

NOVEL STUDY: *NUMBER THE STARS*



GRADE 4 UNIT 10 | TEACHER GUIDE

Grade 4

Unit 10

Novel Study:
Number the Stars

Teacher Guide

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.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

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Introduction

This introduction includes the necessary background information to be used in teaching the unit *Novel Study: Number the Stars*. The Teacher Guide for *Novel Study: Number the Stars* contains twelve daily lessons and one Pausing Point day. Each lesson will require a total of 90 minutes. Lesson 12 is devoted to students' presentations of their final projects. At the end of this unit, there will be an End-of-Year Assessment, which should take no more than three days.

INSTRUCTIONAL MATERIALS

Along with this Teacher Guide, you will need:

- Activity Pages
- Digital Components
- Exit Tickets
- Family Support Letter

You will also need classroom copies of the Newberry Award-winning novel *Number the Stars* by Lois Lowry.

Also, students will need art supplies such as poster board, construction paper, colored markers, scissors, glue, and computer access to build their final projects.

WHY THE NOVEL NUMBER THE STARS IS IMPORTANT

Showing elementary-aged students what it was like to live in Europe during World War II with a hopeful tenor, *Number the Stars* presents a prime opportunity to connect to themes around the importance of courageous adherence to one's ideals. This belief was exemplified by the Danish during World War II and by the main characters in this book. The Danish population may not have been able to match the might of the German military the way Allied forces did, but they mentally resisted, which young people can relate to and be inspired by. In addition, it offers the opportunity for students to learn about World War II as they build background knowledge in preparation for reading the story.

The text that students will read and discuss in this unit provides opportunities for students to build content knowledge and draw connections to social studies. You may build on class discussions to support students in making cross-curricular connections to the strand of History from the Social Studies TEKS. This content is not a replacement for grade-level social studies instruction.

Prior Knowledge

Students who have received instruction in the program in Grades K–3 and up to this point in Grade 4 will have some pertinent background knowledge for this unit. These students may have gained relevant background knowledge throughout the following units:

Fighting for a Cause (Grade 2)

Things to Know

- The fictional story in *Number the Stars* touches on historic events that took place during World War II. Please adjust accordingly.
- Resistance to German occupation is a core theme in *Number the Stars*. This topic should be treated in the context of its cause and consequence during this historical time period.
- Students will complete daily Exit Tickets to show their understanding of the learning objectives. The Exit Tickets should be prepared in advance. Prepare to collect the Exit Tickets after students complete them, then meet with students individually or in small groups the following day to review learning objectives as needed.

ADDITIONAL RESOURCES

Core Content Objectives

- Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
- Write legibly in cursive to complete assignments.
- Establish a purpose for reading assigned and self-selected texts.
- Generate questions about the text before, during, and after reading to deepen understanding and gain information.
- Make, correct, or confirm predictions using text features, characteristics of genre, and structures.
- Make connections to personal experiences, ideas in other texts, and society.
- Make inferences and use evidence to support understanding.
- Synthesize information to create new understanding.
- Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- Use text evidence to support an appropriate response.
- Infer basic themes supported by text evidence.
- Explain the interactions of the characters and the changes they undergo.
- Analyze plot elements, including the rising action, climax, falling action, and resolution.
- Explain the influence of the setting, including historical and cultural settings, on the plot.

- Explain the author's purpose and message within a text.
- Discuss how the author's use of language contributes to voice.
- Identify and explain the use of anecdotes.
- Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
- Develop an engaging idea with relevant details.
- Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.
- Edit drafts using standard English conventions.
- Compose correspondence that requests information.
- Demonstrate understanding of information gathered.
- Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

CORE VOCABULARY

The following list contains all the core vocabulary words for *Novel Study: Number the Stars* as they appear in the novel and the lessons. Boldfaced words in the list have an associated activity or are directly referenced within the instruction. The inclusion of words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to be able to use some of them in conversation.

Lesson 1 alliance concentration camps incarceration liberated mobilize occupied resistance (resist) totalitarian	Lesson 2 contempt halte/halt lanky pleaded pout rucksack sneering sulking trudged	Lesson 3 belligerently dawdled dubiously exasperated glowering haughtily kroner scampered sophisticated
Lesson 4 distorted fascination foreshadowing imperious intoned murmur rationed seldom suspicious tentatively	Lesson 5 appliquéd dismay gnarled hazy harbor scold specter plot rising action setting	Lesson 6 clasped condescending dozed extinguished hearse

(Continued)

Lesson 7 commotion encased gestures heap imitating refashion	Lesson 8 brusque climax donned scolding winced wriggle	Lesson 9 caustic consumed implored insolently subsided warily withering falling action resolution
Lesson 10 bleak gleamed		



WRITING

TEKS 4.2.C

In this unit, students use graphic organizers such as character development charts, charts for making predictions and generating questions, Venn diagrams, and story puzzles to support note-taking, analysis, and synthesis. They write daily Exit Tickets to practice and demonstrate their ability to make inferences, make predictions, identify and explain literary themes, explain the author's purpose, explain the use of anecdotes, summarize the plot, and analyze character development. These daily writing activities enhance their reading comprehension and writing skills.

These writing activities also support and scaffold instruction for the culminating task of the unit: the *Number the Stars* Character Analysis Project. For this project, students choose two or three characters from the novel to focus on and analyze. Students use the notes and writing activities completed throughout the unit to analyze characters' development based on evidence from the text and then craft a presentation of their analysis. The oral presentation of each *Number the Stars* Character Analysis Project will last between four and seven minutes.

The following activities may be added to students' writing portfolios to showcase student writing within and across units:

- *Number the Stars* Character Analysis Project (assessed by the teacher using the Grade 4 Character Analysis Project: Presentation Rubric)

In Grade 4, students will write legibly in cursive to complete assignments. Writing legibly includes knowledge of how to connect letters, using appropriate spacing and letter height. In order to master these skills, encourage students to complete activities in cursive throughout the unit.



1

World War II & Resistance

PRIMARY FOCUS OF LESSON

Reading

Students will generate questions about “World War II & Resistance” before, during, and after reading to deepen their understanding.

 **TEKS 4.6.B**

Writing

Students will summarize the causes of World War II in a way that maintains meaning and logical order.

 **TEKS 4.2.C; TEKS 4.7.D**

FORMATIVE ASSESSMENT


KWL Chart

Generate and answer questions about World War II before, during, and after reading.

 **TEKS 4.6.B**

Exit Ticket

Summarize World War II in a logical way to explain how the war impacted the lives of Europeans. Write legibly in cursive.

