

CHAPTER 5: *Who Is the Dark-Haired One?*  
CHAPTER 6: *Is the Weather Good for Fishing?*

❖ **QUICKWRITE**: Have you ever been to the ocean? If so, describe its sounds, sights, and smells. If not, write about how you imagine it.

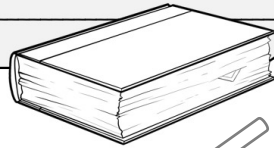
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❖ **VOCABULARY**: Fill in the blanks.

1. The teacher was \_\_\_\_\_ that the student was lying to her when he would not look at her.
2. My mom's voice was filled with \_\_\_\_\_ as she scolded the puppy for soiling the carpet and chewing up her new shoes.
3. The child \_\_\_\_\_ ate his vegetables.
4. Choose one of the vocabulary words and write a sentence here.

suspicious  
reluctantly  
exasperation

❖ **TRUE OR FALSE**: Mark T for True and F for False.

1. Lise passed away because of a car accident. \_\_\_\_\_
2. Soldiers visit Annemarie's apartment in the middle of the night. \_\_\_\_\_
3. Annemarie's uncle Henrik is a farmer. \_\_\_\_\_
4. Mama, Annemarie, Ellen, and Kirsti travel by bus. \_\_\_\_\_
5. Mama had a dog named Joyful when she was young. \_\_\_\_\_
6. Choose one of the false statements above and re-write it as a true statement below.

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❖ **COMPREHENSION AND ANALYSIS**: Answer the questions in complete sentences.

1. How does Annemarie's father convince the soldiers that Ellen is his daughter?

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2. Summarize Papa and Uncle Henrik's conversation on the telephone. Why is it confusing to Annemarie at first?

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3. Where must Mama and the children go? Be specific. Why must they travel there?

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❖ **MAKING PREDICTIONS**: What do you predict will happen next?

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*Features student work for every 2-3 chapters:*

- Quickwrite-Writing prompt related to the text.
- Vocabulary-Focus on 3 challenge words.
- True/False, Sequencing, & Multiple Choice questions.
- Standards Focus Question.
- Three Written Response Questions.

### THE Plan

Name \_\_\_\_\_

Peter, Mama, and Uncle Henrik come up with a plan to protect the Rosens and other people in danger. Below, write and illustrate three parts of their plan.

First, \_\_\_\_\_

Next, \_\_\_\_\_

Last, \_\_\_\_\_

### MY BOOK REVIEW: Number the Stars

Name \_\_\_\_\_

Would you recommend this book? Write about the book, and explain why you like or dislike it. Include a title for your review, a picture, and text.

Title: \_\_\_\_\_

### Figurative LANGUAGE

Name \_\_\_\_\_

Below, read the quotes from the book which contain figurative language. Then, circle or underline the type of figurative language. Last, justify your answers.

Quote	Figurative Language	I know this because...
1 "For Kirsti, soldiers were empty shells that she could not see through. She had seen them in the newspaper, through her window, and in her life."	Simile Personification Idiom	
2 "There were no more than sold magnings, like ghost stories that children made up to frighten one another."	Simile Personification Idiom	
3 "The flashlight beam touched each thing in turn."	Simile Personification Idiom	
4 "Annemarie's heart sank and she looked at her mother."	Simile Personification Idiom	
5 "Blossom looked at Annemarie with big brown eyes, and moved her wrinkled mouth like an old woman adjusting false teeth."	Simile Personification Idiom	

### SETTING: Using Imagery

Name \_\_\_\_\_

Choose an interesting setting from the story. Write a descriptive paragraph of the setting below. Then, draw a detailed picture of the setting. Be sure that your imagery makes the reader able to truly visualize the setting.

### ROUND CHARACTER Analysis

Think about one of the characters changed in this story. Write about the conflicts he/she faced, and then write about how his character changed over time. Then, draw a portrait of him/her.

CHARACTER: \_\_\_\_\_ Conflicts he/she faced: \_\_\_\_\_

### SETTINGS and EMOTIONS

Name \_\_\_\_\_

Different settings evoke different emotions. Imagine yourself in each of the settings from the book below. Draw a picture of each setting. Write a brief description of the setting, using quotes, or your own words (or both). Then, write about how it makes you feel.

Setting & Picture	Description	How it makes me feel
1. Annemarie's apartment		

### LEARNING LOG FOR Chapters

NAME: \_\_\_\_\_

DETAILS: Write two details from the chapters you just read.

### Write about the Character

Name \_\_\_\_\_

Draw a picture of each character written below, in the blank boxes. Then, write a sentence containing your choice of figurative language about each character in the provided space.

ANNEMARIE	ELLEN
Illustration: _____	Illustration: _____
Figurative Language Sentence: _____	Figurative Language Sentence: _____
KIRSTI	
Illustration: _____	
Figurative Language Sentence: _____	

### FIGURATIVE LANGUAGE FIND

Name \_\_\_\_\_

Follow the arrows and instructions below.

1. Find a simile and write it below. Circle the "like" or "as."

2. Find an idiom and write it below. Sketch a picture of its *literal* meaning.

3. Find an example of imagery and write it below. Draw a picture of how the imagery makes you feel.

4. Find another simile and write it below.

5. Find an example of personification and write it below.

How did these conflicts affect the character?

