

NOVEL STUDY:

NUMBER THE STARS



GRADE 4 UNIT 10 | DIGITAL COMPONENTS

EDITION 1

Grade 4

Unit 10

Novel Study:
Number the Stars

Digital Components

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

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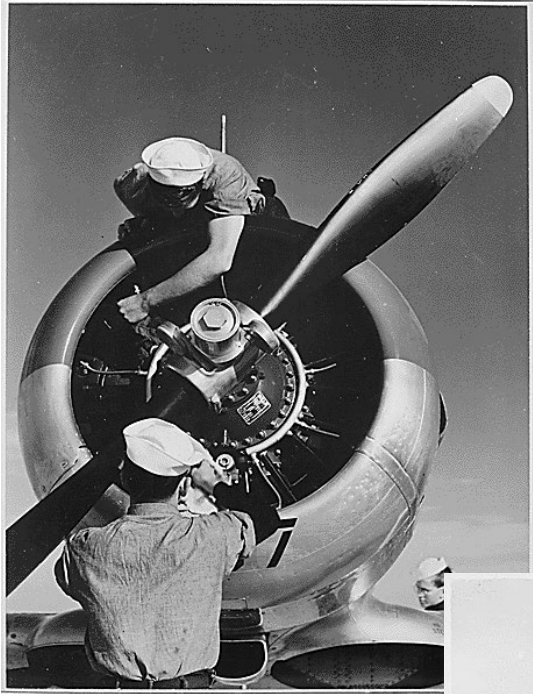
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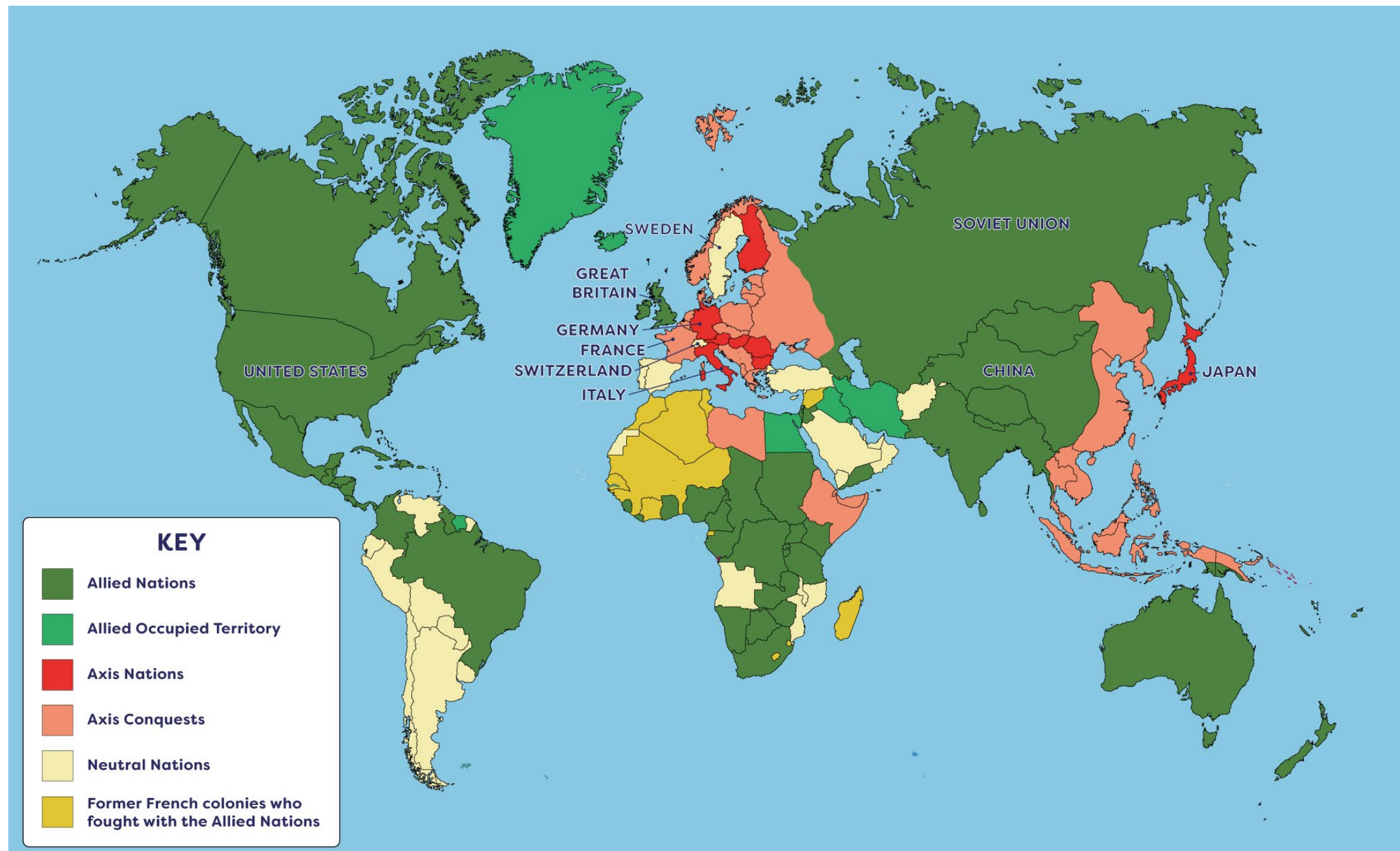
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Photographs from WWII