 **TEKS 4.2.C; TEKS 4.7.D**

TEKS 4.6.B Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.7.D** Retell, paraphrase or summarize texts in ways that maintain meaning and logical order.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (55 min.)			
Introduction	Whole Group	5 min.	<input type="checkbox"/> <i>Number the Stars</i> by Lois Lowry <input type="checkbox"/> Activity Pages 1.1, 1.2 <input type="checkbox"/> Digital Components 1.1, 1.2, 1.3, 1.4, 1.5
KWL Chart	Whole Group/ Partner	10 min.	
Read “World War II & Resistance”	Whole Group	35 min.	
Discuss and Reflect	Whole Group/ Partner	5 min.	
Writing (25 min.)			
Making Connections	Small Group	10 min.	<input type="checkbox"/> Exit Ticket
Exit Ticket	Independent	15 min.	

ADVANCE PREPARATION

Reading

- Prepare to display Digital Components 1.1, 1.2, 1.3, 1.4, and 1.5.
- Draw or prepare to project a Know-Wonder-Learn (KWL) chart somewhere easily accessible in the classroom to model formulating questions for students.

Writing

- Prepare to distribute Exit Tickets.
- Prepare to break students into small groups of four to five students.

Universal Access

Reading

- Prior to the lesson, review the text in Grade 2 Unit 11, *Flight and the Story of Aviation* Lesson 9 (Heroes), in a small group for students who may need more support with building background knowledge.
- Provide sentence frames to help students complete their KWL charts:
 - I already know that during World War II, . . .
 - A question I have about World War II is . . .
 - I learned that during World War II, . . .

Writing

- Remind students that the central idea of a text is a sentence that tells the overall message the author wants to share. It is focused on the most important point in the text.
- Remind students that a summary should include only the most important details and evidence that support the central idea.
- Show students how they can use a bulleted list to plan their summary by writing down the central idea and supporting details.

CORE VOCABULARY

- Preview the vocabulary words before reading the text. As an option, in addition to the preview, add vocabulary to a bulletin board so that students can review as needed throughout the unit.

alliance, n. a union or partnership between countries

concentration camps, n. camps in which people are detained, usually under harsh conditions and without a trial or fair cause

incarceration, n. the act of putting a person in prison

liberated, v. in the context of World War II, freeing a person, group, or place from the control of the Axis Powers

mobilize, v. to prepare for war

occupied, adj. in the context of World War II, controlled by another country's military

resistance, n. an act of opposition or defiance (**resist, v.** to try to stop something from happening by taking action)

totalitarian, adj. requires complete obedience to its leader and has total control of its citizens

Vocabulary Chart for “World War II & Resistance”			
Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		alliance totalitarian incarceration concentration camps	
Multiple Meaning Vocabulary Words		occupied resistance liberated mobilize	
Spanish Cognates		<i>alianza</i> <i>ocupar</i>	
Sayings and Phrases			

Lesson 1: World War II & Resistance

Reading

55M

Primary Focus: Students will generate questions about “World War II & Resistance” before, during, and after reading to deepen their understanding.

**TEKS 4.6.B****INTRODUCTION (5 MIN.)**

- Show students the front cover of the novel *Number the Stars* by Lois Lowry.
- Ask students to look at the front cover of the book. Tell students that during this unit, they will be reading *Number the Stars*, a historical fiction novel that takes place during World War II.
- Tell students that historical fiction is a genre in which the fictional characters are created by the author, but the surrounding setting and events are based on historical fact. The struggles that the characters face are based on what people during that historical time period actually experienced.
- Think-Pair-Share: Have students share what might be interesting about learning history from a fiction text with a partner. Give students an opportunity to ask questions about historical fiction texts after this discussion.
- Explain that it is especially important to understand the setting when reading historical fiction. Without background knowledge about the time period and events, readers might have trouble understanding the characters and the plot of the story.
- Think-Pair-Share: Ask students to look closely at the images in Digital Component 1.1. Then have them turn to a partner to share what they know about World War II based on the images. Tell them to think about the mood that the images create and the symbols, objects, and people that are featured.

**Digital Component 1.1: Photographs from WWII****TEKS 4.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information.

KWL CHART (10 MIN.)

- Explain to students that they will not begin reading *Number the Stars* today. Instead, they will spend time learning about World War II during the first lesson of the unit. This background information will help them understand the novel on a deeper level.
- Ask students to take out Activity Page 1.1. Tell students that this is a KWL chart. It is a strategy that they will use to build background knowledge about World War II.
- Refer students to the columns “What I Know” and “What I Wonder” on Activity Page 1.1.
- Have students get together with a partner to write the things they already know about World War II in the “What I Know” column. Instruct students to write their questions about World War II in the “What I Wonder” column on the chart.
- When students are finished writing, ask for one or two volunteers to share the things they know and what they wonder about World War II.
- Tell students to keep Activity Page 1.1 handy and explain that they will go back to it after the reading for this lesson.

READ “WORLD WAR II & RESISTANCE” (35 MIN.)

- Ask students to take out Activity Page 1.2, “World War II & Resistance.” Tell them that they will read “World War II & Resistance” today.
- Read the first paragraph of “World War II & Resistance” aloud.
- Have students look at Digital Component 1.2. Ask a few volunteers to name the countries that were involved in World War II.

> Digital Component 1.2: Map of Countries Involved in WWII

- Tell students to read paragraphs 2 through 4 independently. After reading, ask students the following discussion questions:
 1. **Literal.** Who were the two major alliances that fought in World War I? (*the Allied Powers and the Central Powers*)
 2. **Literal.** Who won World War I, and which countries were a part of the winning alliance? (*The Allied Powers won, and the countries in the alliance included Great Britain, France, Russia, and the United States.*)

Support

Guide students to reread the summary on the back cover of *Number the Stars* to recall some information that they already know about World War II and begin to generate questions.

Activity Page 1.1



Challenge

Ask students what other texts they have read or experiences they have had with World War II. Have them share what they learned from those texts or experiences with a partner.

Activity Page 1.2



Support

Tell students that World War I was the first major world war, which was fought from 1914 to 1918 between the Allied Powers and the Central Powers. Also, tell them that World War II was the second major world war, which was fought from 1939 to 1945 between the Allied Powers and the Axis Powers.

- Display Digital Component 1.3.

