

Number the Stars

Reading Guide

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For the book by Lois Lowry



LOGOS PRESS
Elementary Literature Series

Overview

According to the Logos Curriculum Guide, “A Christian literature program is one in which the students are taught to read great literature and to think while they read, as Christians. As they do, our children must be taught to appreciate a finely-crafted sentence to the glory of God. As Christians, we are people of the word, and consequently, we should be people of words. We should understand words and use them well.”

C.S. Lewis says, “Literature exists to teach what is useful, to honour what deserves honour, to appreciate what is delightful. The useful, honourable and delightful things are superior to it: it exists for their sake; its own use, honour, or delightfulness is derivative from theirs.”

At Logos School, our desire is for the students to love the truth, the goodness, and the beauty in great literature, and in this learning, to be encouraged in their faithfulness to God. In order to do this, the teacher must also be faithful, and love the literature. If the teacher loves the literature, then the students will love the literature as well.

Suggestions For Use

This guide has been written specifically for a fourth grade class, but could easily be used for third and fifth graders. In general, we read 8-12 books in one school year, depending on the length and difficulty of the books chosen. My rule of thumb is to assign up to twenty pages per day. We read aloud four days a week, reading through one chapter or up to twenty pages in each session. On the off day the students will have a reading assignment for homework, with a comprehension quiz the next day. (This encourages the students to be accountable, and gives me the opportunity to assess each student’s comprehension.)

Before beginning any new book, we will pre-read the book. This means to peruse the front and back covers, making predictions about the story line and setting. On the inside pages we search for the author, illustrator, publisher, and copyright date. We then turn to the table of contents and I ask the students questions about the chapters.

The students will have one comprehension sheet (front and back), ten vocabulary words, and one vocabulary quiz per week. Occasionally there will be a puzzle or other activity included. On Wednesdays students will write five to ten sentences using the vocabulary words. Sentences should be descriptive and clearly show an understanding of the meaning of the word. I encourage the students to use vocabulary words in creative writing assignments, requiring five vocabulary words from recent lists. Comprehension questions and vocabulary sentences are graded based on content, restating the question, and correct grammar. I use a five point scale, awarding one point each for restating the question, beginning with a capital letter, and ending with the proper end mark. The students receive two points for having the correct answer.

Typically we read for forty-five minutes, allowing ten minutes at the end of the session for the comprehension questions. In the fourth grade the students are encouraged to be independent in this task, although we will discuss questions as we read. Although fourth graders are in the grammar stage, in addition to literal questions, I do include questions which require students to make inferences and evaluations as well.

Answer keys are included in the back of the book to help you get started.

Blessings!

Number the Stars

Pre-Reading

Before Opening the Book

Complete the following information:

AUTHOR: _____

PUBLISHER: _____

COPYRIGHT (When was this book written?): _____

NAME ONE OTHER BOOK BY THE AUTHOR: _____

This book is an example of: (circle one)

FICTION

NON-FICTION

HISTORICAL FICTION

BIOGRAPHY

For the following chapters, list the title and the page number where you would find the chapter.

Chapter	Title	Page
2	_____	_____
9	_____	_____
12	_____	_____
17	_____	_____

Use the table of contents to discover the following:

	Chapter
In which chapter might you discover weather conditions?	_____
In which chapter might you need to run away from something?	_____
Which chapter seems most interesting to you?	_____
Why? _____	

4th Grade – Literature

Lesson Plan: *Number the Stars*

OBJECTIVE: *The teacher must know the truth or lesson ...*

- SWBAT:** Find title, author, copyright, etc.
 Describe main characters.
 Identify Allies/Axis powers.
 Identify Scandinavian countries and Germany on a map of Europe.
 Comprehend literal and inferential concepts.