CHARACTER ANALYSIS: Choose a character. Write about what he/she said or did in the chapters you just read that you agree with. Justify your answer.

FIGURATIVE LANGUAGE: Write one example of figurative language you found in these chapters. Tell the type it is.

ILLUSTRATION: In the box, draw your favorite scene from the chapters.

Common Core codes are listed on the bottom of each activity.

**23 Reading Response Activities:**

- Focuses include point of view, character analysis, plot, writing, and more!
- Open-ended questions and graphic organizers perfect for differentiation.
- Aligned with Common Core.

Name \_\_\_\_\_

### Vocabulary Words and Definitions

NUMBER THE STARS BY LOIS LOWRY

CHAPTERS	PG. #	WORD	DEFINITION
1. Why Are You Running? 2. Who is the Man Who Rides Past?	3	contempt	disdain; scorn
	4	obstinate	stubborn
	10	impassive	without emotion
3. Where is Mrs. Hirsch? 4. It Will Be a Long Night	19	haughtily	disdainfully; proudly; snobbily
	27	glowering	looking angry and sullen
	36	stunned	shocked
	50	suspicious	suspecting wrongdoing; questioning
5. Who is the Dark-Haired One? 6. Is the Weather Good for Fishing?	52	reluctantly	hesitantly
	57	exasperation	irritation, annoyance

Word:	Definition:
contempt	disdain; scorn
Word:	Definition:
obstinate	
Word:	Definition:
impassive	
Word:	Definition:
haughtily	

**contempt**  
(noun)  
disdain;  
scorn



**obstinate**  
(adjective)  
stubborn



**impassive**  
(adjective)  
without emotion



**haughtily**  
(adverb)  
disdainfully;  
proudly;  
snobbily



**glowering**  
(verb or adjective)  
looking angry  
and sullen



**stunned**  
(adjective  
or verb)




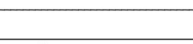


**suspicious**  
(adjective)  
suspecting  
wrongdoing;  
questioning



❖ For each of the words below, circle the picture that best illustrates the word. On the line under the pictures, justify why you chose your answer.

11. obstinate

a. 	b. 
c. 	d. 

I chose this answer because \_\_\_\_\_  
\_\_\_\_\_ suspicious \_\_\_\_\_

4. Choose the best synonym for stunned below.

a. murderous  
b. unmoving  
c. surprised  
d. opposed

5. Use the best synonym for haughtily below.

a. hesitantly  
b. stiffly  
c. arrogantly  
d. shyly

6. Choose the word that best completes the following sentence.

\_\_\_\_\_ children \_\_\_\_\_ ate all of their vegetables when their mother told them to.

a. haughtily  
b. reluctantly  
c. suspiciously

Name \_\_\_\_\_

### Number the Stars

VOCABULARY REVIEW #1: CHAPTERS 1-6

contempt    obstinate    impassive    haughtily    glowering  
stunned    suspicious    reluctantly    exasperation

1. Using a dictionary, or your notes, complete the table below.

Word	Definition	Illustration
impassive		
glowering		
suspicious		
exasperation		

2. Complete the graphic organizers for the two words below.

contempt		obstinate	
Synonyms:	Antonyms:	Synonyms:	Antonyms:

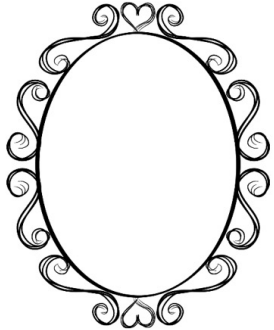
Use more if you can!

### Vocabulary Focus:

- Three challenge words chosen for every 2-3 chapters
- Complete Vocabulary List comes with and without definitions
- Three Vocabulary Reviews to use throughout the study
- Vocabulary Word Wall Cards in full color
- Vocabulary Flashcards

Chapters 5 and 6  
**GREATEST TREASURE**

In these chapters, Ellen must hide one of her most prized possessions, her necklace. What is your most prized possession? Draw a picture of it below. Then, write about it. Explain why you treasure it.




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Chapters 7 and 8  
**CHILDHOOD HOME**

In these chapters, we travel with the characters to Mama's childhood home and learn about it. Write about the sights, sounds, smells, feelings, and tastes of your own childhood home.