> Digital Component 1.3: Maps of Europe in 1914 and 1933

- Point out the Russian Empire, Ottoman Empire, and Austro-Hungarian Empire on the map of Europe from 1914. Then ask students the following questions to compare the map from 1914 to the map from 1933. Ask students:
 1. **Literal.** What changes took place in the Russian and German Empires from 1914 to 1933? (*The Russian Empire became the Soviet Union; the German Empire was smaller in 1933 than it was in 1914; by 1933 there were new countries in Eastern Europe in what were the Russian and German Empires in 1914: Estonia, Latvia, Lithuania.*)
 2. **Literal.** What changes took place in what was the Austro-Hungarian Empire from 1914 to 1933? (*The Austro-Hungarian Empire became four countries: Czechoslovakia, Yugoslavia, Austria, and Hungary. Yugoslavia in 1933 included what was Serbia in 1914.*)
 3. **Literal.** What changes took place in what was the Ottoman Empire from 1914 to 1933? (*The Ottoman Empire became Turkey.*)
 4. **Inferential.** Using what you read in “World War II & Resistance,” what inferences can you make about why these changes took place? (*After World War I, the Central Powers of World War I signed the Treaty of Versailles. You can infer that the treaty broke apart each former empire.*)
- Explain to students that the Russian Empire broke down in 1917 and was not related to the Treaty of Versailles. Tell students that the Soviet Union formed in 1922 as a Communist country.
- Give students one or two minutes to record what they have learned in the “What I Learned” column on Activity Page 1.1.
- Tell students to read paragraphs 5 through 10 independently.
- Ask students the following discussion questions:
 1. **Literal.** How did the Nazi party appeal to more and more Germans in the 1920s and 1930s? (*Germany’s economy was struggling, and citizens blamed it on their leaders. They thought the Nazi party would be better than their current leaders.*)
 2. **Evaluative.** How might Hitler’s actions as the ruler of Germany have set the stage for World War II? (*He angered other countries and groups of people by establishing a totalitarian government in which some people*

did not have rights; he targeted groups of people for discrimination and persecution, especially Jewish people; he directly violated the Treaty of Versailles by building up the military and taking control of more land.)

3. **Literal.** What event led to the official start of World War II? (*Germany invaded Poland.*)
 4. **Literal.** What were the two major alliances that fought in World War II, and what countries were a part of each alliance? (*The Allied Powers included France, Great Britain, and, later, the United States, the Soviet Union, and China. The Axis Powers included Germany, Japan, and Italy.*)
- Give students one or two minutes to record what they have learned in the “What I Learned” column on Activity Page 1.1.
 - Direct students’ attention to Digital Component 1.4. Point to the colored countries surrounding Germany. Explain that Germany under the Nazi party invaded and occupied these countries from 1938 to 1940.

Digital Component 1.4: Map of German Aggression Before WWII

- Tell students to read paragraphs 11 through 13 independently. After reading, ask students the following discussion questions:
 1. **Literal.** Why did King Christian X decide to go along with Germany’s demands when they invaded Denmark? (*He knew that Denmark was not prepared and most likely would not win the fight. He wanted to protect the Danish people.*)
 2. **Evaluative.** We read that *Number the Stars* takes place in Denmark. Predict what might happen in the story, based on what we read about life in German-occupied zones. (*The characters might get into trouble with the German soldiers; they might have to deal with food and supply shortages; the soldiers might search their homes and take things; they might try to resist or fight back against the Germans in secretive ways; they might try to save the Jewish people.*)
 3. **Evaluative.** What point of view is “World War II & Resistance” written from (first-person or third-person)? How might the information be different if it were written from the point of view of someone living in Denmark during the German occupation? (*Third-person; It might be different if it were written in first-person because it would include more thoughts and feelings of the people living during that time. It also might not include as much information about the other events of World War II.*)

Support

Tell students the meanings of *discrimination*, *persecution*, and *incarceration*. Discrimination is the unfair treatment of a group of people. Persecution is the intentional, cruel treatment of a group or individual. Incarceration means imprisonment, or the keeping of a person in captivity.

Support

Tell students that *occupied* and *resistance* are multiple-meaning words. The word *occupied* can also mean busy or being used by someone. The word *resistance* can also mean the ability to oppose or stop harmful forces. For example, “Some people have a higher *resistance* to cold than others”.



Reading Identifying Details

Beginning

Have students work in small groups to identify words in the text that describe what life was like in Denmark during the German occupation.

Intermediate

Have students work with a partner to identify details in the text that describe what life was like in Denmark during the German occupation. Have partners share their descriptions in complete sentences.

Advanced/Advanced High

Have students work with a partner and use their KWL charts to ask each other questions about what life was like in Denmark during the German occupation.

ELPS 3.E; ELPS 4.F

- Tell students to read the last two paragraphs of “World War II & Resistance” independently.
- Give students one or two minutes to record what they have learned in the “What I Learned” column on Activity Page 1.1.
- Direct students to examine Digital Component 1.5. Ask students to talk with a partner about what new information or events they read on the timeline that was not included in the text.

> Digital Component 1.5: Timeline 1914–1945

- Have students share one question they still have about World War II with a partner. Then, tell students to write down at least one question they still have at the bottom of Activity Page 1.1 in the section titled “What I Am Still Wondering.”

DISCUSS AND REFLECT (5 MIN.)

- Have students get together with a partner and use their KWL charts to discuss their reactions to some of the information they learned about World War II. Have students help each other reflect on the information and write any questions they still have about World War II in the section titled “What I Am Still Wondering” on Activity Page 1.1.
- Have students discuss the following prompt, “What is your purpose for reading this novel?” (*The purpose is to learn more about the perspectives and experiences of people in Denmark under German occupation during World War II.*)
- Direct students to put their activity pages in their folders at the end of the lesson.



Check for Understanding

Ask students to explain how the people of Denmark reacted to the German invasion of their country during World War II. If students are unable to explain that the Danish people resisted German soldiers in secret ways, reread and discuss paragraphs 11 through 13 of “World War II & Resistance.”

Lesson 1: World War II & Resistance

Writing



Primary Focus: Students will summarize the causes of World War II in a way that maintains meaning and logical order. **TEKS 4.2.C; TEKS 4.7.D**

MAKING CONNECTIONS (10 MIN.)

- Have the class divide into small groups of three to five students.
- Tell students that they will be making connections between causes and their effects. Remind students that causes are events or things that make something else happen as a result, and effects are the results of the cause. For example, a cause could be that the teacher did not explain the directions, and the effect would be that the students are confused.
- Remind students that they just read about the causes of World War II. Explain that World War II began as a result of the actions of government leaders. At the same time, those government leaders' actions were also caused by previous events. Tell students that people's actions can have important effects, and these effects can be good or bad.
- Direct students to discuss the following prompts about causes with their small groups:
 1. Think about a time when your actions caused something good to happen. What was your action? What were the effects of your action? (*Possible answer: I helped raise money for my soccer team, so we were able to get new uniforms.*)
 2. When something happens to you that you don't expect, does it help you learn about what caused it? Why or why not? (*Possible answer: I like to learn about what causes things to happen because it helps me understand them better.*)

TEKS 4.2.C Write legibly in cursive to complete assignments; **TEKS 4.7.D** Retell, paraphrase or summarize texts in ways that maintain meaning and logical order.