Map of Countries Involved in WWII



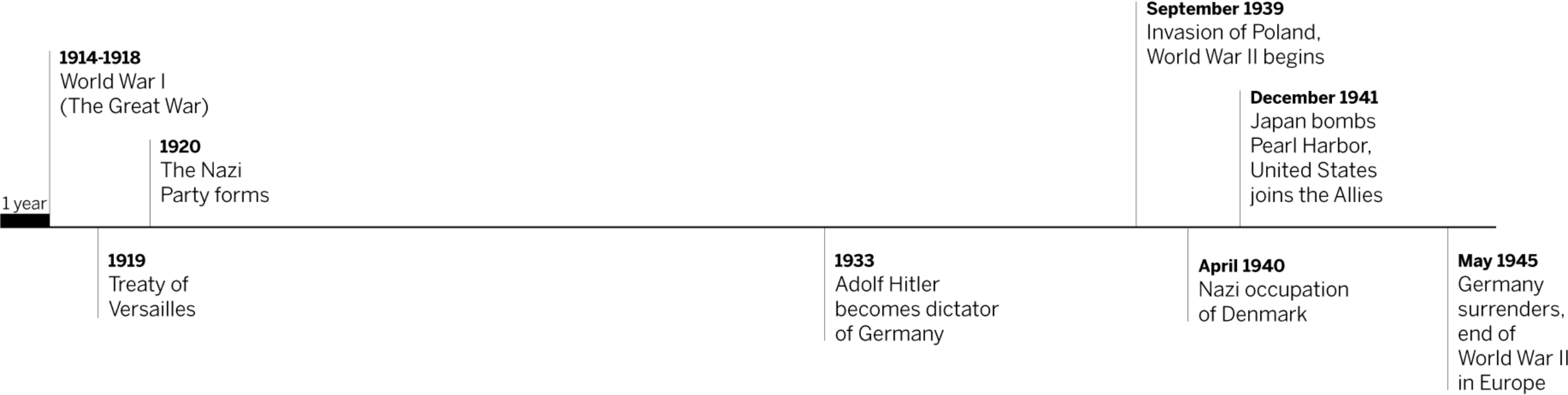
Maps of Europe in 1914 and 1933



Map of German Aggression Before WWII



Timeline 1914–1945



Map of WWII in Europe 1939–1945



Character Analysis Anchor Chart

Characteristics and Behaviors	Relationships
<p>Characteristic: a quality or detail that can be used to describe someone or something.</p> <ul style="list-style-type: none">• name• physical appearance• personality traits• cultural background• motivations• talents• fears <p>Behavior: how someone acts; what someone does.</p> <ul style="list-style-type: none">• what the character says• what the character thinks• how the character acts and reacts	<p>Relationship: an established connection, a regular interaction, or a belonging between someone or something.</p> <ul style="list-style-type: none">• how the character reacts to or feels about others in the story• how others see or react to the character in the story• how the character is similar to or different from others in the story• whether the character is the protagonist (i.e., the main character)• whether the character is the antagonist (i.e., the person in conflict with the main character)