YOUR CHILDHOOD HOME

SIGHTS

SOUNDS

SMELLS

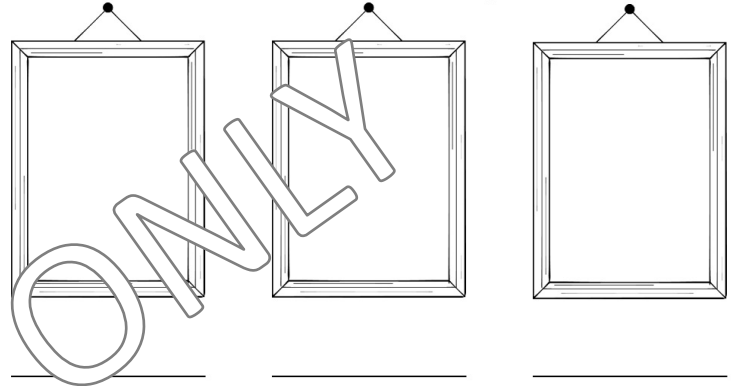
FEELINGS

TASTES

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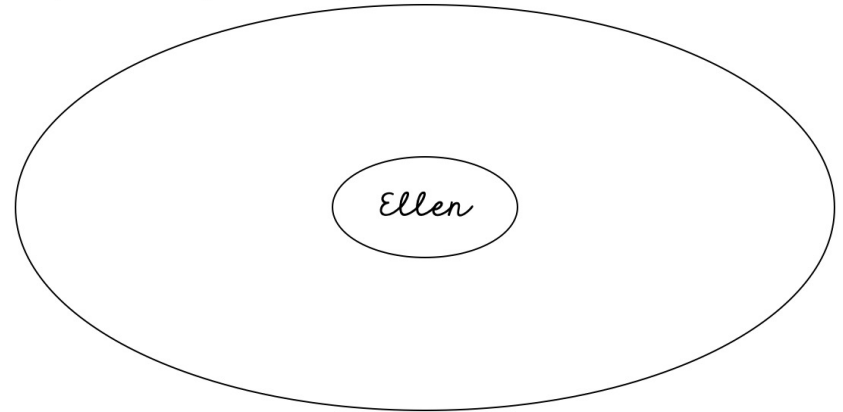
Chapters 1 and 2  
**CHARACTER GREET**

In these chapters, we meet Ellen, Annemarie, and Kirsti. Using the author's descriptions, draw a picture of each of them below. Then, on the lines, write one adjective for each girl that best describes her.



Chapters 3 and 4  
**IN ELLEN'S SHOES**

Imagine that you are in Ellen's shoes in these chapters. In the thinking map below, brainstorm adjectives, write phrases, and draw pictures to show your state of mind your emotions.



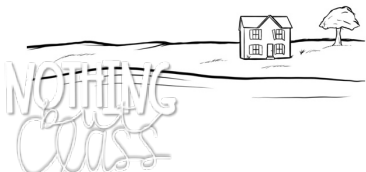
**Beyond Book:**

- Bonus Creative Activities for every 2-3 chapters
- Great for creative thinking and/or early finishers

# ASSESSMENT PACKET

## Number the Stars

by Lois Lowry



Name \_\_\_\_\_

# BEYOND BOOK

## Number the Stars

by Lois Lowry



Name \_\_\_\_\_

### NUMBER THE STARS

By Lois Lowry  
Reference Bookmark

**PLOT**  
Annenarie, a ten year old girl, must contribute to the resistance movement against the Nazis during World War II.

**SETTING**  
The story takes place in Denmark during World War II.

- CHARACTERS**
- Annenarie-a brave Danish girl
  - Ellen-Annenarie's best friend
  - Kirshi-Annenarie's lively little sister
  - Lise-Annenarie's late older sister
  - Peter-a courageous friend
  - Mama and Papa-Annenarie's loyal parents
  - Uncle Henrik-Annenarie's wise uncle



### NUMBER THE STARS

By Lois Lowry  
Reference Bookmark

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## STUDENT CHAPTER PACKET ANSWER KEY

**CHAPTER 1: Why are you Running?**  
**CHAPTER 2: Who is the Man who Rides Past**

(page 7)  
**Quickwrite:** Answers will vary.  
**Vocabulary:**  
1. obstinate  
2. contempt  
3. impressive  
4. Answers will vary.  
**True or False:**  
1. T  
2. F  
3. T  
4. F  
5. T  
6. Answers may vary.  
Example for #2: Kirshi is Annemarie's little sister.  
Example for #4: The king of Denmark is named King Christian.

(page 2)  
**Comprehension and Analysis:**  
1. Annemarie is racing her best friend, Ellen, when the German soldiers stop her. They all her stop and then ask her why she is running. They ask her several other questions. If them says that Kirshi is pretty, like his own daughter. As a result, Annemarie is nervous, frightened, but she tries not to show it, so as to not worry her mother.  
2. King Christian is a faithful and good king. The people of Denmark love him. On page 10 the text says, "How the people of Denmark loved King Christian! He was a wise, fair, and kind king, who seemed to stand on balconies giving orders to subjects... King Christian was a real hard worker, a man with a serious, kind face."  
3. We learn that Lise had passed away in an accident. She asks before she dies, "Will you still be by Peter, was a redheaded man who had not married anyone since Lise's death?" Lise still lives by Annemarie's home, but now he is more hurt.  
**Character Analysis:** Annemarie is a ten year old, brave girl. She has a lively blond hair, and she is a little sister named Kirshi. Her best friend is named Ellen. She and her family live in an apartment, and she once had an older sister named Lise. (Answers will vary.)

Name \_\_\_\_\_

# ACTIVITY PACKET

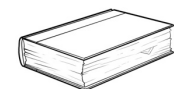
## Number the Stars

by Lois Lowry

## STUDENT CHAPTER PACKET

### Number the Stars

by Lois Lowry



Name \_\_\_\_\_

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Chapters 13-14	25-26
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Afterword	29-30
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### NOTES FOR THE TEACHER

#### About the Student Chapter Packet

- Quickwrite:** Have the students free-write here BEFORE reading the chapters. This gets their minds warmed up and thinking in the direction that the chapters will take them. This also helps them to connect the concepts in the story to themselves.
- Vocabulary:** You may choose to do this before or after the reading. I prefer to very quickly do this with the students beforehand, and then tell the students to keep an eye out for the new words we have learned as we read.
- T/F, Sequencing, or Multiple Choice**
- Comprehension and Analysis:** You will find that these questions are at all levels of Bloom's Taxonomy, so are optimal for differentiation if needed. Use them all or choose just a couple for your students to complete.