Support

Work with students in a small group or one-on-one to help them determine the central idea of each section of the text. Then, help them choose which details are key in supporting the central idea.

Challenge

Ask students to explain the author's purpose for using cause and effect structure to organize the text.

**EMERGENT
BILINGUAL
STUDENTS**



Writing
Summarizing
Informational Text

Beginning

Have students work in small groups to describe and write the causes of World War II. Students may go around in a circle and share one cause at a time. Support and prompt students as needed. Remind students to use words from the text when they respond.

Intermediate

Have students work with a partner to describe and write the causes of World War II. Remind students to include details and words from the text when they respond.

Advanced/Advanced High

Have students work with a partner to write a central idea and supporting details about the causes of World War II. Remind students to include vocabulary words when they respond.

ELPS 1.E; ELPS 1.F;

ELPS 4.G; ELPS 4.K;

ELPS 5.G

EXIT TICKET (15 MIN.)

- Distribute the Exit Ticket to students.
- Read the question aloud.
- Explain to students that when they summarize informational text, it helps to think about the central idea of the text. Tell students that the first sentence of their summary should be the central idea.
- Tell students that after they determine the central idea of the text, they should summarize the key details that support the central idea. They will not include every single detail from the text; instead, they will only include the details that tell important information about the central idea.
- Facilitate, monitor, and assist students as they complete their Exit Tickets.
- Collect the Exit Tickets from the students.
- Students are expected to write legibly in cursive to complete assignments.



Exit Ticket

Summarize World War II in a logical way to explain how the war impacted the lives of Europeans. Write legibly in cursive.



TEKS 4.2.C; TEKS 4.7.D

End Lesson

2

Chapters 1 and 2: Annemarie and Ellen

PRIMARY FOCUS OF LESSON

Reading

Students will establish a purpose for reading *Number the Stars*.

 **TEKS 4.6.A**

Students will identify and understand the use of literary devices, including first- or third-person point of view.

 **TEKS 4.10.E**

Writing

Students will make connections to personal experiences, ideas in other texts, and society.

 **TEKS 4.2.C; TEKS 4.6.E**

FORMATIVE ASSESSMENT

Exit Ticket

Name two connections to background information you used to deepen your understanding of *Number the Stars* from other texts, personal experiences, or other societies.

 **TEKS 4.2.C; TEKS 4.6.E**

TEKS 4.6.A Establish purpose for reading assigned and self-selected texts; **TEKS 4.10.E** Identify and understand the use of literary devices, including first- or third-person point of view; **TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.6.E** Make connections to personal experiences, ideas in other texts, and society.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (65 min.)			
Core Connections	Whole Group	10 min.	<input type="checkbox"/> <i>Number the Stars</i> by Lois Lowry <input type="checkbox"/> Activity Pages 2.1, 2.2, 2.3 <input type="checkbox"/> Digital Components 2.1, 2.2, 2.3, 2.4, 2.5
Point of View	Whole Group	10 min.	
Read Chapters 1 and 2	Whole Group	35 min.	
Discuss and Reflect	Small Group	10 min.	
Writing (25 min.)			
Making Connections	Partners	15 min.	<input type="checkbox"/> chart paper and markers <input type="checkbox"/> Exit Ticket
Exit Ticket	Independent	10 min.	

ADVANCE PREPARATION

Reading

- Make sure students have their copies of the novel and their unit folders with their Character Development Notes and other previously completed activity pages.
- Prepare for Think-Pair-Share activities while introducing the novel and the unit.
- Prepare to distribute and introduce the novel *Number the Stars* by Lois Lowry.
- Identify Digital Component 2.1 and prepare to display it.
- Prepare to display or draw Digital Components 2.2, 2.3, and 2.5.
- Make sure students have a folder where they keep and organize their activity pages. They will write notes in each lesson and will use them for various assignments, including their final project.
- Prepare to have students read with assigned partners during part of the reading segment.
- Write the following prompt for character analysis on the board or chart paper: "What background information from other texts, personal experiences, or other societies can you use to deepen your understanding of *Number the Stars*?"
- Write the following prompt for reflection on the board or chart paper: "What is your purpose for reading this novel?"
- Prepare to introduce students to their final project for the unit using Activity Page 2.1 and Digital Component 2.4.
- Prepare to create an anchor chart with the students.

Writing

- Prepare to divide the class into small groups of three to five students to work on the Making Connections activity. This may be an opportunity for students to work with classmates they have not worked with yet throughout the unit.
- Prepare chart paper and colored markers to pencils for students to work with in their small groups.
- Prepare to distribute the Exit Ticket for each student to complete at the end of the writing segment.

Universal Access

Reading

- Create a colorful, engaging version of Digital Component 2.2 and display it in a place that is easy to access in the classroom. Students can participate and contribute by making comprehensive illustrations for each section of the chart. Students can refer to this chart throughout the unit and as they work on their Character Analysis Project.
- Prepare additional examples of how authors might use first-person and third-person point of view. For example, “Cinderella” is usually told in third-person: “Once upon a time, a young girl avoided her stepmother and stepsisters while she waited for her father to come home.” What if the story was told in first-person, from the point of view of the fairy godmother? It could go something like this: “As I saw the little girl for the first time, somehow I knew that eventually she would need my magic to escape the cruelty of her stepmother.”

Writing

- Prepare question sentence starter frames for emergent bilingual support. For example, “What is your . . .?” “Where do . . .?” “Who is your . . .?” “When is your . . .?” “How did you . . .?” “Where did . . .?”

CORE VOCABULARY

- Preview the vocabulary words before reading the text. As an option, in addition to the preview, add vocabulary to a bulletin board so that students can review as needed throughout the unit.

contempt, n. the feeling of extreme dislike

halte/halt, v. to stop

lanky, adj. tall and skinny

pleaded, v. begged

pout, v. to exhibit disappointment by protruding the lower lip

rucksack, n. backpack

sneering, v. jeering

sulking, v. moping

trudged, v. marched tiringly

Vocabulary Chart for Chapters 1 and 2			
Vocabulary	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	rucksack	lanky trudged	
Multiple Meaning Vocabulary Words	halte/halt	pleaded pout contempt sulking sneering	
Spanish Cognates			
Sayings and Phrases			

Lesson 2: Chapters 1 and 2: Annemarie and Ellen

Reading



Primary Focus: Students will establish a purpose for reading *Number the Stars*.

