

Character Based Literacy Program Lesson Plan

Number the Stars, Introduction



Outcomes for the Novel

- W1. Write arguments to support claims with clear reasons and relevant evidence.
- W8. Gather relevant information from multiple print and digital sources, using search terms effectively: assess the credibility and accuracy of each source: and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- R1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

Number the Stars by Lois Lowry

Focus and goals for this unit: The goal for this unit is for students to write an argumentative essay.

Unit Roadmap

- Unit's big idea or theme = **Justice requires Restraint.**
- **Definition:** There are things I cannot say or do to any other person, the planet or myself because justice demands it. The actions I take and the decisions I make must respect the rights of all.
- Ideally this would be posted in your classroom.
- **Major written product:** W1. Write arguments to support claims with clear reasons and relevant evidence.

Character Based Literacy Program Lesson Plan

Number the Stars, Day 1



Outcomes for Today:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using reasoning and relevant and sufficient evidence.

W8. Gather relevant information from multiple print and digital sources, using search terms effectively: assess the credibility of and accuracy of each source: and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

R1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

Big Idea

Justice Requires Restraint: Ideas to share: **Respect** - every person has worth and a right to respect: it is a human minimum. **Justice** - justice requires that people be treated in a way that is fair and just. **Restraint** - justice shows up in the things I don't say, or don't do, because it would harm another person.

WWII, Nazi Occupation, Resistance,

www.aforcemorepowerful.org/films/afmp/stories/denmark.php

www.auschwitz.dk

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Introduce five important, useful words from today's reading.

civilized (1) halt (2) contempt (3) defiantly (4) Resistance (7)

- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the word wall.

READ

3. Review Review the timeline from the beginning every day.

Look at the cover of the book. Why do you think the author decided to title the novel *Number The Stars*? Predict what the story is about.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 1 -10

Setting	Characters	Pages
Copenhagen, Denmark	Ellen, Annemarie, Kirsti, German Soldiers	1 -5
Johansen's Apartment	Mrs. Johansen, Mrs. Rosen, Kirsti, Annemarie	6 - 10

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Discuss the reading and add 3-5 events to the timeline.

- Discuss the story to fix *the facts*: who, what, when, where, why.
- Decide on the 3-5 most important events and add these to the timeline.

Students might mention:

- Best friends, Ellen and Annemarie are racing on the sidewalk in Copenhagen, as Kirsti follows behind.
- Ellen, Annemarie and Kirsti are stopped by Nazi soldiers on their way home from school.
- The soldiers question the girls and then tell them not to run.
- Kirsti runs ahead and tells her mom about the soldiers.
- Mrs. Johansen and Mrs. Rosen are concerned when they hear the soldiers questioned the girls.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

- New character information can be added to an Open Mind Portrait.
- An answer can be added to a question from the KWL Chart.
- A new location or change can be added to the map.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Map Activity – Resource

<http://www.infoplease.com/atlas/country/denmark.html>

<http://www.infoplease.com/atlas/europe.html>

Locate: Denmark, Copenhagen, Sweden, Germany, Poland, Norway, Finland, Russia, North Sea, Baltic Sea, Notice the proximity of Denmark to Sweden.

Map

Materials:

- stiff paper 11x17 or bigger to make a map
- or a printed map of the area
- push pins or something else to mark the map
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Find or make a map of the setting in the story.

Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on.

Step Two: After today's reading, place a mark where the story left off.

1. Decide where the story leaves off [or ends] today – this is usually the location of the main character.
2. Put a pin or other marker at this spot.

Step Three: Add or mark important places in the story on the map.

1. Decide if any of the places in today's reading are important for this story.
2. Either add these places to the map or mark them.

Variations for the Map

1. If you are reading a book from a certain geographical location, you will want to have a map available.
2. Use a big map and a little map for specific places that are important in the story, like a particular place or property or smaller area.
3. Use a different kind of map like a smaller map or a topographic map.
4. Make up the map as you learn details in the story. This works well when the characters don't actually know where they are.

Variations for Writing

4. Write a description of the setting using the map as a guide.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What is going on in Denmark during this time?
2. How has the war affected the people of Denmark?
3. Why are the soldiers amused by Kirsti's actions?
4. Do you think Annemarie would have told her mom about the incident if Kirsti didn't mention it first?
5. Why is it important to not be remembered by the German soldiers?
6. What purpose does the *De Frie Danske – The Free Danes* serve?

9. Analyze Analyze the key paragraph.

Key Paragraph – Pages 8-9

"They will remember your faces,' Mrs. Rosen said, turning in the doorway to the hall. 'It is important to be one of the crowd, always. Be one of many. Be sure that they never have reason to remember your face.' She disappeared into the hall and closed the door behind her."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Mrs. Rosen is concerned that the soldiers might remember the children's faces. Write a paragraph that argues for the importance of blending in with the crowd in dangerous situations. Use information from the novel and an example from your own life when you avoided being singled out from the group.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Number the Stars, Day 2



Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using reasoning and relevant and sufficient evidence.

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility of and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

R1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

King Christian X of Denmark

<http://www.auschwitz.dk/Docu/King.htm>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

suitable (12)

solemn (13)

errand (13)

intricate (14)

defeated (17)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Stopping at the end of the chapter

p. 11-17

Setting	Characters	Pages
Johansen's Apartment	Annemarie and Kirsti	11-17

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Annemarie tells Kirsti a fairy tale about a palace with a king, queen and princess.
- After Kirsti falls asleep, Annemarie thinks about King Christian.
- She remembers how the people of Denmark loved and admired King Christian.
- Annemarie remembers spending time with her older sister Lise, who died in a car accident weeks before she was to be wed to Peter.
- Annemarie thinks about the times she and Papa would watch as King Christian rode his horse through the streets of Copenhagen, greeting his people.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Learn about fairy tales and research Hans Christian Anderson.
Select several fairy tales to read in class.

Fairy Tales - Hans Christian Anderson

http://www.fairytalescollection.com/hans_christian_anderson/index.htm

<http://hca.gilead.org.il/>

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What does it mean that all of Denmark were King Christian's bodyguards?
2. Why didn't the king fight the Nazis so that they wouldn't come into Denmark?
3. Why do you think Mama and Papa never spoke of Lise?
4. What country near Denmark (to the east and north) had not been invaded by the Germans?
5. Who is Peter? What is his relationship to Annemarie and Kirsti?

9. Analyze Analyze the key paragraph.

Key Paragraph – Page 12

"King Christian was a real human being, a man with a serious, kind face. She had seen him often, when she was younger. Each morning, he had come from the palace on his horse, Jubilee, and ridden alone through the streets of Copenhagen, greeting his people."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

King Christian treated people in a way that was fair and just. He showed his people that he felt each one of them had worth and a right to respect by greeting them daily. The people of Denmark returned that kindness with admiration and respect for their king.