Character Analysis Anchor Chart (continued)

Problems and Conflicts	Resolutions and Changes
<p>Problem: any situation that brings difficulty and needs to be solved.</p> <p>Conflict: a clash, a struggle for power, or an argument between people or groups that sometimes involves aggression.</p> <ul style="list-style-type: none">• person vs. person, person vs. nature, person vs. machine, person vs. animal, or others• group vs. group, cause vs. cause• external conflicts and internal conflicts	<p>Resolution: an answer, determination, or conclusion in response to a problem.</p> <ul style="list-style-type: none">• How does the character solve their problem? Or what solves their problem?• How is the conflict resolved? <p>Change: how any aspect of the character, including their perspective and their actions, becomes different.</p> <ul style="list-style-type: none">• motivation or cause for the change• whether the change is believable• whether the change in the character impacts the story <p>Character development: how a character grows or changes in the story.</p>

Point of View

In literary works of fiction, point of view is a literary device that authors use to give perspective to the story being told. The narrator's point of view is important to how readers understand the story. The narrator is the one telling the story. First-person and third-person point of view are often used in works of fiction. The second-person point of view is less common.

Point of View (continued)

First-Person	Second-Person	Third-Person
<ul style="list-style-type: none">When the story is told from a first-person point of view, the narrator is a character in the story and describes events as they happen or happened to or around them.First-person pronouns like <i>I</i> and <i>we</i> are used to tell the story. <p>Example: I spent all afternoon searching with no luck. Finally, my sister arrived and, as we ate lunch, my hope was renewed.</p>	<ul style="list-style-type: none">When the story is told from a second-person point of view, the narrator continuously addresses the reader or audience directly.Second-person pronouns like <i>you</i> and <i>your</i> are used in the text. <p>Example: You can't go on thinking you're the only person who understands what's happening. Other people see what you see and want the same things you want.</p>	<ul style="list-style-type: none">When the narrator tells the story from a third-person point of view, the story is not happening to them. It's as though they're watching or remembering the characters and events.Third-person pronouns like <i>he</i>, <i>she</i>, and <i>they</i> are used to tell the story. <p>Example: Stacey went into the restaurant thinking she would see Jeff sitting at the corner table. She should have known that he would let her down yet again.</p>

Character Analysis Project: Presentation Rubric

- a) Synthesize information about the characters and their interactions to demonstrate your understanding of character development.
- b) Creatively organize your poster or digital slide presentation with purposeful structure and engaging details from the text using your best writing skills.
- c) Present your Character Analysis Project clearly to demonstrate your understanding of the characters and the novel.

Character Analysis Project: Presentation Rubric (continued)

	Exceeds Expectations	Meets Expectations	Does not meet Expectations
Ideas and Analysis	<p>The presentation:</p> <ul style="list-style-type: none">• synthesizes information about the characters and their interactions.• analyzes character development to explain how two or three characters grow and change.• makes clear connections between ideas and details.• demonstrates awareness of purpose.	<p>The presentation:</p> <ul style="list-style-type: none">• synthesizes information about the characters and their interactions.• analyzes character development to explain how two or three characters grow and change.	<p>The presentation doesn't do one or more of the following:</p> <ul style="list-style-type: none">• synthesize information about the characters and their interactions.• analyze character development to explain how two or three characters grow or change.

Character Analysis Project: Presentation Rubric (continued)

	Exceeds Expectations	Meets Expectations	Does not meet Expectations
Organization and Creative Composition	<p>The presentation:</p> <ul style="list-style-type: none">includes an introductory and concluding statement or section.includes more than one visual aid.uses a creative approach to include engaging ideas and details from the text.demonstrates correct use of English conventions.	<p>The presentation:</p> <ul style="list-style-type: none">includes an introductory and concluding statement or section.includes at least one visual aid.uses engaging ideas and details from the text.demonstrates correct use of English conventions.	<p>The presentation lacks one or more of the following:</p> <ul style="list-style-type: none">an introduction and concluding statement or section.at least one visual aidideas and details from the text.
Language and Oral Skills	<p>The presenter:</p> <ul style="list-style-type: none">communicates ideas effectively.uses language purposefully to convey meaning.uses appropriate and correct language conventions.	<p>The presenter:</p> <ul style="list-style-type: none">communicates ideas clearly.uses language to convey meaning.uses language conventions appropriately.	<p>The presenter doesn't do one or more of the following:</p> <ul style="list-style-type: none">communicate ideas clearly.use language to convey meaning.use language conventions appropriately.