 **TEKS 4.6.A**

Students will identify and understand the use of literary devices, including first- or third-person point of view.


 **TEKS 4.10.E**

CORE CONNECTIONS: INTRODUCE *NUMBER THE STARS* (10 MIN.)

- Distribute and introduce the novel *Number the Stars* by Lois Lowry.
- Ask students to look at the front cover of the book. Then give them a minute to read the short summary on the back cover.
- Remind students that the novel is fiction, more specifically historical fiction. Remind students that historical fiction is a made-up story but has the realistic setting of a real time period and often real historical events and/or people.
- Think-Pair-Share: Direct students to share about the purpose for reading a historical fictional text about an actual event or time period. Ask for a few volunteers to share their thoughts.
 - After discussing, tell students that a fictional text about an actual event can help us to relate to people of that time period and better understand the context for the events that took place.
- Display Digital Component 2.1. Tell students that the novel, *Number the Stars*, takes place during World War II when Nazi Germany was invading neighboring countries and persecuting the Jewish people.

 **Digital Component 2.1: Map of WWII in Europe 1939-1945**

- Think-Pair-Share: Direct students to share why they predict the author chose the title.
 - After discussing, tell students that the illustration on the cover shows the Star of David, which is a symbol for people of Jewish identity and/or faith.

 **TEKS 4.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 4.10.E** Identify and understand the use of literary devices, including first- or third-person point of view.

Explain to students that David was the father of King Solomon, whom students learned about in first grade. He was the second king of Israel and an important figure in Jewish history. Remind students that during this time in history, the Nazi regime was targeting and discriminating against Jewish people throughout Europe.

- Ask for a volunteer to identify the three characters mentioned in the summary on the back cover. Ask for another volunteer to share details about the setting.
- Think-Pair-Share: Ask students to think about a friend or a relative who lives in another city, county, state, or country. Ask students to consider how everyday life may differ from their own lives. Explain to students that some students' friends may take a very long bus ride to reach their school, particularly in rural areas, or that some students' relatives in other states must shovel snow from their driveways every morning just to get to school. Have students turn to a partner and share one thing that a friend or relative does that differs from what they may do in their home.
- Explain to students that this novel study will help them grow in their reading abilities and will challenge them to understand historical events from a real-life perspective rather than from a series of facts from a time period long before they were born. Ask students to think about the purpose of reading a novel like this.
- Think-Pair-Share: Ask students to think about why it's important to appreciate other people's perspectives and experiences. Then have them turn to a partner and share their thoughts.
- Display Digital Component 2.2. Explain to students that in this unit they will practice close reading to analyze the characters in the book, including their different perspectives and experiences, and how their development is connected to the key ideas in the story.

> Digital Component 2.2: Character Analysis Anchor Chart

- Explain that character development is the process by which a character grows or changes in the story.

POINT OF VIEW (10 MIN.)

First-Person and Third-Person (5 MIN.)

- Direct students' attention to Digital Component 2.3.

> Digital Component 2.3: Point of View

- Share the information about point of view on Digital Component 2.3 with students. Explain that there are three different points of view that authors commonly use when they write: first-person, second-person, and third-person. Explain that for the purpose of this novel study, they will focus on first-person and third-person point of view.
- Explain to students that point of view is a literary device—a tool that authors use to provide purposeful perspective.
- Explain first-person point of view to students. Say, “When a story is written in first-person, the speaker or narrator is a character in the story who is telling it from their personal perspective and experience. When a text is written in first-person, we often see the use of the word *I*. The intentional personality and tone of the text will depend on the character who is telling the story.”
- Explain third-person point of view to students. Say, “Third-person point of view is told from the perspective of someone outside the story who is watching or experiencing things unfold for the characters. The third-person point of view can be close to the characters, or it can be more detached and objective. When a text is written in third-person, we often see the words *he*, *she*, and *they*. There are different ways a third-person perspective can sound or feel in a text, depending on the author’s purpose.
- Ask students whether they have any questions about first- and third-person point of view or the information on Digital Component 2.3. After addressing students’ questions, ask for volunteers to share which point of view they prefer to use when they write (first-person or third-person).



Check for Understanding

Ask students to explain the difference between first- and third-person point of view.

Who Is the Narrator? (5 MIN.)

- Explain to students that the author, Lois Lowry, uses third-person point of view in her novel *Number the Stars*.
- Explain that the narrator of the text is the person who is speaking or telling the story. If a story is written in first-person, the narrator could be the author or a character that the author has created and is using to tell the story. If a story is written in third-person, the narrator is someone—the author or someone else—who is watching or remembering what is happening to the characters in the story.

- Ask students if they can tell who the narrator of the story is. (*Annemarie, a ten-year-old girl*)
- Tell students that the novel is narrated by Annemarie, a ten-year-old girl. It is through her point of view that we understand the setting, events, conflict, and resolution of the story.
- Direct students to share what they think is the impact of this choice of narrator. Allow students to share their ideas. (*The students are also that age, so the author wrote the story using language and experiences the audience would understand.*)
- Ask students how the story might change if it were narrated from Annemarie's father's point of view. (*The story would take a different turn and would not involve Annemarie's friends; it would have more adult problems.*)
- Remind students that the point of view of the narrator can change how the reader connects to the story. The narrator's thoughts, feelings, and actions influence the reader's mood and perspective about the story elements.
- Have students take out Activity Page 2.1. Then display Digital Component 2.4.
- Tell students that their final project for this unit will be a Character Analysis Project. Explain that they will use their creativity to build a text-based, visually engaging presentation that portrays a detailed analysis of two or three characters in *Number the Stars*. Tell students that there are many creative ways to analyze a character's perspective, experience, and development. As the unit progresses, they will learn more about the characters and different ways to analyze them.
- Briefly go over the descriptions and qualifications in the Presentation Rubric (Digital Component 2.4). Explain to students that they will go over the rubric and the instructions for their final project in more detail in future lessons, once they have read more of the novel.
- Address any questions from students regarding their final project. Then have them put Activity Page 2.1 in their unit folders.

Activity Page 2.1



Activity Pages 2.2 and 2.3



READ CHAPTERS 1 AND 2 (35 MIN.)

- Ask students to take out Activity Pages 2.2 and 2.3. Explain that they will take notes about the characters and settings in the story as they read each chapter.

