

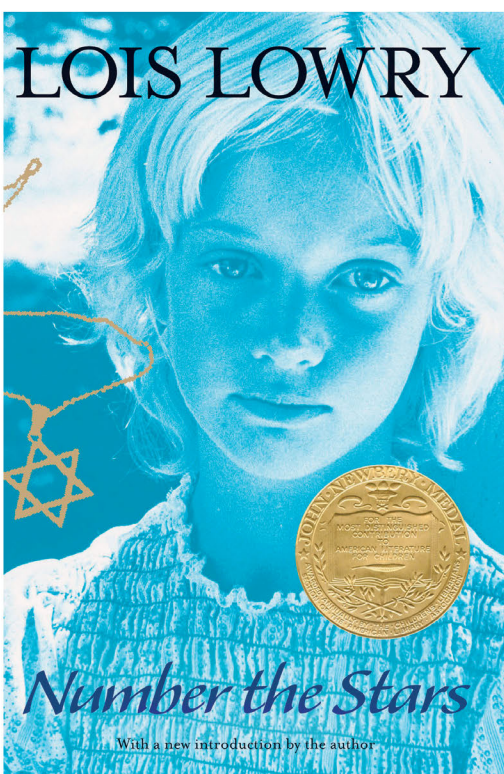
# Reading <sup>with</sup> Relevance

Building INDEPENDENT READERS and THINKERS

A TEACHER'S GUIDE FOR

*Number the Stars*

A novel by Lois Lowry



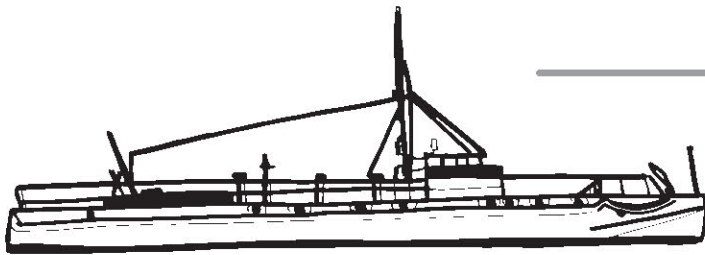
Recommended for:  
Grade Levels  
4th-6th



# A tool to inspire change

This literacy curriculum is constructed around a content-rich novel that builds students' literacy skills and supports their character development and self-confidence. Students are motivated to read because they relate to the strong, diverse, and resilient characters featured in our selected novels and because each session gives them the opportunity to connect what they've read to their own lives.

Developed, field-tested, and refined in our own tutoring and mentoring programs, this Common Core Standards curriculum has inspired persistently low-performing students to engage with literature, make meaning in their lives, and improve their English language arts skills. Now, *Reading with Relevance* is available to help you dig deep into the social, emotional, and academic needs of your students, whether in your classroom, after-school program, or youth development agency!



## Why *Number the Stars?*

This novel tells the story of Annemarie, a brave 10-year-old growing up in Denmark during the time of the Nazi occupation. Annemarie seeks to protect her best friend Ellen, who is Jewish, from the dangers that confront them both during this dark period in history. We chose this book for its brave female protagonist, cautious introduction to the dangers Jews faced during World War II, and its attention to rich social and emotional themes like friendship, family, bravery, honesty, protecting others, and life during wartime. This curriculum will inspire students to build connections between Annemarie and Ellen's courageous story and their own.

### This teacher's guide includes:

- A facilitator's guide with tips and resources for implementing the curriculum.
- A map of Common Core Standards addressed through this program.
- Ten individual lesson plans, including vocabulary, discussion questions, journal prompts, extension activities, and all handouts.
- Two assessments to monitor student progress throughout the program.
- Regular checkpoints to help teachers assess their students' progress on ELA standards.
- A culminating essay-writing unit.
- An appendix with additional teaching resources and activities to continue exploring this novel.