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## Easy Planning & Low Prep:

- Tables of Contents
- Teacher instructions
- Student Cover Pages
- Student reference bookmarks
- All answer keys

## TABLE OF CONTENTS

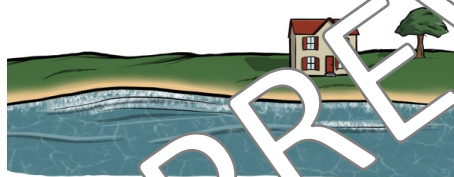
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		80	The Plan • Answer key on p. 107	after finishing the novel
		81	Cause and Effect	any chapter
Character Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	82	Character Traits	any chapter
		83	Character Analysis Wheel	any chapter
		84	Character Interactions	any chapter
		85	Character Response Analysis	any chapter
		86	You vs. Character	any chapter
		87	Round or Flat? • Answer key on p. 108	after finishing the novel
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		93	Figurative Language Find	any chapter
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		97	Ellen's Story	any chapter
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		99-101	Learning Logs: Versions 1-3	any chapter
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		106	Culminating Project Options	after finishing the novel
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## A Closer Look:

- Detailed Table of Contents
- Standards and focus standards listed for all activities

# NUMBER THE STARS: Unit Map

Please note that MANY varied resources are included in this novel study. This is so that teachers may pick and choose what they want to use, since no two classrooms are alike. This is also so that teachers may differentiate for different groups within their classrooms. For example, you can:

- Use different resources for different leveled small groups.
- Use some resources for the entire class while using other resources for pull-out groups, for specialized instruction.
- Pick and choose what to use with the whole class, and then use some of the remaining resources as an extension with your higher readers.
- Use some resources with the whole class and then create an early finishers pack with the rest of the resources.
- Use some resources as your basis for whole class direct instruction, while using other resources for independent seatwork.
- Use some resources as classwork, and other resources as homework.

This unit map is meant to show you in one quick and easy snapshot, the order that you will want to use the resources included, but of course you may pick and choose as needed.

Chapters in Student Chapter Packet	Vocabulary Words	Beyond Book	Vocabulary Reviews	Assessments	Reading Resources & Activities
1: Why Are You Running? 2: Who is the Man Who Rides Past?	<ul style="list-style-type: none"> <li>• contempt</li> <li>• obstinate</li> <li>• impassive</li> </ul>	Character Greet			<p><u>To use after finishing the novel:</u></p> <ul style="list-style-type: none"> <li>• The Plan</li> <li>• Round or Flat? (Character Analysis)</li> <li>• Round Character Analysis</li> <li>• Settings and Emotions</li> <li>• Write about the Character</li> <li>• Word Predictions</li> <li>• My Book Review</li> <li>• Culminating Project Options</li> </ul>
3: Where Is Mrs. Hirsch? 4: It Will Be a Long Night	<ul style="list-style-type: none"> <li>• haughtily</li> <li>• glowering</li> <li>• stunned</li> </ul>	In Ellen's Shoes	Vocabulary Review #1: Chapters 1-6	Assessment #1: Chapters 1-6	
5: Who is the Dark-Haired One? 6: Is the Weather Good for Fishing?	<ul style="list-style-type: none"> <li>• suspicious</li> <li>• reluctantly</li> <li>• exasperation</li> </ul>	Greatest Treasure			
7: The House by the Sea 8: There Has Been a Death	<ul style="list-style-type: none"> <li>• ruefully</li> <li>• grim</li> <li>• dismay</li> </ul>	Child Home			
9: Why Are You Lying? 10: Let Us Open the Casket	<ul style="list-style-type: none"> <li>• deftly</li> <li>• wryly</li> <li>• composure</li> </ul>	Enough	Vocabulary Review #2: Chapters 7-12	Assessment #2: Chapters 7-12	
11: Will We See You Again Soon, Peter? 12: Where Was Mama?	<ul style="list-style-type: none"> <li>• rummaging</li> <li>• confusion</li> <li>• pride</li> </ul>	Best Friend			
13: Run! As Fast As You Can! 14: On the Dark Path	<ul style="list-style-type: none"> <li>• vivid</li> <li>• fatal</li> <li>• ...</li> </ul>	Once Upon a Time			
15: My Dogs Smell Meat! 16: I Will Tell You a Little 17: All Things Change	<ul style="list-style-type: none"> <li>• enrage</li> <li>• exasperated</li> <li>• courageous</li> </ul>	Inventions	Vocabulary Review #3: Chapters 13-17 + Afterword	Assessment #3: Chapters 13-17 + Afterword	
Afterword	<ul style="list-style-type: none"> <li>• deprivation</li> <li>• smuggled</li> <li>• swiftly</li> </ul>	Heroes			

NOTHING  
but Class

Name \_\_\_\_\_

# CULMINATING Project CHOICES

Now that you have completed the book, choose one of the final projects to do below!