<p>SUPPLIES: For each student:</p> <ol style="list-style-type: none"> 1. 1 book 2. Vocab list 3. Comprehension questions 4. Vocab Quiz <p>GENERAL PLAN: Week 1 Mon: Intro, Ch 1-2 Tues: Ch 3-4, Wed: Ch 5-6, map work Thurs: Ch 7-8 Vocab work Fri: Ch 9, Vocab quiz</p> <p>Week 2 Mon: Ch 10-11 Tues: Ch 12-13, Reading groups Wed: Ch 14-15 Vocab work Thurs: Ch 16-17 Fri: Book Test, Vocab quiz</p>	<p>INTRODUCTION: <i>The learner attends with interest to the lesson given.</i></p> <p>Number the Stars is set in 1943 in Copenhagen, the capital of Denmark. The city is occupied by Hitler’s Third Reich. The King of Denmark is Christian X. *Ask the students to find Denmark and Copenhagen on the classroom map. There are wartime food shortages/rationing. <i>Number the Stars</i> is the story of Annemarie Johansen, a young Danish girl, our protagonist. She and Ellen Rosen are best friends, and Ellen is Jewish. The Nazis are going to relocate all of the Jewish families. The Danish Resistance worked to smuggle the Jews out of Denmark.</p>
	<p>REVIEW: <i>Unknown must be explained by the known...</i></p> <p>Do you remember how to pre-read a book? What kinds of things do we look for? Author, title, summary, publisher, copyright, illustrator. Allow time for the students to find these things.</p> <ul style="list-style-type: none"> •What type of book might this be? Fiction/historical fiction.... •Could this story happen? Why or why not? Let students give specific ideas here. •What major countries fought in WWII? US, England, France, Germany, Japan, etc. •Which countries did the US fight against? What does it mean to have an alliance? (People, or nations who agree to help each other toward a common goal.) •Which of the countries we listed are on the other side of the ocean from us? Which ones are in Europe? Look at the world map.
	<p>LESSON: <i>The language used as a medium must be common to both...</i></p> <ol style="list-style-type: none"> 1. Hand out vocab list—discuss each word. Choose students to use words in sentences. 2. Teacher says the word, students give the definition. Give the definition, students say the word.
<p>*As you read, take note of good style, figurative language, story line, and vocabulary. *Gradually require these things in student writing. *daily summarize previous chapters</p>	<p>Chapter 1: Why Are You Running?</p> <ul style="list-style-type: none"> •On their way home from school, Annemarie, Ellen, and Kirsti encounter two German soldiers. They have seen these soldiers before, but have never been stopped by them. •Begin reading, paying close attention to description of characters as they are introduced. •Discuss the types of things the Danish people have missed. (tea, coffee, etc.) •Mrs. Rosen says that “it is important to be one of the crowd, always”. Discuss this. •Discuss resistance fighters and what they would do.

Lesson plan continued on next page

Name _____

Date _____

Number the Stars

Vocabulary 1

1. contempt *n.* The attitude of regarding someone as inferior or worthless; scorn.
2. hoodlum *n.* A gangster; a thug.
3. solemn *adj.* Deeply earnest, serious, and sober.
4. trousseau *n.* Possessions, such as clothing and linens, that a bride assembles for her marriage.
5. unruly *adj.* Difficult or impossible to discipline, control, or rule.
6. rueful *adj.* Causing or feeling sorrow or regret.
7. exasperate *tr.v.* To make very angry or impatient; annoy greatly.
8. imperious *adj.* Arrogantly domineering or overbearing.
9. rationed *tr.v.* To restrict to limited allotments, as during wartime.
10. tentative *adj.* Uncertain; hesitant.

On notebook paper, write ten sentences, using each word one time. Check your work. Sentences should clearly show an understanding of the words. When complete, turn your paper in to the box.

____ / 26 Content
____ / 2 Spelling
____ / 28 Total

Name _____

Date _____

Number the Stars

Vocabulary Quiz 1

Read each definition carefully. Write the number of the word next to the correct definition.

1. tentative _____ Attitude of regarding someone as inferior or worthless; scorn.
2. rationed _____ A gangster; a thug.
3. contempt _____ Deeply earnest, serious, and sober.
4. exasperate _____ Possessions that a bride assembles for her marriage.
5. imperious _____ Difficult or impossible to discipline, control, or rule.
6. swastika _____ A form of a cross, the emblem of the Nazi party.
7. trousseau _____ To make very angry or impatient; annoy greatly.
8. hoodlum _____ Arrogantly domineering or overbearing.
9. solemn _____ To restrict to limited allotments, as during wartime.
10. unruly _____ Uncertain; hesitant.

Choose 4 words. Write 4 sentences, using one of your chosen words in each sentence.

1. _____

2. _____

3. _____

4. _____

Name _____

Date _____

Number the Stars

Comprehension Questions

Chapters 1-9

Answer each question thoroughly using a complete sentence which restates the question when necessary. Fill in the blanks where appropriate.

Chapter 1: *Why Are You Running?*

1. The Germans had been in Denmark for _____ years.
2. Since the beginning of the Nazi occupation there had been no real _____ or _____, so the mothers sipped hot water flavored with herbs. Name two other foods they hadn't had for a long time. _____ and _____.
3. Who were the resistance fighters? (be specific) _____

Chapter 2: *Who Is the Man Who Rides Past?*

1. When Annemarie had asked her father why King Christian didn't fight the Nazis when they invaded Denmark, what was his response? _____

2. Name four other countries where German soldiers had invaded. _____, _____, _____, and _____.
3. What country remained free? _____

Chapter 3: *Where is Mrs. Hirsch?*

1. Copenhagen had a curfew. Define curfew. _____

2. The Germans issued orders closing many stores run by Jews. Why? _____

Chapter 4: *It Will Be a Long Night*

1. What had the Danes done to their own naval fleet and why? _____

2. How would the Johansens "hide" Ellen? _____