# Session 7

pages 82-100

## Vocabulary

**staccato** (pg. 83): n., to make sharp, quick noises

**stagger** (pg. 85): v., to walk unsteadily

**speckled** (pg. 87): adj., spotted

**protruding** (pg. 91): v., poking out

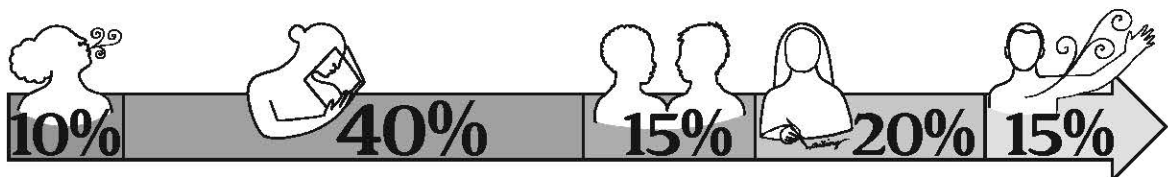
**gnarled** (pg. 96): adj., to have twists and bends

## Today's Theme

The main theme in today's reading is **resilience**. Each of the characters in this session — from Mrs. Johansen to Annemarie — face an extraordinary amount of stress. They have developed an elaborate plan to get many Jewish people from Denmark into Sweden, where the Nazis do not have power. Each person must stay calm, remain focused, and push through their stress and fear in order to keep everyone safe. Talk with your students about the different ways to respond to stress. What can we learn from Annemarie and her family about how to react with resilience amid difficult times?

## Session 6 Recap

In the previous session, Annemarie settles in at Uncle Henrik's house with his cow and the noises of nature. Then, Uncle Henrik and Mrs. Johansen announce that they will have a funeral for Annemarie's Great-aunt Birte. However, Annemarie does not have a Great-aunt Birte. Annemarie confronts her uncle about this lie and learns that the adults in her life lie to her for her own protection. At the end of the session, Peter and the Rosens arrive at Uncle Henrik's home and reunite with Ellen and Annemarie.



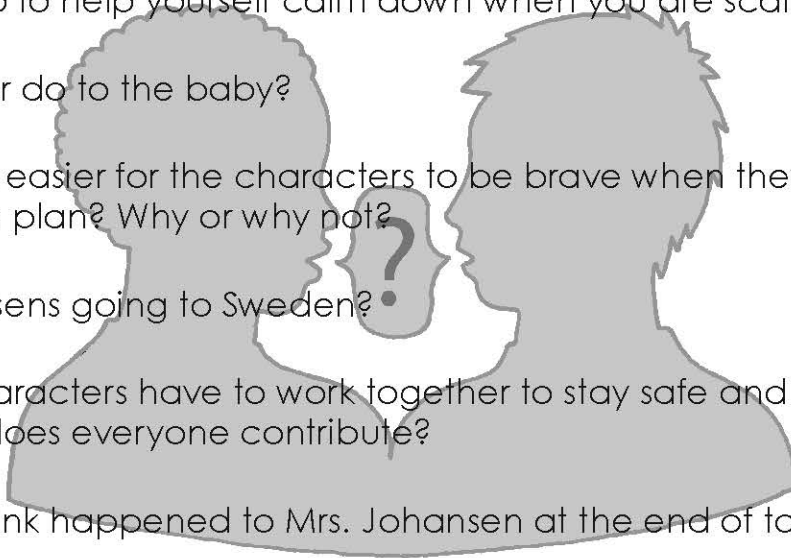


## During Reading

**typhus** (pg. 85): A kind of disease that starts with flu-like symptoms and can progress to a coma if left untreated. It is highly contagious. Typhus is commonly confused with typhoid fever, but the two diseases are caused by different bacteria. There is now a vaccine for typhus.

## Discussion Questions

- How do the Johansens satisfy the soldier's suspicions?
- What does Peter do to help the people in the house calm down after the soldier's visit?
- What do you do to help yourself calm down when you are scared?
- What does Peter do to the baby?
- Do you think it's easier for the characters to be brave when they do not know the whole plan? Why or why not?
- Why are the Rosens going to Sweden?
- Many of the characters have to work together to stay safe and complete the plan. How does everyone contribute?
- What do you think happened to Mrs. Johansen at the end of today's reading?



