Character Based Literacy Program 40-Minute 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.

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Character Based Literacy Program 40-Minute 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

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

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

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.

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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

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.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 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" (p. 8-9).

EXTEND

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.**

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

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

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Character Based Literacy Program 40-Minute 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

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.

Who is King Christian X?
http://www.auschwitz.dk/Docu/King.htm

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

Review Review the timeline from the beginning every day.

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

p. 11-17

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

RESPOND

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.

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- 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.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 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" (p. 12).

EXTEND

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.

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

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Character Based Literacy Program 40-Minute 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

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.

What is the currency of Denmark?
http://www.erantis.com/guide/denmark/facts/money.htm

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

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

READ

Review Review the timeline from the beginning every day.

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

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

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.

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- 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.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 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" (p. 24).

EXTEND

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.

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Character Based Literacy Program 40-Minute 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

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.

What is the holiday Jewish New Year?
www.jewfaq.org/holiday2.htm

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

Review Review the timeline from the beginning every day.

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

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

Students might mention:

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- 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.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 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'" (p. 37).

EXTEND

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?**

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

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Character Based Literacy Program 40-Minute 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

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.

What is the Star of David?
www.jewishvirtuallibrary.org/jsource/Judaism/star.html

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

Review Review the timeline from the beginning every day.

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

p. 39-49

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

RESPOND

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.

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- 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.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 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" (p. 45).

EXTEND

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.

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Character Based Literacy Program 40-Minute 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

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.

Where is Kronborg Castle?
http://www.kronborg.dk/english/
http://whc.unesco.org/en/list/696

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

Review Review the timeline from the beginning every day.

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

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

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.

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- 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.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 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'" (p. 51).

EXTEND

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.**

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

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Character Based Literacy Program 40-Minute 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

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.

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

Review Review the timeline from the beginning every day.

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

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

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.
- 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.

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- When Ellen asks about her necklace, Annemarie tells her it's in a safe place.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 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'" (p. 64).

EXTEND

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.

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

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Character Based Literacy Program 40-Minute 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

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.

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

Review Review the timeline from the beginning every day.

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

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."

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- 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.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 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?'" (p. 77).

EXTEND

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.

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Character Based Literacy Program 40-Minute 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

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.

What is typhus?
http://entomology.montana.edu/historybug/typhus.htm

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

Review Review the timeline from the beginning every day.

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

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

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.

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- 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.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 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" (p. 83).

EXTEND

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.

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Character Based Literacy Program 40-Minute 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

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

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

Review Review the timeline from the beginning every day.

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

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

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.

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- 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.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 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" (p. 90).

EXTEND

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.

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

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Character Based Literacy Program 40-Minute 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

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.

What was the Danish Resistance?

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

Review Review the timeline from the beginning every day.

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

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

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.

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- 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.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 98

"It was harder for the ones who were waiting, Annemarie knew. Less danger, perhaps, but more fear" (p. 98).

EXTEND

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.

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Character Based Literacy Program 40-Minute 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

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.

What is the story of Little Red Riding Hood?
http://www.pitt.edu/~dash/type0333.html#perrault

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

Review Review the timeline from the beginning every day.

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

p. 106-112

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

RESPOND

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

Students might mention:

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- 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.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 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'" (p. 111).

EXTEND

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.

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Character Based Literacy Program 40-Minute 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

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.

What is the purpose of having guard dogs?
http://www.dogbreedinfo.com/germanshepherd.htm

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

Review Review the timeline from the beginning every day.

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

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

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.

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- 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.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 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'" (p. 117).

EXTEND

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

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Character Based Literacy Program 40-Minute 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

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")

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

Review Review the timeline from the beginning every day.

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

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

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.

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- 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.

EXPLORE

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'" (p. 122-123).

EXTEND

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.

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

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Character Based Literacy Program 40-Minute 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

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

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

Review Review the timeline from the beginning every day.

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

p. 128-137

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

RESPOND

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.

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- 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 Nielsen 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.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 128

"Church bells 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" (p. 128).

EXTEND

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.**

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

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