Write an argumentative paragraph that supports the argument that a person's life can be changed and/or enriched through the kindness or compassion of another.

Explain your position and support it with facts that should include:

A person or persons you know who, like King Christian, have touched your life in a special way.

A description of the person's traits, especially as they show kindness or compassion.

Examples about how he/she treats you and others.

The impact the person has had on your life or on other lives.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Number the Stars, Day 3



Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using reasoning and relevant and sufficient evidence.

R1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PREPARE

1. Background



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

Money of Denmark

<http://www.erantis.com/guide/denmark/facts/money.htm>

2. Word Wall

rationed (18) nudge (20) swastika (21) curfew (22) torment (24)

READ

3. Review

4. Read

p. 18-26 stopping at the end of the chapter

Setting	Characters	Pages
Streets of Copenhagen Hirsch Sewing Shop	Ellen, Annemarie, Kirsti	20-21
Johansen's Apartment	Kirsti, Annemarie, Peter, Mr. And Mrs. Johansen	21-26

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Electricity is now rationed in Denmark.
- Kirsti's jacket has a broken button and Mama tells the girls to stop on their way home from school, to buy a new button.
- Mrs. Hirsh's Sewing Shop is closed and has a sign on the door, which the girls can't read because it is written in German, but they recognize the swastika.
- Peter comes over to talk with the Johansen family and brings Annemarie and Kirsti each a seashell.
- Peter tells the Johansens that the Germans are closing stores run by Jews.
- Annemarie realizes that the Hirsh family is Jewish.
- Annemarie is worried about the Rosen family and Peter tells her to watch out for her friend Ellen and stay away from the soldiers.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Do Open Mind Portraits of Annemarie and Ellen to be posted in the classroom. As you learn new things about the girls, thought bubbles can be added to the drawings.

Open Mind Portrait: Create an Open Mind Portrait of a Character

Materials:

- large piece of stiff paper for each character, like 11x17 oak tag
- paper for bubbles with scissors and glue sticks
- markers, crayons, pens, pencils, or paint
- construction or tissue paper, scissors and glue sticks if desired

Step One: create a large head shot of the character

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the characters head shot including the face on the large piece of paper. You could also cut the paper to form the head.

4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

Step Two: place cartoon bubbles of character thoughts around the portrait

1. Cut cartoon bubbles out.
2. Write things the character thinks, or says to himself, on each bubble.
3. Put the bubbles up around the portrait.

Step Three: add bubbles as you learn new things about the character

1. Read the story further and identify new things you have learned about the character, or ways the character has changed.
2. Follow step 2 to create and place additional bubbles.

Variations of this Open Mind Portrait

1. You can use this process for any character in the story
2. You can use bubbles for what the character says, says to himself or herself, or does. You could make each of these different colors if you wish.
3. You could add bubbles for what the character learns, or ways the character changes, and use different colors for each.
4. You could use different colors for the beginning, middle and end of the story. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
5. You could use different colors for the phases you see in a story or the development of a particular character.
6. Instead of using bubbles you could write the bubble contents on the back of the portrait. You could use any of the variations above with color or print, or create columns or boxes for different categories or phases.
7. You could literally open the head like a hinge and list the contents [as though they were escaping from the space] using any of these variations.
8. You could make an Open Mind Portrait of yourself using any of the above variations.

Variations for Writing

You could use the OMP to help write a character sketch, or to help decide what a character might do in a story.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What is a Kroner?
2. What is it like for the people of Denmark to have their electricity rationed? What kind of sacrifices do they have to make?
3. Why are the German soldiers closing the shops belonging to the Jews?
4. Why is Annemarie concerned for the Rosen family?
5. How are ordinary people called on to act with courage?

9. Analyze Analyze the key paragraph.

Key Paragraph – Page 24

“Then Annemarie thought of something else. ‘If they can’t sell their buttons, how will they earn a living?’

‘Friends will take care of them,’ Mama said gently. ‘That’s what friends do.’

Annemarie nodded. Mama was right, of course. Friends and neighbors would go to the home of the Hirsch family, would take them fish and potatoes and bread and herbs for making tea. Maybe Peter would even take them a beer. They would be comfortable until their shop was allowed to open again.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Write an argumentative paragraph supporting the following statement: the Jewish people are being treated unfairly by the German soldiers.

Include:

Evidence from the book regarding the Hirsch family.

Support your ideas by including the reaction of the Danish people to the treatment of the Jews.

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Number the Stars, Day 4



Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using reasoning and relevant and sufficient evidence.

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility of and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

R1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L4. Determine and clarify the meaning of unknown or multiple-meaning words and phrases, choosing flexibility from a range of strategies.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

Jewish New Year

www.jewfaq.org/holiday2.htm

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

soothingly (28) designated (30) submerged (32) dubiously (34) dismay (34)

READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p.27-38

Setting	Characters	Pages
Johansen's Apartment	Annemarie, Ellen, Kirsti, Mrs. Johansen	27-33
Streets of Copenhagen	Rosen Family, Annemarie, Kirsti	33
Johansen's Apartment	Mr. & Mrs. Johansen, Annemarie, Kirsti, Ellen	34-38

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Annemarie and Ellen are playing with paper dolls while Kirsti shops for shoes with Mama.
- Kirsti is mad that she has to buy green fish skin shoes because there's no more leather available in Denmark.
- Ellen offers to have her dad use black ink to change the color of Kirsti's shoes.
- With the mention of fireworks, they think back to when the Danes destroyed their own naval fleet, rather than give them to the Germans.
- Ellen invites Kirsti and Annemarie over to celebrate Jewish New Year and the lighting of candles.
- At synagogue the rabbi tells the congregation that the Nazis have a list of all the Jews and they plan on relocating them.
- Peter helps Ellen's parents go somewhere, and Ellen will stay with the Johansen family.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Design the front page for an underground newspaper.

Select a title for your illegal newspaper.

Include an article warning Jewish families about the German soldiers arresting and relocating the Jews.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why did the Danes blow up their own naval fleet when they knew the Germans were approaching?
2. Why did Ellen have to come and stay with the Johansen family?
3. Do you think it was difficult for Ellen's parents to leave without her?
4. Why do you think this chapter is called, "It Will Be a Long Night"?
5. What does Mr. Johansen mean by the statement, "Tonight I am proud to have three daughters again."?

9. Analyze Analyze the key paragraph.

Key Paragraph – page 37

“I really don’t think anyone will. But it never hurts to be prepared. If anyone should come, even soldiers, you two will be sisters. You are together so much, it will be easy for you to pretend that you are sisters.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Most of us have pretended to be someone else when we were younger. Tell about a time when you tried to take on a new identity. What was the situation and who did you pretend to be? Were you able to convince others, and was it easy or difficult for you?

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students' lives or to the world.