# Journal Prompt

## RESILIENCE

- This chapter requires all of the characters to show incredible resilience and bravery in the face of very challenging, stressful, and even life-threatening moments.

**How do each of the characters demonstrate their resilience during this chapter?**

- » What fuels their bravery?
- » What must they overcome in order to carry out their plan?
- » When is a time when you've had to be resilient in the face of real stress?

## PATIENCE

- Annemarie must wait at Uncle Henrik's house while her mother and the Rosens go to the pier. Annemarie thinks of her father who is also waiting to hear from his family. Annemarie says, "It was harder for the ones who were waiting....Less danger, perhaps, but more fear."

**Do you agree with Annemarie's statement that it is harder for the people left to wait? Why or why not?**

- » What is difficult about waiting for news?
- » How might Ellen feel that night?
- » Write about a time when you had to wait patiently.

## Checkpoint

- Students should end journal entries with a concluding sentence that follows from the main idea or opinion presented.
  - » Student writing should be focus on a central idea, and this idea should be clearly referenced not only in a topic sentence, but also at the conclusion of the writing passage.
  - » For example, "In conclusion, I think that \_\_\_\_\_."

## Extension Activity

Have students think about Annemarie, Peter, and Mrs. Johansen as characters. What are their best qualities? What good decisions do they make? Have students consider what makes a good role model and how Annemarie, Peter, and Mrs. Johansen might be good role models. Have them fill in the qualities of each role model on the "Role Model" handout. Be sure they are descriptive and use page numbers when possible.

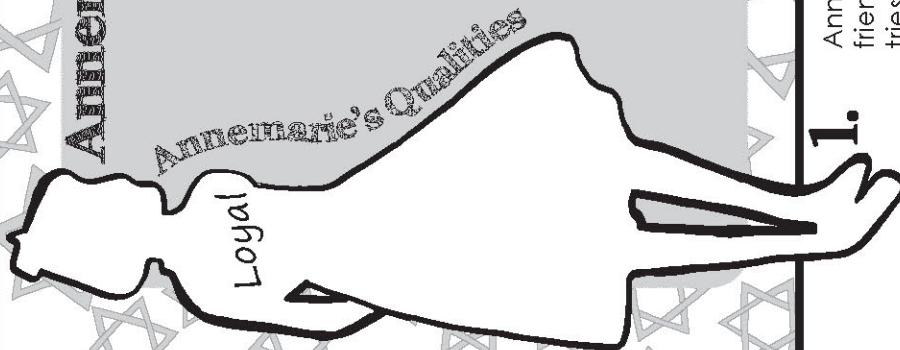
### Materials:

