it had not been for the acts of bravery. Think about the different scenarios and what could have happened that would have impacted the rescue mission.

1. The Nazi soldier slapped Mama's face when he was trying to open the casket. What if someone stood up to the soldier and said, "Don't slap her!" What could have happened to the rescue plan?
2. How did Mama's injured ankle put the Jews in danger? What would have happened if Annemarie did not find her?
3. What could have happened if Annemarie did not act like Kristi when the soldiers stopped her?
4. Suppose Annemarie told Ellen that the funeral was not real. What could have happened when the soldiers showed up and asked Ellen who died?
5. Look at an example of a cause and effect graphic organizer. Design it on a blank piece of paper and include five examples of cause and effect situations in the book.

Number the Stars
Chapter 16 - 17 and Afterword

In the Afterword section, Lois Lowry explains her inspiration for the book and what was true. Write down what is fact (history) and what is fiction in Number the Stars.

History	Fiction

Number the Stars
Chapter 16 - 17 and Afterword

Key Vocabulary

warily
concealed
raided
rejoicing

Build Comprehension

Key Ideas and Details

Chapter 16

1. What did Annemarie learned about Peter?
2. What would have happened if Annemarie had not gotten the handkerchief to Uncle Henrik?
3. Uncle Henrik explained three things to Annemarie: the sleeping medicine for the baby, handkerchief, and where the Rosens were when she saw him at the boat. What did he say about the three things?
4. What did Annemarie learn about Peter?

Chapter 17

1. Why were the people celebrating in the streets in Denmark?
2. How has Kristi changed since the beginning of the book?
3. Why do you think Annemarie is wearing Ellen's star of David necklace?
4. What happened to Peter?
5. What did Annemarie learn about Lise?
6. Predict: What will the Rosen family do now that the war is over?
7. What was the author's purpose in using a young child's perspective to tell this story?

Assignments

- Suppose Annemarie and Ellen see each other again after the war. Write a journal entry that explains where, when, how, what and why. Describe the time and place. Write a script about this scene and act it out.
- Suppose you are newspaper reporter and the time is a few weeks after the end of World War II. You have just learned how the Danish people to save their Jewish people from the Nazis. Write an article for the newspaper describing those efforts and how the Danes accomplished their goals.
- Choose one of the characters in *Number the Stars*. Pretend that you are the character. Write a short autobiography of your life.

Number the Stars
Chapter 16 - 17 and Afterword

- In the Afterward, think about what the author shares. Why did she include this section? Could there have been a way to include this information in the chapters of the book?
- Design a postcard to send to Papa in Copenhagen. Use descriptions from the book to draw the postcard. Write a coded message to Papa telling him of the trip to Uncle Henrik's. Remember the Nazis can intercept the mail.
- Write Edmund Burke's words on the board: "The only thing necessary for evil to triumph is for good men to do nothing." Discuss whether this novel proves or disproves it. Use specific situations to support your answer.
- Research and write a composition on a role model they define as courageous. Define *courage* and *the nature of heroism* and justify their choice. How can ordinary people be heroes? How can you be a hero this week? Share the composition with the class.
- Design a medal to commemorate the courageous Danes who rescued Jews.
- Choose a real-life example of someone who rescued someone else or a group of people or animals. Research and write an article about this person.
- Name five characters from the book that were heroes. What did they do what was heroic?
- Suppose you are Ellen: write a letter to Annemarie from Sweden.
- Create a timeline on a large piece of paper representing key events in the book. Present your timeline to the class.

Other books to read about Holocaust

The Boy on the Wooden Box: How the Impossible Became Possible

The Diary of a Young Girl: The Definitive Edition: Anne Frank

I have Lived a Thousand Years: Growing Up in the Holocaust

Memories of Survival: Esther Nisenthal Krinitz, Bernice Stienhardt

The Champion of Children: The Story of Janusz Korczak: Tomek Bogacki

Elise's War: A Story of Courage in Nazi Germany

Survivors: True Stories of Children in the Holocaust

The Butterfly: Patricia Polacco

Four Perfect Pebbles: A Holocaust Story

In Defiance of Hitler: The Secret Mission of Varian Fly

Irena's Jars of Secrets

Reading Comprehension Check

Read chapters 16, 17, and the Afterword section. Answer the questions.

1. What did Annemarie learned about Peter?
2. What do you think would have happened if Annemarie had not gotten the handkerchief to Uncle Henrik?
3. Uncle Henrik explained three things to Annemarie: the sleeping medicine for the baby, handkerchief, and where the Rosens were when she saw him at the boat. What did he say about the three things?
4. What did Annemarie learn about Peter?

Number the Stars
Chapter 16 - 17 and Afterword

5. Why were the people celebrating in the streets?

6. Why do you think Annemarie is wearing Ellen's star of David necklace?

7. What happened to Peter? How did it make you feel?

a)

b)

1. What did Annemarie learn about Lise?

2. Predict: What will the Rosen family do now that the war is over?

What was the author's purpose in using a young child's perspective to tell this story?

Number the Stars
Chapter 16 - end

Research and write a composition on a role model you think is courageous. Define *courage* and *the nature of heroism* and justify your choice of a role model.

How can ordinary people be heroes? How can you be a hero this week?

Step 1: Research your choice of a role model and how that person is *courageous*: (Role Model:)

Source: _____

Notes:

Source: _____

Notes:

Step 2: Define what YOU THINK the words “courage” means:

Step 3: What do YOU THINK it heroism means?

Step 4: How is your role model courageous and a hero?



Step 5: How can ordinary people be heroes?

Step 6: How can you be a hero this week?

Step 7: Read your notes and answers in Steps 2-6. On a piece of writing paper, write the notes and answers. Make sure you indent for paragraphs and cite your sources. This will be your first draft.



Number the Stars
Chapter 16 - end

Step 8: Talk with a partner or your teacher about your draft. Does your draft answer all of the questions in the prompt? Does your role model fit the idea of what a courageous hero is? Did you give enough supporting details to justify your choice of a heroic and courageous role model?

Step 9: Using the checklist your teacher has given you, check for grammar and spelling errors. Use the proofreading marks to mark your draft.

Step 10: Write a new draft with your changes and feedback.

Step 11: Share your composition with the class.



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