- SEQUEL:** Write a sequel to Number the Stars. What happens to Annemarie and Ellen?
- WHO'S THE AUTHOR?:** Use the Internet to do research about the author, Lois Lowry. Write a biography about her. Make sure to include a Works Cited page.
- DEAR DIARY:** Choose a character in the book. Write about the events in the book from his or her point of view, in the form of several diary entries.
- NEWSPAPER:** Create a newspaper that is themed around the events in the book. You might include articles, advertisements, comic strips, and an advice column.
- PLAYWRIGHT:** Choose your favorite scene(s) from Number the Stars. Write it in the form of a play. Either record it to show to the class, or perform it in front of the class!
- BOARD GAME:** Create a board game which is themed around Number the Stars. Be creative!
- NEWS INTERVIEW:** Imagine you are a journalist that is interviewing one of the characters from Number the Stars. Write a script for it. With a partner, either record it to show to the class, or perform it in front of the class!
- WORLD WAR II:** Do some more research about World War II. Present your findings in a creative way. You might create a Power Point presentation, make a poster, or write an essay. It's your choice.
- MOVIE POSTER:** Design a movie poster advertising a movie based on Number the Stars.
- CHARACTER ART:** Create sculptures, puppets, or models of the characters using any material you choose. You could use a combination of paper, rocks, clay, poster board, old toys, sticks, or anything you can think of!

My Choice: \_\_\_\_\_

My Grade: \_\_\_\_\_

Comments: \_\_\_\_\_

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## The Holocaust

### Reading Comprehension Questions

- Why did Hitler want to eliminate Jewish people?

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- How did some Jewish people hide from the Nazis?

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- Who was Anne Frank?

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- Describe the Holocaust.

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- When did the Holocaust occur?

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1 2 3 10/RI 4 10/RI 5 10/RI 6 10

Name \_\_\_\_\_

## The Holocaust

### Reading Comprehension Passage

#### What was the Holocaust?

The Holocaust was an atrocious event in human history. It occurred during World War II, in the years 1939-1945. This was a time that a man named Adolf Hitler ruled Germany. During the Holocaust, Hitler and his soldiers (called the Nazis) murdered six million Jews. It is estimated that the Nazis murdered 17 million innocent people total.



#### Why did the Holocaust occur?

Adolf Hitler despised Jewish people. He believed they were less than human and did not deserve to live. Hitler blamed the Jewish people for Germany's loss in World War I. He also believed that the Aryan race was superior. Therefore, when he gained power, he took steps to eliminate Jewish people.

#### What happened during the Holocaust?

During his reign of terror, Hitler took increasingly drastic steps to eliminate Jewish people. At first, he stripped away all of the Jewish people's rights by creating laws against them. Then, the Nazis destroyed all of their businesses.

Eventually, all of the Jews were forced to live in certain areas called ghettos. In these places, there was very little food, water, and medicine.

Soon, the Jews were brought to terrible places called concentration camps. Here, they were forced to do hard labor, and were given tiny amounts of food and water. Many people starved to death. Some of the camps had gas chambers. The Nazis would lead big groups of Jewish people into the chambers and kill them.

#### How did some Jews survive?

Many Jews hid from the Nazis. Some hid in secret places in their non-Jewish friends' homes, like basements, attics, and hidden rooms. Others lived with their friends and pretended to be part of their families. Some Jews eventually escaped and traveled to free countries.

and notable girl was named Anne Frank. She was who managed to hide in a secret place with her three years. Sadly, she was eventually captured and concentration camp. Her diary survived and was a book. Millions of people have read her tragic

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## Additional Resources:

- Culminating Project Options for students to complete after the novel
- "The Holocaust" informational passage with comprehension questions



❖ **Part 3: COMPREHENSION MULTIPLE CHOICE**

Choose the best answer for each question below.

9. Who are the Resistance fighters?
  - a. German soldiers that reside in Denmark.
  - b. Danish people that fight against the German soldiers.
  - c. Hitler's army.
  - d. The guards that protect King Christian X.
10. Choose the words below that best describe King Christian X.
  - a. Stern and commanding.
  - b. Cowardly and unrespected.
  - c. Kind and serious.
  - d. Vindictive and vengeful.
11. What material are Kirsti's new shoes made out of?
  - a. Fish.
  - b. Leather.
  - c. Plastic.
  - d. Deerskin.
12. How does Papa convince the soldiers that Ellen Rosen is his?
  - a. He shows them her school records.
  - b. He shows them a photo.
  - c. He shows them her birth certificate.
  - d. He tells them to ask his neighbors.
13. What does Papa use as a code word for Ellen?
  - a. Fishing.
  - b. Butter.
  - c. Coffee.
  - d. Cigarettes.
14. Where does Mama take Annemarie, Ellen, and Kirsti?
  - a. A hidden apartment.
  - b. A fishing village.
  - c. A large city.
  - d. A giant mansion.

❖ **Part 4: COMPREHENSION WRITTEN RESPONSE**

Answer the following questions in complete sentences.

15. What do we learn about Lise, Annemarie's older sister, in the first few chapters of the novel?

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16. Explain why Mama, Annemarie, Ellen, and Kirsti must travel away from home.

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How does this story make you feel? Explain your answer.