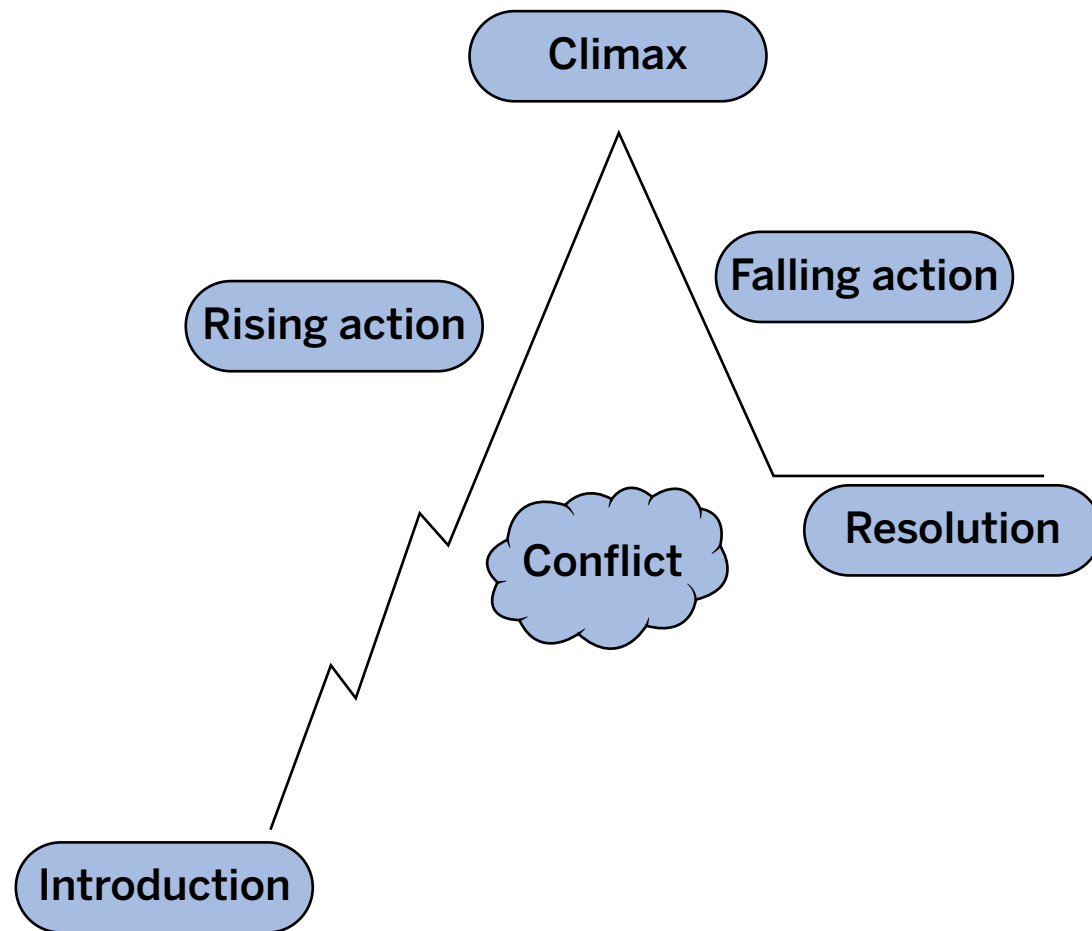
Character Development Notes Chart

Directions: Record your observations for the main characters throughout the story on the lines below. Include the chapter number, page number, and paragraph number where the text evidence can be found.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Plot Anchor Chart

Elements of a Story Plot



Introduction: it sets the scene and introduces the main characters

Conflict: the struggle, clash, or crisis that exists for one or more characters

Rising action: the events that occur because of the conflict

Climax: the turning point

Falling action: it addresses the details of the conflict after the turning point

Resolution: it ties everything together

Theme Anchor Chart

What Is a Theme?