- » Role Models Handout



Name: \_\_\_\_\_

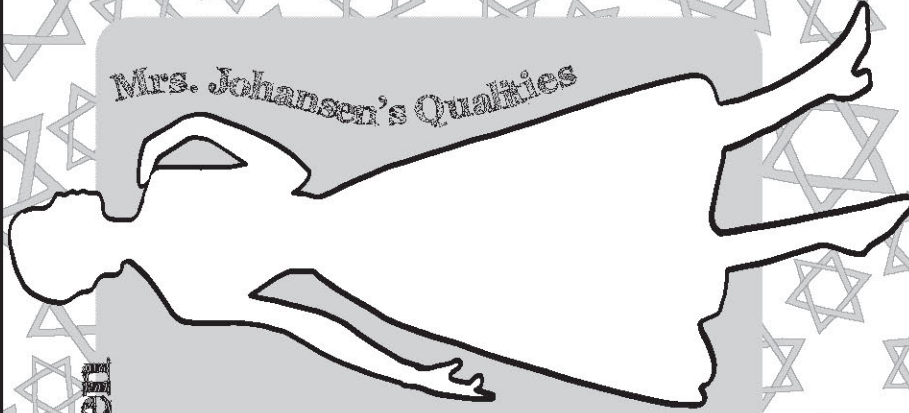
**Annemarie**



*Annemarie's Qualities*

1. \_\_\_\_\_  
2. \_\_\_\_\_

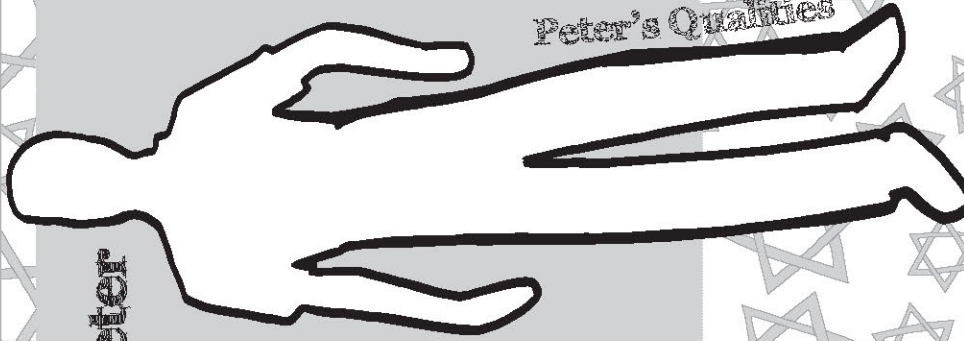
**Mrs. Johansen**



*Mrs. Johansen's Qualities*

1. \_\_\_\_\_  
2. \_\_\_\_\_

**Peter**



*Peter's Qualities*

1. \_\_\_\_\_  
2. \_\_\_\_\_

Annemarie is a good friend to Ellen and tries to comfort her during tough times.

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

In the boxes above, describe the special qualities each character shows, and what makes each a good role model. Be descriptive and use page numbers when possible. The first description of Annemarie has been done for you as an example.

**Role Models of *Number the Stars***

# Appendix

## Additional Activities

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### Get to Know MFI

**Moving Forward Institute** is a nonprofit publisher of social justice educational materials. The organization was created by the founders and staff of Moving Forward Education, a multi-generational tutoring and mentoring organization aimed at fostering academic and emotional success for underserved students in California. Since our founding in 2003, MFE has provided tutoring and mentoring services to thousands of students and has trained hundreds of young adults to enter careers in the educational field. This reading curriculum was developed by our leadership team and its advisory group, including credentialed teachers and college professors. This program has been successfully facilitated throughout California by achieving powerful and measurable results for students and schools. To learn more about our organization, or our research and data, please contact us today.

### Our Purpose

*At Moving Forward Institute, we know that students can be successful learners when their social and emotional needs are met.*

*We empower educators to meet the academic, social, and emotional needs of their students by using culturally-relevant and gender-responsive reading curricula.*

### Training and Professional Development Services

*While lesson plans are designed to be easily facilitated by classroom teachers and after-school staff alike, our in-person training and professional development services will ensure fully effective implementation of the literacy curricula.*

*Additionally, we offer technical support, classroom observation, and program evaluation services to help your program be successful. Contact us for more information about these services!*

### Contact Us

*Contact us today to learn more about how the Moving Forward Institute can support your students and staff!*

**Online:** [www.movingforwardinstitute.org](http://www.movingforwardinstitute.org)  
**By Email:** [info@movingforwardinstitute.org](mailto:info@movingforwardinstitute.org)  
**By Phone:** 510-658-4475  
**By Mail:** 1425 Park Ave  
Emeryville, CA 94608

### If your students liked *Number the Stars* . . .

*...they might love some of our other book selections! We suggest that you check out *One Crazy Summer*, *Inside Out & Back Again*, or *Bud, Not Buddy*. Please visit our website today to browse our full selection of socially and emotionally rich novel-based curricula!*