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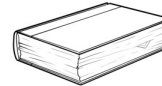
Name \_\_\_\_\_ Date \_\_\_\_\_

**NUMBER THE STARS**  
Assessment #1: Chapters 1-6

❖ **Part 1: VOCABULARY MATCHING**

Draw lines that match the words on the left with their proper definitions on the right.

- |                 |                             |
|-----------------|-----------------------------|
| 1. contempt     | A. stubborn                 |
| 2. stunned      | B. disdain; scorn           |
| 3. reluctant    | C. looking angry and sullen |
| 4. obstinate    | D. irritation; annoyance    |
| 5. exasperation | E. shocked                  |
| 6. glowering    | F. hesitantly               |



❖ **Part 2: VOCABULARY MULTIPLE CHOICE**

Choose the best vocabulary word to complete the sentence.

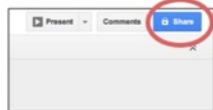
7. It was hard to know what his expression was \_\_\_\_\_.
  - a. suspicious
  - b. stunned
  - c. impassive
  - d. glowering
8. The mother felt \_\_\_\_\_ when she saw the children were sweaty, his face was \_\_\_\_\_.
  - a. suspicious
  - b. haughtily
  - c. obstinate
  - d. contempt

**ASSESSMENTS included:**

- 3 Comprehension and Vocabulary Tests
  - Test #1: Chapters 1-6
  - Test #2: Chapters 7-12
  - Test #3: Chapters 13-17 & Afterword
- Final Vocabulary Test
- Mix of Question Types on all assessments

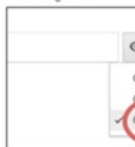
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6. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."

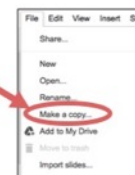


*\*Note: Sharing with students could also be done through Google™ Classroom.\**

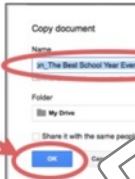
7. Next, you will be prompted to enter the students' e-mail addresses. Be sure to mark your shared document as "Can View," which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you will need to change it.



8. Students will need to make their own copies since they can't into their own Google™ Drives. In order to make their own copies, which will open whatever document you shared with them in "Make a copy," in the upper left corner.



A box will pop up like the one below. Students can change the name, so that it is not confusing when they share their documents. It will be saved into their own Google™ Drives.



9. Students will be able to access the content, and any changes they make to their files will be automatically saved.  
 10. Students may share their works in progress, and be able to share.  
 11. Don't forget that you do have the option to print. This is definitely most handy if they are printed. However, the digital version (in this PDF).

12. Other Notes and Suggestions:

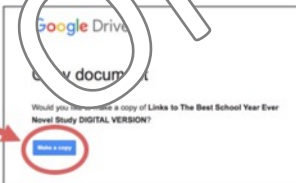
- The following resources are MOST handy when printed out. As mentioned previously, you have the option to print from Google Drive in full color, or from this PDF in mostly b/w.
  - ✓ Student Bookmarks (pages 4-5)
  - ✓ Vocabulary Word Wall Cards (pages 58-62)
  - ✓ Vocabulary Flash Cards (pages 63-71)
  - ✓ Questions and Answers: Writing Sheet and Gluing Sheet (pages 74-75)
- Try having the students complete the writing portion of the Character Cards (pages 82-85) on Google Drive. Then, you can print the cards when all of the writing is complete.

# Instructions for Digital Version/Google™ Drive File

- You will need Internet access and a Google™ account (which is free).
- Click on the link below. You will be prompted to make a copy of a Google™ document called "Digital Version: Ramona Quimby, Age 8." Click on the blue button that says "Make a Copy." That copy will be saved to your Google™ Drive. All of the screenshots below are examples only. The text may differ, but it will look like the one shown below.

[Digital Version: Ramona Quimby, Age 8](#)

Click here first!

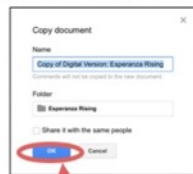
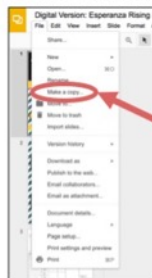


Note: If you have Google™ Drive accounts with multiple e-mail addresses, make sure you take note which email address is selected in the top right corner of the screen, so you can easily find the document in the future.

- If you completed Step 2 correctly, the document called "Digital Version: Ramona Quimby, Age 8," just transferred to your Google account. It will contain the novel study in its entirety. This includes the unit map, tables of contents, student pages, answer keys, and everything else. You will notice that the novel study has blue text boxes already placed everywhere that students will need to type.