Newspaper Activity

Directions: Use construction paper to create the front page (one side only) of a newspaper. Use markers, colored construction paper, colored pencils, pictures, drawing, graphics and/or photographs. Be creative by using a variety of media.

Requirements:

- Make up a name for your newspaper.
- Add an appropriate date and editor, your name.
- Write 3 headlines about 3 important events from the novel.
- For each headline, write the beginning of each article (2 sentences).
- Include 1 drawing, cartoon, or picture for each of the 3 articles with appropriate captions.
- Add other parts of a newspaper e.g. an editorial, letters to the editor, weather chart, sports events, cartoons, etc.

Evaluation:

- Neatness/Presentation
- Accuracy in spelling and grammar
- Creativity (variety of ideas/media)
- Relevancy to the time period and to the topic

- Completion of all parts of the newspaper

Name: _____

Newspaper Title

Date:

Editor (Your Name):

Directions: Fill out the boxes below to brainstorm ideas. Write your sentences and ideas in rough draft form so that you can edit and revise.

Headline	Headline	Headline
Sentence #1	Sentence #1	Sentence #1
Sentence #2	Sentence #2	Sentence #2
Graphic with Caption	Graphic with Caption	Graphic with Caption
		

Character Based Literacy Program Lesson Plan

Number the Stars, Day 5



Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using reasoning and relevant and sufficient evidence.

R1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

Star of David

www.jewishvirtuallibrary.org/jsource/Judaism/star.html

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

gesture (39) murmur (42) abruptly (43) harsh (44) sneer (47)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

stopping at the end of the chapter

p. 39-49

Setting	Characters	Pages
Johansen's Apartment	Annemarie, Ellen, Mr. & Mrs. Johansen, German soldiers	39-49

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Ellen and Annemarie share a bedroom, and Ellen wonders if anyone will come looking for her.
- Annemarie tells Ellen to pretend to be an actress, playing the role of Lise.
- Ellen listens while Annemarie tells about what she remembers of Lise's death.
- After falling asleep the girls are awakened by pounding on the front door.
- German soldiers enter the apartment and question Papa about the Rosen family.
- Annemarie yanks off Ellen's necklace before the soldiers enter the bedroom.
- The soldiers question why Ellen has dark hair, unlike the other two daughters.
- Papa shows the soldiers a picture, from the family scrapbook, of Lise as a baby having dark hair.
- The soldiers tear up the picture and leave the apartment.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

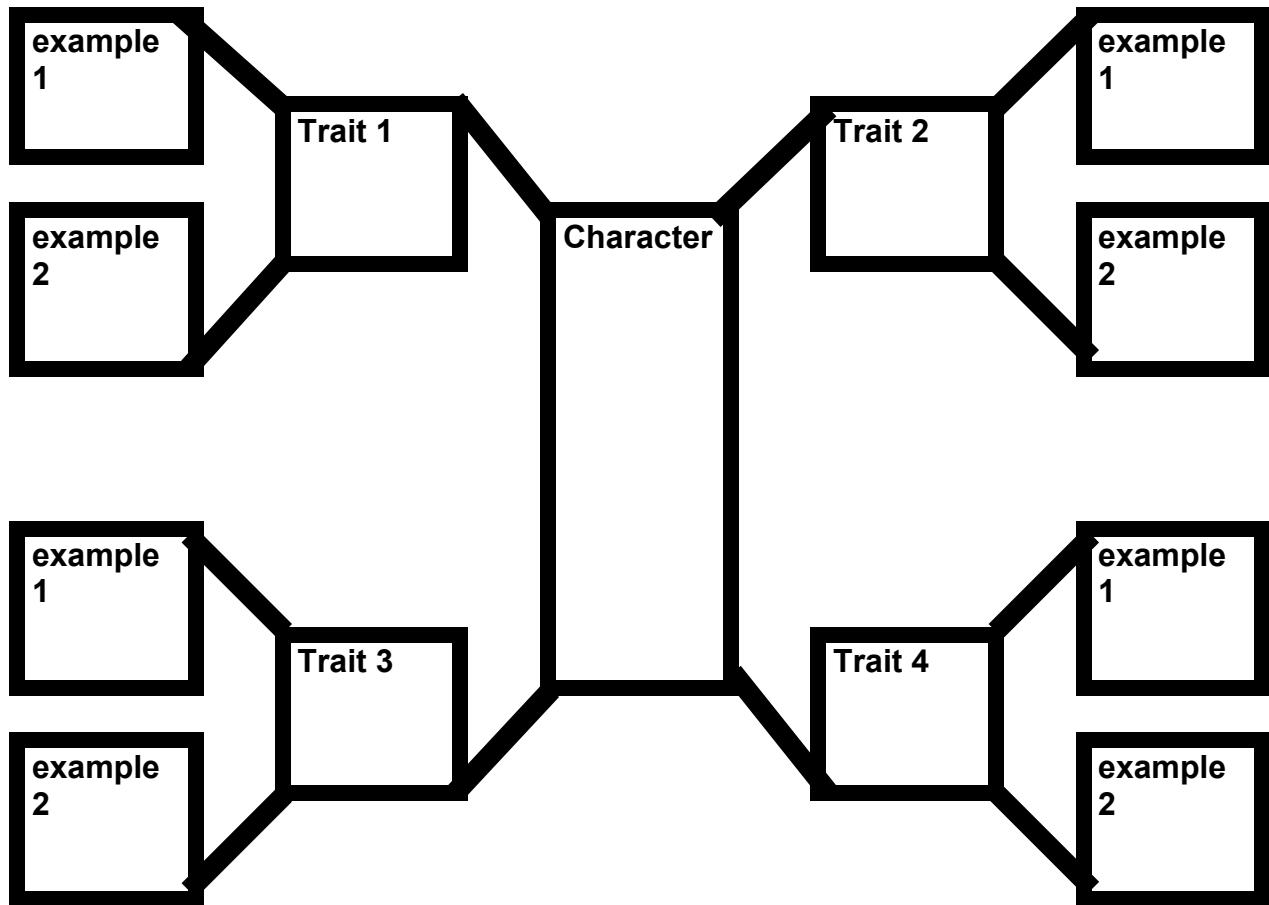
One possible activity:

Do a character profile chart of Annemarie. List her most prominent character traits and give evidence of those traits from the text.

Character Profile Chart

Fill out the Character Profile Chart on each character you wish to analyze

1. Write the name of the character in the box in the middle of the chart.
2. Think of 4 characteristics, or traits, that the character has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name.
3. For each trait, find 2 concrete examples of it in the story. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

4g6 Character Profile Chart

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What would it be like to have to hide from the authorities just because of your race or religion?
2. Do you think the Johansen family did the right thing when they agreed to let Ellen stay with them? What did they risk?
3. How many soldiers entered the apartment?
4. How does Mr. Johansen demonstrate he can think quickly under stress? How does he trick the soldiers into believing that Ellen is his child?
5. Why was it important to remove Ellen's necklace?