A theme is a message or lesson from the story that you can apply to your own life.

- It's the lesson or message the author wants you to learn from the story.
- The author doesn't explicitly state the theme, the reader usually has to infer it.
- A story can have more than one theme.
- The theme is universal, it applies to everyone.

How do we determine the theme or themes of a story?

1. Identify clear and recurring topics in the story (topics usually connect to the characters and events in the story).
2. Formulate questions about the topics.
3. Determine the emerging themes by making inferences and drawing conclusions from your questions.

Author's Purpose: PIE

Author's Purpose: Easy as PIE!		
Persuade	Inform	Entertain
The author writes to convince you to believe or do something.	The author writes to teach you or provide you with information about one or more topics.	The author writes to tell you a story or share a perspective that you will enjoy.
<p>Author's purpose for writing fiction:</p> <p>Authors often have more than one purpose for writing a fictional story. Fictional stories are always written to engage and entertain the reader, but authors of fiction may also want to inform their readers about a particular topic or time period. The author's purpose for writing a fictional story may even be to persuade, though this is less common.</p>		

Short Constructed Response

Read the question carefully. Then write your answer.

What message about growing up does the author send through the varying experiences of Kirsti and Annemarie?

Support your answer with evidence from the text.

To obtain full credit (2 points), the student will write a complete response that:

- explains one message the author sends through the differing experiences of Kirsti and Annemarie.
- includes at least one piece of supporting evidence from the text.
- cites the text evidence with a page number.
- uses evidence accurately to support the response.

Language and Voice

Author's Language:

- The author's language sets the overall tone of the written work. The author may use language in different ways to create unique voices for the narrator and/or characters.
- Language can include the vocabulary and point of view in a written work, as well as other literary devices, such as dialogue, metaphor, simile, repetition, etc.
- Language may be formal, informal, serious, funny, dramatic, emotional, suspenseful, etc.
- To understand the author's use of language in a text, ask yourself how the words the author is using make you feel. Do the words make you feel relaxed? Do they make you laugh, cause you to think deeply about a topic, or feel disturbed?

Character's Voice:

- The character's voice is created by the author and expresses the character's unique personality traits and feelings.
- An author's use of language reveals the voices of the characters they are writing about.
- To understand a character's voice in a text, ask yourself what the character's traits are and reflect on how the character interacts with others in the story. What words does the character use? Does the character use many words or few? What sorts of feelings do their words express? How is the character's personality reflected in the text?

Multiple Choice Question

Read the question and answer choices below. Circle the letter of the correct answer.

How does the repetition of the word *frightened* at the end of Chapter 11 help the reader better understand the character? The reader can tell that:

- A. Ellen is scared.
- B. Uncle Henrik is loud.
- C. The Germans were cowards.
- D. Annemarie is learning what it means to be brave.