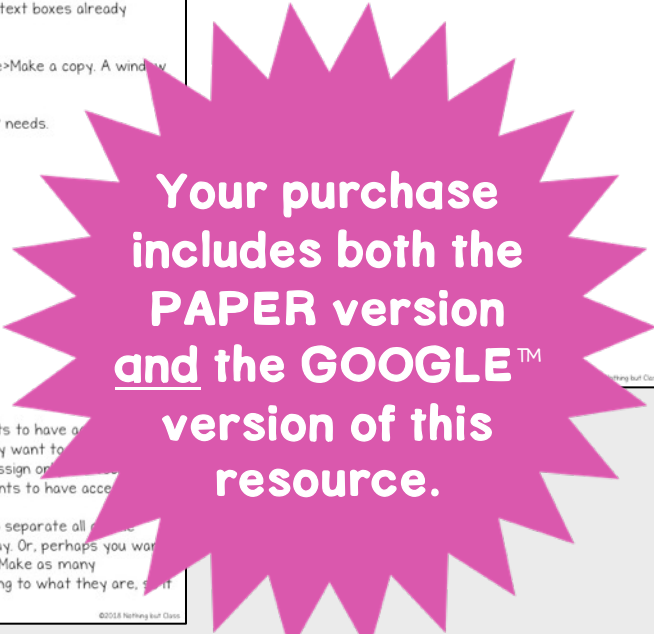
Make ANOTHER copy of this document "Digital Version: Ramona Quimby, Age 8," by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

You can customize this additional copy in whatever ways you want, according to your students' needs.



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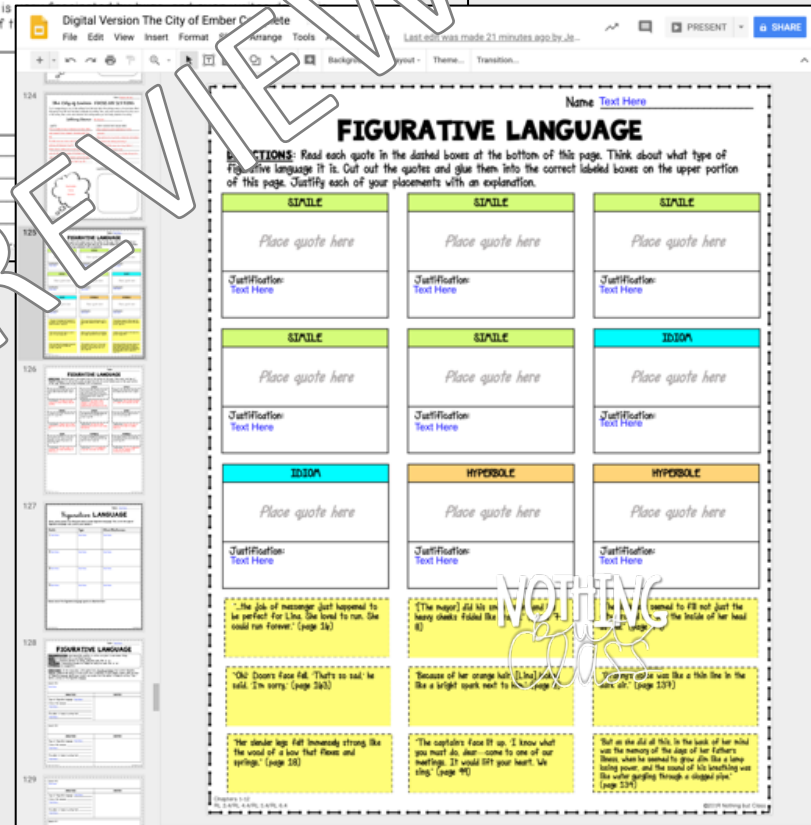
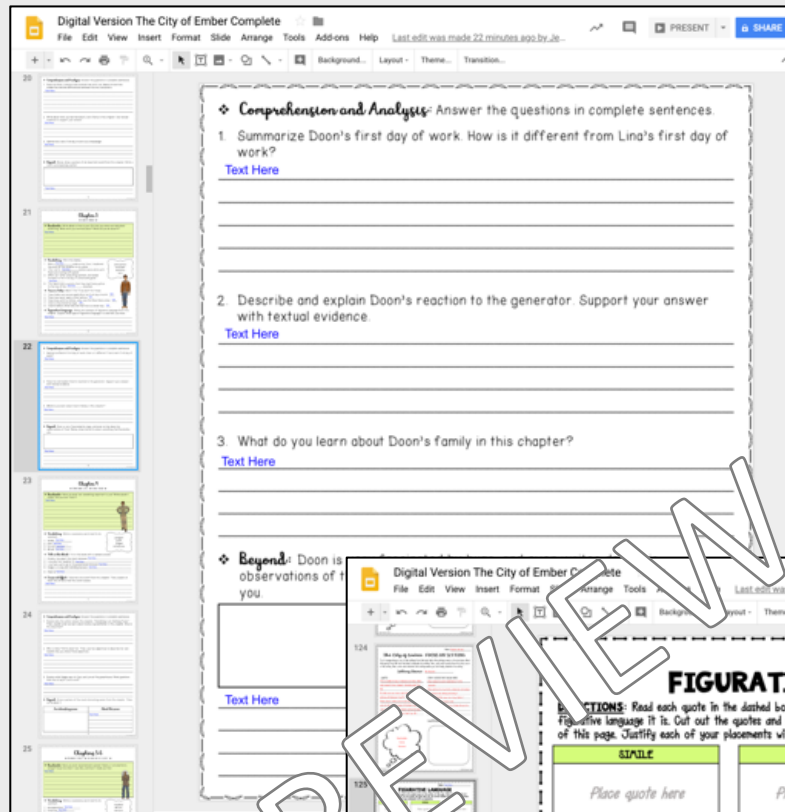
Your purchase includes both the PAPER version and the GOOGLE™ version of this resource.

## BONUS Paperless Version included!

- Compatible with Google™ Drive & Google™ Classroom
- Within this product are easy instructions for how to get started right away!