9. Analyze Analyze the key paragraph.

Key Paragraph – Page 45

“Hold still,” Annemarie commanded. ‘This will hurt.’ She grabbed the little gold chain, yanked with all her strength, and broke it. As the door opened and light flooded into the bedroom, she crumpled it into her hand and closed her fingers tightly.”

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Annemarie acted quickly under pressure, yanking Ellen's necklace off just before the soldiers entered the bedroom. Write an argumentative paragraph that supports the idea that there are times when acting quickly can be more beneficial than careful planning or taking time to make a decision.

The paragraph should include examples(s) from the novel, from your life, and/or from research into history or the news.

Explain the situations and argue for acting quickly.

Describe what may have happened if the actions had not been quick.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Number the Stars, Day 6



Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using reasoning and relevant and sufficient evidence.

R1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

Kronborg Castle

<http://www.kronborg.dk/english/>

<http://whc.unesco.org/en/list/696>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

tentatively (50) reluctantly (52) code (53) probed (55) massive (56)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Stopping at the end of the chapter

p. 50-59

Setting	Characters	Pages
Johansen's Apartment	Ellen, Annemarie, Mr. and Mrs. Johansen	50-53
Train Ride	Mrs. Johansen, Kirsti, Annemarie, Ellen	54-56
Path through the woods to Uncle Henrik's House	Mrs. Johansen, Kirsti, Annemarie, Ellen	56-59

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Mama and Papa speak about Lise for the first time in three years.
- Papa decides it's too dangerous for the girls to go to school.
- Mama realizes she must take the girls to her brother Henrik's house, and that it's safer to travel without Papa.
- On the train ride to Henrik's the soldiers question Mama and the girls about where they're going and whom they're visiting.
- When the train reaches Gilleleje, Mama and the girls walk the two miles to Henrik's house.
- Along the way, Mama recalls her childhood and walking the same path as a schoolgirl.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Map Activity

Locate: Copenhagen, Gilleleje, Sweden

Add Gilleleje to your other map.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why have the girls and Mama gone to visit Uncle Henrik?
2. Why was it too dangerous for Papa to go?
3. How is it different at Uncle Henrik's house, in the country, than it is in Copenhagen?
4. Where do you think Ellen's parents are?

9. Analyze Analyze the key paragraph.

Key Paragraph – Pages 51

“Not go to school?” Ellen asked in amazement. “My parents have always told me that education is the most important thing. Whatever happens, I must get an education.”

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Ellen's parents have told Ellen that education is extremely important. Even with the war going on and the dangers they face, they want Ellen to remember to get an education.

Write a paragraph that argues for the benefits of education.

Be sure to include why you think it is important and any examples that show the benefits of obtaining an education.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Number the Stars, Day 7



Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using reasoning and relevant and sufficient evidence.

R1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

meadows (60) gnarled (60) relocate (68) ruefully (69) distracted (69)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Stopping after, “Cream,’ Annemarie said, gesturing to the pitcher with a grin.”

p. 60-69

Setting	Characters	Pages
Henrik’s House by the Sea	Annemarie, Kirsti, Ellen, Mrs. Johansen	60-65
Henrik’s House	Uncle Henrik, Mama, Annemarie	65-66
Henrik’s House	Mama, Kirsti, Annemarie, Ellen	67-69

RESPOND

5. Timeline Agree on the facts in today’s reading, and list the 3-5 most important on the Timeline.

Students might mention:

- While running through the meadow, Annemarie and Ellen find a kitten.
- Ellen had never been to the sea, and she tells Annemarie that her mother is afraid of the ocean.
- The girls look across the sea to see Sweden.

Character Education at the Markkula Center for Applied Ethics

www.scu.edu/character

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- The kitten follows Annemarie and Ellen back to the farmhouse.
- Mama is making applesauce and warns the girls to stay away from all people while they're at Uncle Henrik's.
- When Ellen asks about her necklace, Annemarie tells her it's in a safe place.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Draw a picture of Uncle Henrik's farm; the way you imagine it. You might include in your drawing: the meadow, barn, seaside, or the harbor where Uncle Henrik keeps his fishing boat.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why can't the girls be seen by anyone?
2. Why do you think Ellen has never been to the sea, even though she lives in Denmark, surrounded by the ocean?
3. What does Uncle Henrik do every morning before he goes to his fishing boat?
4. Describe the mood at Uncle Henrik's house. What is different about this visit to Uncle Henrik's, and why do you think there is no laughter this time?

9. Analyze Analyze the key paragraph.

Key Paragraph – Page 64

"Ellen touched her neck after she had put on Annemarie's flower-sprigged nightgown, which Mama had packed.

'Where is my necklace?' she asked. 'What did you do with it?'

'I hid it in a safe place,' Annemarie told her. 'A very secret place where no one will ever find it. And I will keep it there for you until it is safe for you to wear it again.'"

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Most of us have a special item that means a great deal to us. Ellen had the necklace her father had given her when she was very small. Annemarie knew it meant a great deal to her, so she was keeping it in a safe place.

Write a paragraph that argues for the importance of special items in people's lives.

Special items may help people through difficult times or may help them to remember people they love.

Use information from the novel and your own life experiences to support your argument.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Number the Stars, Day 8



Outcomes for Today

- W1. Write arguments to support claims in an analysis of substantive topics or texts, using reasoning and relevant and sufficient evidence.
- W8. Gather relevant information from multiple print and digital sources, using search terms effectively: assess the credibility of and accuracy of each source: and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- R1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L4. Determine and clarify the meaning of unknown or multiple-meaning words and phrases, choosing flexibility from a range of strategies.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

timidly (70) scolded (70) casket (72) irregular (75) hearse (75)

READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 69-73

Setting	Characters	Pages
Uncle Henrik's Farm	Ellen, Annemarie, Kirsti, Mama, Uncle Henrik	69-73
The Barn	Annemarie, Uncle Henrik	74-77

RESPOND

5. Timeline

Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- The girls pick wildflowers as Mama cleans house.
- Henrik admires his clean house when he gets home.

- Mama and Henrik speak in code, saying, “The weather is good for fishing.”
- Henrik says he will stay on the boat all night.
- Henrik announces that Great-aunt Birte has died and will rest, as customary, in Henrik’s home all night before burial.
- Annemarie is confused because no one had talked about a relative by that name before and no one seemed sad.
- Annemarie confronts Uncle Henrik about the lie.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: An obituary

Pretend you are 99 years old and you’re looking back at your life, writing your own obituary. How do you want others to remember you? What great things have you done in your long lifetime? Include a list of schools you’ve attended and the degrees received. Recount the main events of your life and tell about all your accomplishments.