- Explain to students that, for the first lesson, you will model how to record details, quotes, and ideas on Digital Component 2.5 as you read the text to the class. Say that it's helpful to record the chapter and paragraph number where they find the detail, quote, or idea as they add to their notes. This way, they can easily go back to that page if they have questions or want more information. Explain to students that this is a form of close reading.
- Display Digital Component 2.2 and read to students.
- Explain to students that they may use the information from the Character Analysis Anchor chart (Digital Component 2.2) to help them decide what details, quotes, and ideas to include in their notes as they read the novel.
- Tell students that, throughout the lesson, they will practice reflecting on their notes with a partner.



Check for Understanding

Ask students how they might use the Character Analysis Anchor chart to help them take notes for their final project. If students can't explain that the anchor chart gives examples of things to look for as they practice close reading, go over how Digital Component 2.2 and the final project align in more detail.

- Begin reading Chapter 1 aloud to the students.
- Pause after reading the fifth paragraph and ask, "What characters have been introduced?" (*Annemarie and Ellen*)
- Tell students to record the character names on Activity Page 2.2. Ask, "What details can we already include in our character notes for Annemarie and Ellen?"
 - Go to the Character Development Notes chart, prepared before the lesson, and model note-taking by adding the following note:
 - Annemarie: Ch. 1, paragraphs 2 through 5: lanky, competitive, likes to race, has silvery blonde hair
 - Add the following note for Ellen:
 - Ch. 1, paragraphs 2 through 5: stocky, prefers to be civilized, has dark pigtails
- Continue reading to the sixth paragraph.

Support

Tell students the meanings of *civilized*, *stocky*, *hesitated*, and *residential* while reading them. Define *civilized* for students as having rules, self-control, and good manners. Define *stocky* for students as thick in physical build. Define *hesitated* for students as paused. Define *residential* for students as an area that is inhabited.

Support

Define *scowling* for students as to exhibit displeasure with lowered eyebrows. Define *obstinate* for students as stubborn. Define *hoodlums* for students as ill-behaved young people.

Support

Define *incident* for students as a notable occurrence.

- Ask students, “What other character mentioned in the summary on the back of the book has now been introduced? (*Kirsti*)”
- Go to the Character Development Notes chart, prepared before the lesson, and model note-taking. Ask, “What details and characteristics can we record for Kirsti?” (*Ch. 1, paragraph 6: She is slower than Annemarie and Ellen. Ch. 1, paragraphs 30 through 32: She is defiant when angry. She is stubborn. She has short, tangled curls. She is unafraid. Ch. 1, paragraph 34: She is pretty.*)
- Ask students, “What else have we learned about Annemarie and Ellen?” Give students an opportunity to share what notes from the text they would add about Annemarie and Ellen. Add any correct notes shared by volunteers.
 - Model note-taking for character analysis by recording notes.
 - Annemarie: Ch. 1, paragraph 3: She is determined. Ch. 1, paragraph 14: She believes the German soldiers should learn her language. Ch. 1, paragraph 15: She is polite. She is honest. Ch. 1, paragraph 18: She is scared of the soldiers.
- Explain to students that they will only write down the details, quotes, and ideas that stand out to them as being important.
- Ask students to recall how we have defined character development in this unit. (*the process by which a character grows or changes in the story*)
- Tell students to think about this definition of character development to determine the details they will include in their notes.
- Ask students what else we have learned about Ellen. Allow them to share.
 - Model adding notes to the character page:
 - Ellen: Ch. 1, paragraph 25: She has dark eyes. She is afraid of the soldiers. Ch. 1, paragraph 26: She is a good student.
- Continue to read the rest of Chapter 1.
- Ask students what additional characters have been introduced. (*We have been introduced to Mama, Mrs. Rosen, Peter Neilsen, and Papa.*)
- Model recording their names on Activity Page 2.2.
- Ask students what they have learned about the new characters and record them on the chart: (*Mama: Ch. 1, paragraph 46: She has “coffee” with Mrs. Rosen. Ch. 1, paragraph 47: She is anxious about the girls’ interactions with soldiers. Ch. 1, paragraph 54: She reads an illegal newspaper written by the Danish Resistance; Mrs. Rosen: Ch. 1, paragraph 46: She is Ellen’s mother.*)

She has “coffee” with Mama. Ch. 1, paragraph 48: She is frightened for Ellen; Peter Neilsen: Ch. 1, paragraph 54: He delivers the illegal newspaper to the Johansens.)

- Instruct students to turn to Activity Page 2.3.
- Direct students to think about the setting for the story thus far. Ask students what they have observed and record notes on Activity Page 2.3. (*Northeast Copenhagen: Ch. 1, paragraph 5: It is residential with streets and sidewalks. Ch. 1, paragraph 7: It has small shops and cafes. Ch. 1, paragraph 8 and 9: There are German soldiers stationed on the street corners. Ch. 1, paragraph 46: There is no coffee or tea to drink anymore. Ch. 1, paragraph 54 and 55: There isn't freedom of the press. There is a secret Resistance movement that damages the Germans' vehicles and factories. Ch. 1, paragraph 66: There is no butter or sugar available.*)
- At the end of Chapter 1, ask students the following comprehension questions:
 1. **Literal.** Why is coffee, tea, butter, and sugar no longer available? (*The German army takes the supply.*)
 2. **Inferential.** Why are the characters afraid of the soldiers? (*The soldiers are from another country who've “occupied” another country, uninvited, to restrict the rights of the people whose country they've occupied.*)
- Continue reading Chapter 2. Pause on the fourth page after reading the line “Then I would too, Papa. If I had to.”
- Ask, “What else have we learned about our characters so far? What details, quotes, or ideas would you like to include on your Activity Page 2.2?” (*Annemarie and Kirsti share a bed. Annemarie tells Kirsti fairy tales. Annemarie wants to be brave. Annemarie had an older sister. Papa always considered questions carefully before answering.*)
- Add these notes to the Character Development Notes chart that was prepared before the lesson.
- Ask students what additional characters should be added to our character notes. (*King Christian X and Lise should be added.*)
- Give students a minute or two to write down some initial notes for the characters on their Activity Page 2.2. Ask students to continue adding notes as you read aloud. Explain that they will review the character notes as a group at the end of the reading.
- Continue reading until the end of Chapter 2.

Support

Explain to students how a question that compares aspects of the characters' experiences and the story events will help them think analytically about what they are reading.

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Reading Identifying Characters

Beginning

Have students work in small groups to identify words in the text that describe the main characters, Annemarie and Ellen.

Intermediate

Have students work with a partner to identify details in the text that describe each of the main characters, Annemarie and Ellen. Have partners share complete sentences that describe each character.

Advanced/Advanced High

Have students work with a partner and use their Activity Pages 2.2 and 2.3 to ask each other questions about the characters.