# Why do it digital?

- ✓ No paper or pencil
- ✓ No wasting ink
- ✓ Students work directly in the file
- ✓ Incorporate technology
- ✓ Improve student writing
- ✓ High student engagement
- ✓ Renewed student interest
- ✓ Access anywhere
- ✓ College readiness
- ✓ Also printable
- ✓ Full color



## MORE about the GOOGLE™ version...

- Resource pages are available in "Google™ Slides" with text boxes, for students to type into.
- Please note that the text within the resource itself is not editable. This version simply offers students the opportunity to access the pages via Google Drive™, so they may type and draw directly onto the pages on their computers or tablets.
- Though the text is not editable, you may delete or reorganize the pages as needed.
- See sample screenshots on the right for a clear idea of what this looks like.

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# TABLE OF CONTENTS

Resource	Pages
Notes for the Teacher	3
Unit Map	4
Student Reference Bookmarks (two-sided)	5-6
Vocabulary List with definitions	7
Vocabulary List with definitions (NO page numbers)	8
Vocabulary List without definitions	9
Vocabulary List without definitions (NO page numbers)	10
<i>Table of Contents: Student Chapter Packet</i>	11
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CHAPTER 1: *Why are you Running?*  
CHAPTER 2: *Who is the Man who Rides Past?*

❖ **QUICKWRITE**: Below, write all about your best friend. Describe him or her, and tell how you met.

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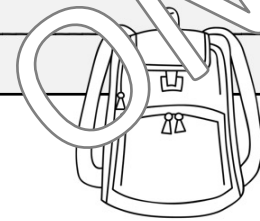
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❖ **VOCABULARY**: Fill in the blanks.

1. The \_\_\_\_\_ child refused to apologize to his brother, even when his mother threatened to take away all of his toys.
2. The mean old lady's face was full of \_\_\_\_\_ as she insulted her kindly neighbor.
3. It was hard to tell what the soldier was thinking, as his face was \_\_\_\_\_.
4. Choose one of the vocabulary words and write it in a sentence here.



contempt  
obstinate  
impassive

❖ **TRUE OR FALSE**: Mark T for True and F for False.

1. Annemarie and Ellen are ten years old. \_\_\_\_\_
2. Kirsti is Ellen's little sister. \_\_\_\_\_
3. Annemarie lives in Copenhagen, Denmark. \_\_\_\_\_
4. The king of Denmark is named King George. \_\_\_\_\_
5. There are many German soldiers everywhere in Copenhagen. \_\_\_\_\_
6. Choose one of the false statements above and re-write it as a true statement below.

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❖ **COMPREHENSION AND ANALYSIS**: Answer the questions in complete sentences.

1. Describe Annemarie's encounter with the soldiers in Chapter 1. Then, write about her resulting emotions.

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2. Describe King Christian. Then, explain how the people of Denmark feel about him. Support your answers with textual evidence.

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3. In these chapters, what do we learn about Annemarie's older sister, Lise?

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❖ **CHARACTER ANALYSIS**: Write a thorough description of one of the characters you have met so far. Then, compare or contrast him or her to yourself.

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# contempt

(noun)  
disdain;  
scorn



# obstinate

(adjective)  
stubborn



# impassive

(adjective)  
without  
emotion



# haughty

(adjective)  
disdainfully;  
proudly;  
snobbily



# glowering

(verb or adjective)  
looking angry  
and menacing



# stunned

(adjective  
or verb)  
shocked



# suspicious

(adjective)  
suspecting  
wrongdoing;  
questioning



# reluctantly

(adverb)  
hesitantly



Name \_\_\_\_\_

# Figurative LANGUAGE

Below, read the quotes from the book which contain figurative language. Then, circle or highlight the type of figurative language. Last, justify your answers.

Quote	TYPE OF Figurative Language	I know this because...
1. "For Kirsti, the soldiers were simply part of the landscape, something that had always been there, on every corner, as unimportant as lampposts, throughout her remembered life."	<p>Simile</p> <p>Personification</p> <p>Idiom</p>	
2. "Dangers were no more than odd imaginings, like ghost stories that children made up to frighten one another."	<p>Simile</p> <p>Personification</p> <p>Idiom</p>	
3. "The flashlight beam touched each thing in turn."	<p>Simile</p> <p>Personification</p> <p>Idiom</p>	
4. "Annemarie's heart sank and she looked at her mother."	<p>Simile</p> <p>Personification</p> <p>Idiom</p>	
5. "Blossom looked up at Annemarie with big brown eyes, and moved her wrinkled mouth like an old woman adjusting false teeth."	<p>Simile</p> <p>Personification</p> <p>Idiom</p>	



Name \_\_\_\_\_

# Write about the Character

Draw a picture of each character written below, in the blank boxes. Then, write a sentence containing your choice of figurative language about each character in the provided space.

ANNEMARIE	ELLEN
<i>Illustration:</i>     	<i>Illustration:</i>     
<i>Figurative Language Sentence:</i>   	<i>Figurative Language Sentence:</i>   
UNCLE BENJAMIN	KIRSTI
<i>Illustration:</i>     	<i>Illustration:</i>     
<i>Figurative Language Sentence:</i>   	<i>Figurative Language Sentence:</i>   

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