How to write an obituary

http://www.ehow.com/how_3456_write-obituary.html

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why does Mama say that Henrik needs a wife?
2. Why do you think Henrik and Mama talk in code?
3. What do you think it would be like to stay on a boat all night?
4. Why do you think Annemarie has never heard of Great-aunt Birte?
5. Is it sometimes easier to be brave if you do not know all the details?

9. Analyze Analyze the key paragraph.

Key Paragraph – Page 77

“‘You guessed correctly,’ he told her. ‘There is no Great-aunt Birte, and never has been. Your Mama lied to you, and so did I.’

‘We did so,’ he explained, ‘to help you to be brave, because we love you. Will you forgive us for that?’”

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

We are taught from a very early age that lying is wrong. However, there may be circumstances when it is acceptable.

Write an argumentative paragraph to support the idea that there are times and situations when a lie may be acceptable.

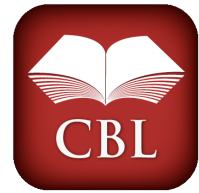
Cite examples from the novel (remember there are several lies being told – Ellen's identity, Great-aunt Birte's death, etc.) and any from your life or the news to support your position. Be sure to cite the circumstances that made the lie acceptable.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Number the Stars, Day 9



Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using reasoning and relevant and sufficient evidence.

R1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

Typhus

<http://entomology.montana.edu/historybug/typhus.htm>

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

fragile (78) mourners (80) urgently (81) psalm (86) random (86)

READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

stop at the end of the chapter

p. 78-87

Setting	Characters	Pages
Uncle Henrik's Living Room	Annemarie, Ellen, Kirsti, Mrs. Johansen, Uncle Henrik, mourners	78-80
Uncle Henrik's Living Room	Mr. & Mrs. Rosen, Ellen, Annemarie, Peter Neilsen, Mama, German soldiers	81-87

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- The casket is in the living room and mourners are coming to the house.
- Mr. and Mrs. Rosen arrive at Henrik's house and are reunited with Ellen.
- Peter Neilson comes to Henrik's house and joins the mourners.
- Nazi soldiers arrive at the home, ask questions, and want to open the casket.
- Mama tells the officers that Great-aunt Birte died of typhus.
- The soldiers decide not to open the casket and leave the home.
- Peter reads from the Bible in case the officers are outside listening.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Add thought bubbles to your Open Mind Portraits of Ellen and Annemarie.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Where do you think Ellen's parents have been?
2. How does Mrs. Johansen explain the closed casket to the soldiers?
3. Why did the German soldiers decide not to open the casket?
4. Who or what do you think is in the casket?

9. Analyze Analyze the key paragraph.

Key Paragraph – page 83

"She heard - as if in a recurring nightmare - the pounding on the door, then the heavy, frighteningly familiar staccato of boots on the kitchen floor. The woman with the baby gasped and began, suddenly, to weep."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

The Nazis visit the group of mourners. They are suspicious about the large gathering of people, and they come close to opening the casket.

Write a paragraph that argues either for or against the plan to help the Jewish families.

Do you think the plan was wise or were there too many risks?

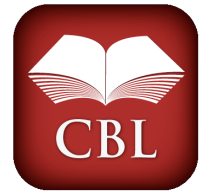
Be sure to think about any other options that might be available to get the Jewish people out of Denmark.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Number the Stars, Day 10



Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using reasoning and relevant and sufficient evidence.

R1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

Danish Fishing Boats
Baltic Sea and Straits between Sweden and Denmark
www.worldatlas.com

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

encased (89) pleading (90) grasp (93) commotion (93) pride (93)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

stopping at the end of the chapter

p. 88-94

Setting	Characters	Pages
Henrik's Home	Annemarie, Ellen, Mr. And Mrs. Rosen, Peter, Mrs. Johansen, Couple with Baby, other silent people in the room	88-94

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Only clothing and blankets are in the casket.
- Peter distributes the coats and blankets to the people in the room.
- Mama gives Kirsti's sweater to the baby because there's nothing small enough for her in the casket.
- Peter gives medication to the baby to keep her quiet.
- Mama packs snacks for the travelers.
- Peter is going to lead a group of people to the harbor and asks Mr. Rosen to deliver an important envelope to Henrik, when he gets to the boat.
- Mama is instructed to wait 20 minutes and then lead the Rosen family to Henrik's boat.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

KWL Chart – Brainstorm all the things you know about the people who helped Jews escape from the Nazi soldiers. What do you already know about these brave individuals? What did they risk? What else do you want to know?

KWL Chart: What You Know, Want to Know, and Learn

Materials:

- KWL Chart

Step One: Read the chapter or segment you wish to analyze

Step Two: Fill out the K [know] column: what do you know?

1. What key things do you know from the story or explanation you have read so far? This might be who, what, where, when, why, or how information.
2. Write this information concisely in the K [What do you know?] column.

Step Three: Fill out the W [want] column: what do you want to know?

1. Given what you know, what would you like to know about this story or topic, about what has happened or will happen in the future?
2. Write this information concisely in the W [What do you want to know?] column.

Step Four: Fill out the L [learned] column: what have you learned?

1. As you read more of the story, or learn more about the topic, ask yourself what you have learned. Do you have answers to any of the questions in your W column: what you wanted to know?
2. Write this information concisely in the L [What have you learned?] column. You may want to do this at various times as you learn. You

may want to check off the questions in the W column when you answer them in the L column.

Step Five: Review the chart when it is complete

Variations of the KWL Chart

1. You can do this chart for any topic you are trying to learn about.
2. This can be done on worksheets, or written on a big piece of paper, like chart paper or butcher paper. This can also be written on a white board or black board; the shape of the chart is easy to copy.
3. When you are analyzing a story, you can copy a KWL chart on a piece of paper and quickly take the story apart. This can be a helpful strategy on a test. This can use the same strategy for a nonfiction topic, a problem or a case study.
4. You can do this individually, in pairs, in a small group, or as part of a large group.

Variations for Writing

5. Write a paragraph from any of the 3 columns, K, W or L, of the chart.

KWL Chart

K What do you know?	W What do you want to know?	L What have you learned?

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why did Peter insist on giving the baby the drug?
2. What was the reason for two groups of travelers, and leaving 20 minutes apart?
3. What did Annemarie mean when she said there were other sources of pride?

9. Analyze Analyze the key paragraph.

Key Paragraph – Page 90

“Peter’s voice was firm. ‘We can’t take the chance,’ he said. He inserted the dropper of the bottle into the baby’s tiny mouth, and squeezed a few drops of liquid on her tongue. The baby yawned, and swallowed. The mother closed her eyes; her husband gripped her shoulder.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Despite the protests of the baby’s mother, Peter gives medicine to a small baby so she will not cry. For such a small baby the medicine has the risk of putting the baby to sleep permanently.

Write a paragraph that argues for or against Peter’s position that the risk to the baby is outweighed by the risk a baby’s cry might be to all the travelers.

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students’ lives or to the world.