ELPS 3.E; ELPS 4.F

- At the end of Chapter 2, ask students the following comprehension questions:
 1. **Inferential.** What don't Mama and Papa ever talk about Annemarie's sister, Lise? (*She was hit by a car and died. The memory is too painful, so they don't talk about it.*)
 2. **Inferential.** Why did Peter change? (*He was engaged to marry Lise, and losing her made him take life more seriously.*)
- Give students a few minutes to add any notes about the characters to their Activity Page 2.2. Provide the following examples orally and add them to the model character notes.
 - Annemarie: Ch. 2, paragraph 1: She shares a bed with Kirsti and tells her fairy tales. Ch. 2, paragraph 43: She occasionally opened Lise's trunk and touched her things in remembrance.
 - King Christian X: Ch. 2, paragraph 212: He "was a real human being, a man with a serious, kind face." He rides his horse, Jubilee, through the streets and greets his people. The people love him. Ch. 2, paragraph 31: He was wise—he knew his country was too small to win a war, and he didn't want his Danish people to die. Ch. 2, paragraphs 40 and 41: He fell from his horse and was badly injured. The people mourned because they thought he would die, but he didn't.
 - Lise: Ch. 2, paragraph 12: Took Annemarie to stand at the sidewalk and wave to the king. Ch. 2, paragraph 13: She was solemn and lovely. Ch. 2, paragraph 29: She was eighteen and engaged to Peter Neilsen. Ch. 2, paragraph 42: She was tall. She died in an accident two weeks before her wedding. Her blue carved trunk is in the corner of Annemarie and Kirsti's bedroom.
 - Papa: Ch. 2, paragraph 15: He works in an office. Ch. 2, paragraph 45: After Lise's death, Papa changed to seem older, tired, and defeated.
 - Mama: Ch. 2, paragraph 43: She never spoke of Lise or opened her trunk.
 - Peter: Ch. 2, paragraph 44: He had red hair. He did not marry anyone else. He changed from being silly and fun-loving to being hurried, warm and smiling.
- Ask students if there are additional details that can be added to the Activity Page 2.3. Record students' answers on the chart. (*Copenhagen has Norway to the north, which is occupied by Germans. Also north of Copenhagen is Sweden, which is still free.*)

- Think-Pair-Share: Have students turn to a partner to discuss what the changes that happened to Northeast Copenhagen and the changes in Annemarie's family members have in common. Tell students to use evidence from the text and their character notes.

DISCUSS AND REFLECT (10 MIN.)

- Review the notes that students have taken on their Activity Pages 2.2 and 2.3 by reading them aloud.
- Explain to students that these are examples and that there is no right answer for note-taking.
- Explain that the purpose of taking these notes is to gain a deeper understanding of the novel by practicing close reading and character analysis.
- Tell students they will use their notes to help build their final projects for the unit.
- Address any questions students may have about how to take notes. Refer to Digital Component 2.2 as needed.
- Have students get together with an assigned partner and use their notes to discuss their reactions to some of the details and ideas in the novel so far. Have students help each other reflect on the main characters.
- Tell students that they may draw a picture to help them visualize it if they choose.
- Think-Pair-Share: Ask students, "What do we know about the characters?" (*Annemarie Johansen is the main character. She is a ten-year-old girl that lives in Denmark with her younger sister, Kirsti; her father; and her mother. Annemarie had an older sister, Lise, that died several years ago before she could marry Peter Nielson. Peter still visits the Johansens. Annemarie's friend, Ellen, is Jewish and lives with her mother and father in a neighboring apartment. Their mothers are also friends and have "coffee" or "tea" together.*)
- Think-Pair-Share: Ask students "What do we know about the setting?" (*The characters live in Copenhagen. Their country, Denmark, is occupied by German soldiers, and their supply of certain foods and commodities are limited. Their activities are also limited, such as the ability to have a free press. The people love their king, King Christian, because he cares for his people. There are secret Resistance fighters that are risking their lives by trying to prevent the Germans from being successful.*)

Support

Give students fact cards and have them sort if the fact is about a character or the setting. Then have them decide which character each character card is describing.

Challenge

Analyze the author's craft in the word choice she uses to describe the characters and the setting in Chapters 1 and 2. What words were deliberate because they were common vocabulary in 1943 but are not used as often today? Analyze how these words were intentionally chosen to help support the author's purpose. (*rucksack*, Ch. 1 paragraph 4; *carriage*, Ch. 1 paragraph 7; *hoodlums*, Ch. 1 paragraph 36; *Resistance*, Ch. 1 paragraph 53; *breadbox*, Ch. 1 paragraph 65; *trousseau*, Ch. 2 paragraph 29)

- Have students discuss the following prompt: "What is your purpose for reading this novel?" (*The purpose is to learn how to think analytically about different perspectives, relationships, and experiences by studying character development in a text.*)
- Have students put their activity pages in their unit folders.

Lesson 2: Chapters 1 and 2: Annemarie and Ellen

Writing



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Writing Making Connections

Beginning

Have students draw an illustration or representation of their connection. Then have students give a brief oral description of the connection they illustrated to a partner.

Intermediate

Have students converse with a partner and share detailed descriptions of their connections.

Advanced/Advanced High

Have students converse in small groups about elements from *Number the Stars* that are similar to what they experience in their own lives. Ask them to discuss elements that may be very different.


ELPS 3.B; ELPS 3.D;

ELPS 3.E

Support

If students are struggling to create an oval shape, they may also make a zig-zag or regular circle around the text.

Primary Focus: Students will make connections to personal experiences, ideas in other texts, and society.

 **TEKS 4.2.C; TEKS 4.6.E**

MAKING CONNECTIONS (15 MIN.)

- Divide the class into small groups of three to five students.
- Provide each group with a large piece of chart paper and a set of colored markers. Ensure that each group has enough space to work together to complete the activity.
- Tell students that we are going to practice making connections.
- Ask students why making connections is important. (*It helps you understand the character, choices, and events.*)
- Tell students that the connections we make when we read a text are often categorized as either Text-to-Self, Text-to-Text, or Text-to-World.
- Explain that a Text-to-Self connection is where something in the text, such as a character, setting, or event, reminds a person of their life and experiences. A Text-to-Text connection is where a text they are reading reminds them of another text. A Text-to-World connection is where the text reminds a person of people or events in the world around them, whether past or present. For example, consider what we have learned in previous lessons about World War II. What connections can be made from that to the text? (*We learned about King Christian X and the Danish resistance efforts in World War II in Lesson 1.*)
- Direct students to write “*Number the Stars* Connections” in the center of their chart paper. Model on a large piece of chart paper, which will be used as an anchor example chart.
- Tell students to draw an oval around the text.
- Explain to students that they will create a concept map with their group to share their connections.
- Tell students to write “Text-to-Self” in one corner of their chart paper and to draw an oval around it, leaving plenty of room to write below it. Tell students to draw a line to connect that oval to the oval in the center. Model on the example chart.