Story Puzzle

SETTING

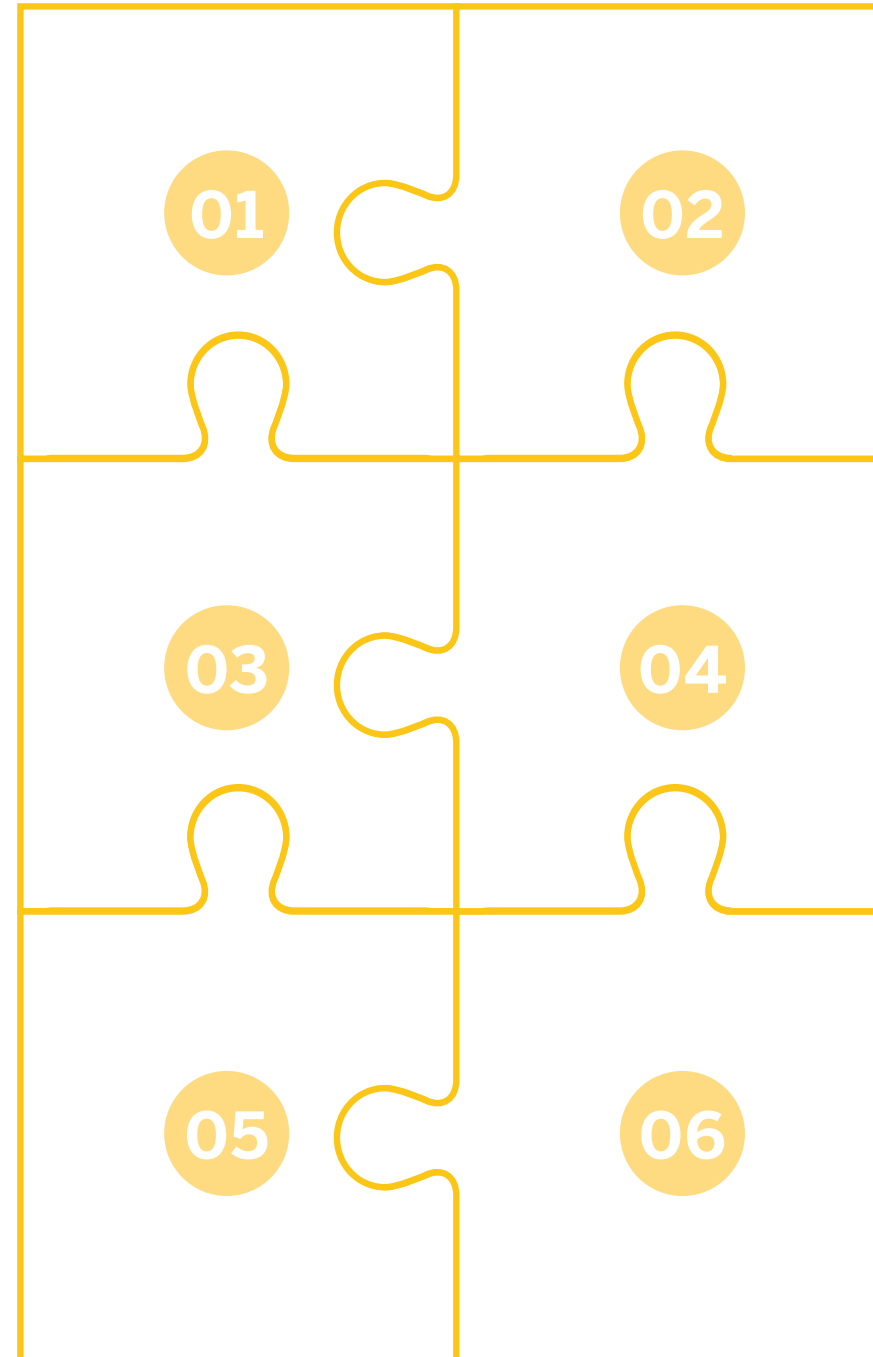
- Where and when the story takes place
- Usually established in the introduction, but it can shift and develop throughout the story

THEMES

- The big question, message, or lesson in the story
- It's universal; it can be applied to your life and it applies to everyone
- There can be more than one theme

KEY EVENTS

- The most important things that happen in the story
 - Events that determine how the plot unfolds



CHARACTERS

- Who the story is about
- It includes main and supporting characters

RESOLUTION

- How the conflict is resolved
- How the problems are solved
- How the characters change

CONFLICT

- The main problem or struggle that drives the rising action in the story
- The cause of the main character's problems and difficulties

***Number the Stars* Character Analysis Project**

Project Guidelines:

1. Focus on the two or three characters you chose to analyze for your project.
2. Present an analysis of the characters' development: describe how they changed or evolved in their traits and behavior, their relationships, their problems, and their resolutions.
3. Include how the author's use of language and detail contributes to the voice of each character.
4. Describe how the characters fit within the pieces of the story, including the setting, the conflict, at least one of the themes in the novel, the key events, and the resolution.
5. Remember to include evidence from the text, including quotes and details.
6. Remember that there are different ways to analyze the same character.
7. Be creative with how you present your analysis! Share your unique perspective.

Drop-down Question

In her character analysis, Angelica wants to cite how Peter showed courage when he died. Select the response that corrects the spelling error in the sentence below.

“It had said simpley that he loved them, that he was not afraid, and that he was proud to have done what he could for his country and for the sake of all free people.”

[Drop-down menu options:]

- simply
- simpley
- simpely
- simplee

ISBN 979-8-89072-093-1

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Printed in the USA