Character Based Literacy Program Lesson Plan

Number the Stars, Day 11



Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using reasoning and relevant and sufficient evidence.

W8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility of and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

R1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

The Danish Resistance

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

horizon (98) peered (99) faltered (101) clumsy (102) discolored (103)

READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

stop at the end of the chapter

p. 95-105

Setting	Characters	Pages
Outside Henrik's House	Ellen, Annemarie, Mama Mr. & Mrs. Rosen,	95-96
Uncle Henrik's House	Annemarie	96-100
Uncle Henrik's House	Mama, Annemarie	101-105

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Annemarie says goodbye to Ellen and the Rosens, as Mama is about to lead them through the woods to the dock.
- Annemarie falls asleep while waiting for Mama and upon awakening discovers that Mama has not returned home yet.
- After looking everywhere for Mama, Annemarie sees her lying on the path.
- Mama tripped on a tree root, breaking her ankle, as she was hurrying home from the dock.
- As Annemarie helps Mama inside, they discover the important package on the steps that was suppose to be delivered to Uncle Henrik.
- Annemarie decides she will take the package to Uncle Henrik.
- Mama helps her put it under a napkin, at the bottom of a basket, telling her to pretend she is taking lunch to her uncle.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: An Open Mind Portrait of Mrs. Johansen

What is she thinking? How does she feel about Annemarie taking the package to Henrik?

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. What promise did Ellen make to Annemarie?
2. What was Mama thinking about as she was hurrying back from the boat?
3. What did Mrs. Johansen mean when she said, "It may all have been for nothing." when she spotted the package?
4. What do you think the important package contains?

9. Analyze Analyze the key paragraph.

Key Paragraph – Pages 98

"It was harder for the ones who were waiting, Annemarie knew. Less danger, perhaps, but more fear."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

As Annemarie waits for her mother's safe return, she worries about her. She also thinks about her father watching the clock and waiting to hear that the Rosens are safe. Annemarie reflects that those who wait may be in less danger, but may be even more fearful?

Write an argumentative paragraph either for or against the idea that those who wait have to deal with more fear than those who are actually involved in the dangerous situation.

Include details from the novel and any situations you have experienced or can cite to support your position.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Number the Stars, Day 12



Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using reasoning and relevant and sufficient evidence.

W8. Gather relevant information from multiple print and digital sources, using search terms effectively: assess the credibility of and accuracy of each source: and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

R1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L4. Determine and clarify the meaning of unknown or multiple-meaning words and phrases, choosing flexibility from a range of strategies.

PREPARE

1. Background



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

Little Red Riding Hood

<http://www.pitt.edu/~dash/type0333.html#perrault>

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

dawn (106)

bulky (106)

vivid (108)

segment (110)

tantalize (111)

READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

stopping at the end of the chapter

p. 106-112

Setting	Characters	Pages
Path through the woods	Annemarie	106-112
On the path	Annemarie, four armed soldiers, two dogs	112

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- As Annemarie makes her way through the woods, she thinks of the story she had often told Kirsti, *Little Red Riding Hood*.
- She goes through the story thinking about Kirsti's vivid imagination and how she would react to different parts of the story.
- Annemarie thinks about her mama, her swollen ankle, and other memories.
- Just before reaching the harbor, and almost out of the woods, Annemarie hears something in the bushes.
- Four armed soldiers with two large dogs on leashes are in front of Annemarie.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: After reading *Little Red Riding Hood*, Compare and Contrast Little Red Riding Hood's trip through the forest and Annemarie's journey to the harbor. Use a Venn Diagram to show how they are the same and how they're different.

Graphic Organizers for the Analysis of the Structure of Text materials:

Venn Diagram Chart

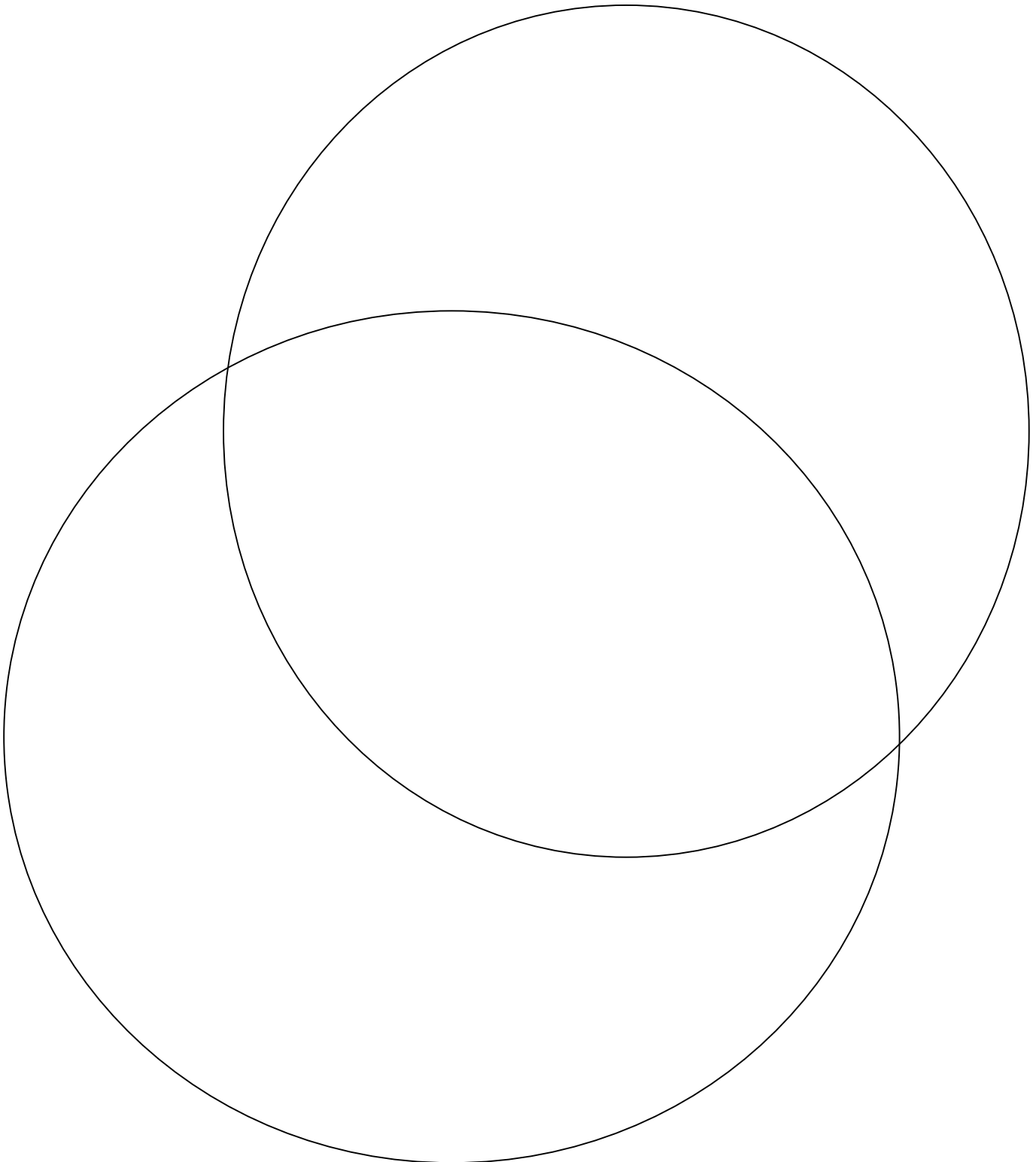
This can be done on worksheets, or written on big pieces of paper, like chart paper or butcher paper.

Step One: Read the story, chapter or segment you wish to analyze

Fill out the Venn Diagram Box

1. Decide on 2 characters, or settings, or events, or other variables you wish to analyze in the story, chapter or segment you have read. Label each of the 2 circles.
2. Where the 2 circles overlap, write the way these two are alike.
3. Where the circles are distinct, write down how each is different.

6g6 Venn Diagram Chart



8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why do you think Annemarie spends her time thinking of the story, *Little Red Riding Hood*?
2. Do you think Annemarie is afraid when she's on the path?
3. If you were Annemarie, what would you do if you ran into the soldiers and dogs?
4. Make a prediction about what will happen next.

9. Analyze Analyze the key paragraph.

Key Paragraph – Page 111

“Annemarie continued the story in her head. ‘Suddenly, as Little Red Riding-Hood walked through the woods, she heard a noise. She heard a rustling in the bushes.’”

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Annemarie hurried through the dark woods. She heard noises and was a bit frightened. To keep herself going she told herself the story of Little Red Riding-Hood.

Write a paragraph arguing that in strange and frightening situations it can help to talk to yourself (called self talk) or even tell yourself a story as Annemarie did. Be sure to include specific situations as examples.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Number the Stars, Day 13



Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using reasoning and relevant and sufficient evidence.

R1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L4. Determine and clarify the meaning of unknown or multiple-meaning words and phrases, choosing flexibility from a range of strategies.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

Guard Dogs

<http://www.dogbreedinfo.com/germanshepherd.htm>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

willed (113) enrage (114) consumed (115) handkerchiefs (117) caustic (117)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

stopping at the end of the page

p. 113-119

Setting	Characters	Pages
Path to the Harbor	Annemarie, soldiers, dogs	113-118
The Dock at Harbor	Annemarie, Uncle Henrik	118-119

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- The soldiers ask Annemarie a lot of questions and she answers as she thinks Kirsti would, like a silly little girl.
- The soldiers go through the basket, feeding the bread to the dogs.
- They discover the package under the napkin, but it only contains a handkerchief, and they throw it on the ground.
- When the soldiers agree to let Annemarie go, she quickly puts everything back in the basket and hurries to Henrik's boat.
- Uncle Henrik was relieved to see the package and told Annemarie that because of her, everything is all right.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

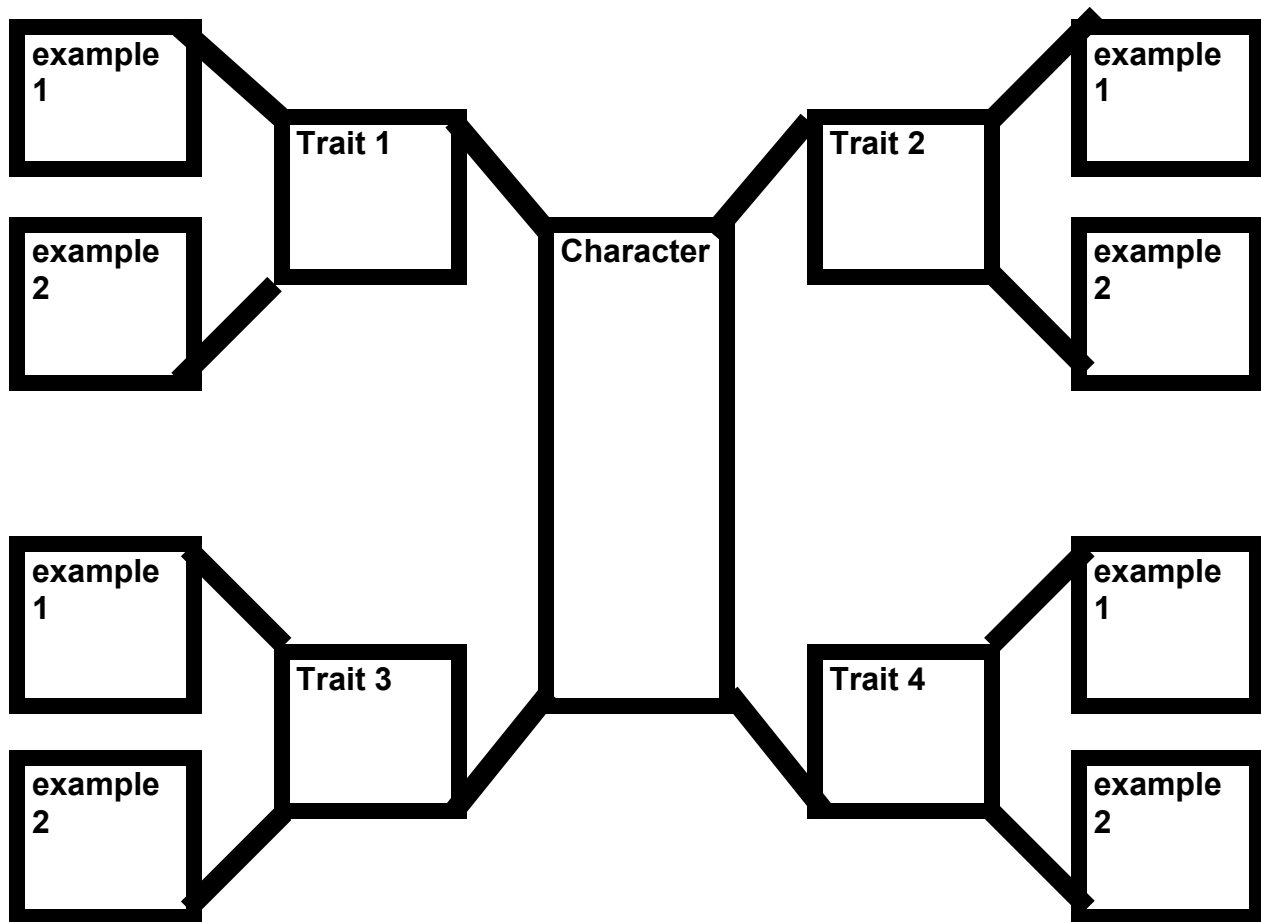
One possible activity: Do a character profile chart of Henrik. List his most prominent character traits and give evidence of those traits from the text.
Other possible activities for a class group or individual

Character Profile Chart

Fill out the Character Profile Chart on each character you wish to analyze

1. Write the name of the character in the box in the middle of the chart.
2. Think of 4 characteristics, or traits, that the character has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name.
3. For each trait, find 2 concrete examples of it in the story. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

4g6 Character Profile Chart



8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why did the soldiers destroy Uncle Henrik's lunch?
2. Do you think Annemarie was surprised that the package contained only a handkerchief? What did you think was in the package?
3. How do you think Annemarie feels after her uncle tells her everything is fine because of her actions?

9. Analyze Analyze the key paragraph.

Key Paragraph – Page 117

What would Kirsti do? Annemarie stamped her foot. Suddenly, to her own surprise she began to cry. "I don't know!" she said, her voice choked. "My mother's going to be angry that you stopped me and made me late. And you've completely ruined Uncle Henrik's lunch, so now *he'll* be mad at me too."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

When Annemarie was stopped and questioned by the German soldiers, she did several things to fool the soldiers into thinking she was on a normal errand.

Write a paragraph that argues that Annemarie's actions and words helped fool the soldiers and made them less suspicious. Note that acting courageous and confrontational may not have helped.

Include:

Examples of Annemarie's actions from the story.

At least one quotation from Annemarie or a soldier that helps support your point.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Number the Stars, Day 14



Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using reasoning and relevant and sufficient evidence.

W8. Gather relevant information from multiple print and digital sources, using search terms effectively: assess the credibility of and accuracy of each source: and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

R1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

Stories of Holocaust Rescue

www.ushmm.org (See “Rescue in Denmark”)

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

hastily (120) rhythmic (121) concealed (124) confronting (124) scent (125)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

stopping at the end of the chapter

p. 120-127

Setting	Characters	Pages
Uncle Henrik's House	Annemarie, Kirsti, Mrs. Johansen, Uncle Henrik	120-122
Uncle Henrik's Barn	Annemarie, Uncle Henrik	122-127

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- When Annemarie returns home from the harbor, Mama and Kirsti are at the doctors.
- At dinner, Kirsti, Mama, Henrik and Annemarie laugh about how Annemarie tried to milk the cow.
- Later Annemarie talks with her uncle about what happened to the Rosens.
- Henrik tells Annemarie about the hidden places in boats where the fishermen can hide people.
- Henrik tells Annemarie about Peter being in the Resistance.
- He explained the handkerchief being soaked in a special drug, which ruins a dog's sense of smell.
- Henrik tells Annemarie that the Rosens and other families arrived safely in Sweden.
- Annemarie wonders if she will see Ellen again and Henrik assures her that she will, because Annemarie saved Ellen's life.

6. Map Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Beginning-Middle-End Chart

Fill out the Beginning-Middle-End Chart

1. Decide what the most important events in the story are. You may want to jot down a list.
2. Decide whether each event is part of the beginning, middle or end of the story. Then write a phrase describing each event in the correct column. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
3. If the events in a column are not in the order they took place, number the items in the column.
4. If you analyzing a chapter or segment of a larger story, all of the events might be in 1 or 2 columns, understood as part of the larger story. Or it might work to analyze the beginning, middle and end of just this part.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. Why was it so important to have the handkerchief on the boat?
2. How is Henrik sure that the Rosens are safe?
3. Did you have any idea that Peter was in the Resistance? What clues were given earlier in the book?

9. Analyze Analyze the key paragraph.

Key Paragraph – page 122-123

“Brave?” Annemarie asked, surprised. “No, I wasn’t. I was very frightened.”

“You risked your life.”

“But I didn’t even think about that! I was only thinking of -”

He interrupted her, smiling. “That’s all that brave means - not thinking about the dangers. Just thinking about what you must do. Of course you were frightened. I was too, today. But you kept your mind on what you had to do. So did I. Now let me tell you about the Rosens.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

When Annemarie discovered the package by the steps, and remembered that Peter stressed it was of great importance that Mr. Rosen deliver the package to Henrik, she knew what she had to do. Annemarie was not a superhero, but an ordinary person performing an act of bravery.

Write an argumentative paragraph in which you argue that in certain situations even ordinary people can be brave (even frightened children).

Include:

Your definition of what it means to be brave.

Reasons why ordinary people may act with bravery.

Examples from the book or from other sources, including print and digital sources.

11. Close Close by extending today’s lesson to life and the world.

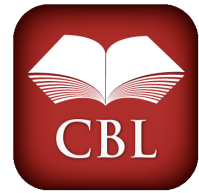
Extend the reading to the students' lives or to the world.

2g6 Beginning-Middle-End Chart

Beginning	Middle	End

Character Based Literacy Program Lesson Plan

Number the Stars, Day 15



Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using reasoning and relevant and sufficient evidence.

W8. Gather relevant information from multiple print and digital sources, using search terms effectively: assess the credibility of and accuracy of each source: and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

R1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L4. Determine and clarify the meaning of unknown or multiple-meaning words and phrases, choosing flexibility from a range of strategies.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Justice Requires Restraint. Justice demands I not say or do some things to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make, must respect the rights of all.

The Rescue of the Jews of Denmark

<http://www.ushmm.org>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

bleak (129) amid (131) rejoicing (132) deprivation (133) integrity (133)

READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

stopping at the end of the chapter

p. 128-137

Setting	Characters	Pages
Copenhagen	Annemarie, Mr. & Mrs. Johansen, Kirsti	128-132

RESPOND

5. Timeline

Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- The war ended when Annemarie was twelve and throughout Copenhagen people celebrated.
- For two years, neighbors took care of the homes of their Jewish friends who fled the country. Mama did the same for the Rosens.
- Peter Neilsen had been captured and executed by the Germans.
- Papa explained Lise's death and that she was also part of the Resistance.
- Papa fixed Ellen's necklace so that Annemarie could wear it until Ellen returned home.

6. Map

Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Write a brief sequel to the story. Does Ellen return home? Do Annemarie and Ellen remain lifelong friends?

Additional Activity: Character Jeopardy

<http://www.teachervision.fen.com/reading/activity/2536.html?detoured=1>

8. Discussion

Ask discussion questions of all 9 types.

Key Questions

1. Why does Annemarie want to wear Ellen's necklace until she returns?
2. How did the people of Denmark continue to help the Jews even after the Jews were arrested or had escaped to Sweden?
3. What happened to Peter?
4. What do you think the author's purpose was for writing this book?

9. Analyze

Analyze the key paragraph.

Key Paragraph – Page 128

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

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

The war was over. Denmark was free. The Danish people had rescued most of the Danish Jews.

Write an essay that argues for the importance of respecting the rights of all people.

Review the theme of the unit, Justice Requires Restraint.

Think about the lessons you learned from the book.

Cite examples from the book and from other print and digital sources

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.