 **TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.6.E** Make connections to personal experiences, ideas in other texts, and society.

Challenge

Have students select a connection to compare and contrast in a paragraph.

- Direct students to write “Text-to-Text” in another corner of their chart paper and to draw an oval around it, leaving plenty of room to write below it. Tell students to draw a line to connect that oval to the oval in the center. Model on the example chart.
- Tell students to write “Text-to-World” a third corner of their chart paper, draw an oval around it, and leave plenty of room to write below it. Remind students to draw a line to connect that oval to the oval in the center. Model on the example chart.
- Explain that in the last corner of the page, the students will write their names.
- Explain to students that they will share with their group connections they make for each of the categories.
- Give students seven or eight minutes to work together before asking volunteers to share from their chart.
- Ask students to share some connections they made to the text. Allow a handful of students to share.
- Have students return to their individual seats.
- Direct students to place their activity pages in their folders at the end of the lesson.

EXIT TICKET (10 MIN.)

- Distribute previously prepared Exit Tickets and allow students ten minutes to complete them before collecting for review.
- Students are expected to write legibly in cursive to complete assignments.



Exit Ticket

Name two connections to background information you used to deepen your understanding of *Number the Stars* from other texts, personal experiences, or other societies.



TEKS 4.2.C; TEKS 4.6.E

End Lesson

3


Chapters 3 and 4: Relocation

PRIMARY FOCUS OF LESSON**Reading**



Students will identify the characters and analyze their interactions to understand the conflict in *Number the Stars*.

 **TEKS 4.8.B****Writing**

Students will identify and explain the use of anecdotes in *Number the Stars*.

 **TEKS 4.2.C; TEKS 4.10.G****FORMATIVE ASSESSMENT****Exit Ticket**

Annemarie's father uses an anecdote to explain how all of Denmark will be King Christian's bodyguard; how does Annemarie change this anecdote, and what does she mean by this change?

 **TEKS 4.2.C; TEKS 4.10.G** **TEKS 4.8.B** Explain the interactions of the characters and the changes they undergo; **TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.10.G** Identify and explain the use of anecdote.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (55 min.)			
Recap	Small Group	5 min.	<input type="checkbox"/> <i>Number the Stars</i> by Lois Lowry <input type="checkbox"/> Activity Pages 2.2, 2.3, 3.1 <input type="checkbox"/> Digital Components 2.2, 3.1
Conflict	Whole Group	10 min.	
Read-Aloud: Chapters 3 and 4	Whole Group/ Partner	30 min.	
Discuss and Reflect	Small Group	10 min.	
Writing (35 min.)			
What Is an Anecdote?	Whole Group	10 min.	<input type="checkbox"/> <i>Number the Stars</i> by Lois Lowry <input type="checkbox"/> Exit Ticket
Discuss Anecdotes	Partner	15 min.	
Exit Ticket	Independent	10 min.	

ADVANCE PREPARATION

Reading

- Make sure students have their copies of the novel and their unit folders with their Character Development Notes and other previously completed activity pages.
- Prepare to divide the class into small groups of three to five students to briefly recap important characters and events in the story so far. Use this time to meet with students about their Lesson 2 Exit Tickets, either individually or in small groups, to ensure students' understanding of first-person and third-person point of view.
- Make sure students have their copies of the novel and their unit folders with their Character Development Notes and other previously completed activity pages. They will write notes about the characters on Activity Page 2.2 and notes about the setting on Activity Page 2.3 as they read the novel and will use their notes for various assignments, including their final project.
- Identify Digital Component 3.1 and prepare to display it.
- Prepare a chart or a copy of Activity Page 2.2 to model note-taking for students.
- Prepare to display Digital Component 2.2, created in the previous lesson, in a place that is easily accessible in the classroom for reference.
- Prepare to have students compare notes with assigned partners for part of the reading segment.
- Write the following prompt for close reading on the board or chart paper:
"Think about the characters' interactions in the story and describe the conflicts that you observe."

Writing

- Prepare a relatable anecdote to share with students. For example:
 - Teaching has its ups and downs, that's for sure. During a class last week, all my students seemed to be happily on task, writing their essays about Shakespeare's play *Romeo and Juliet*. I thought they were really enjoying the assignment. But when the fire alarm went off for a routine drill, they all jumped out of their seats with jubilation as though it were time for spring break. I heard one of them say, "Farewell, essay, parting is such sweet sorrow!"
- Prepare to help students identify other anecdotes in the novel. For example, Annemarie has a number of memories—Peter Neilsen delivering the *De*

Frie Danske newspaper and her parents reading, discussing, and burning it in Chapter 1; overhearing her parents discuss the Resistance and it being explained to her in Chapter 1; King Christian riding his horse and waving to Annemarie and Lise; Papa's story of overhearing a young boy say that all of Denmark is King Christian's bodyguard; her sister taking her to see the king in the streets in Chapter 2.

- Prepare for students to work with a partner during the Writing segment.
- Prepare to distribute the Exit Ticket to each student to complete after the anecdote discussion.

Universal Access

Writing

- Prepare other examples of relatable anecdotes to share with students, such as a quick personal story about family life, sports, or school.

CORE VOCABULARY

- Preview the vocabulary words before reading the text. As an option, in addition to the preview, add vocabulary to a bulletin board so that students can review as needed throughout the unit.

belligerently, adv. disagreeably

dawdled, v. acted unhurriedly and without purpose

dubiously, adv. with doubt

exasperated, adj. greatly annoyed

glowering, v. looking at something in an angry and irritated way

haughtily, adv. with pride and arrogance

kroner, n. Denmark and Norway's unit of money

scampered, v. ran playfully

sophisticated, adj. developed or experienced

Vocabulary Chart for Chapters 3 and 4			
Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	kroner	dawdled scampered haughtily glowering exasperated dubiously	
Multiple Meaning		sophisticated belligerently	
Spanish Cognates			
Sayings and Phrases			

Lesson 3: Chapters 3 and 4: Relocation

Reading



Primary Focus: Students will identify the characters and analyze their interactions to understand the conflict in *Number the Stars*.

 **TEKS 4.8.B**

RECAP (5 MIN.)

- Have students take out their copies of *Number the Stars*. Also, have students take out their Activity Pages 2.2 and 2.3 from their unit folders.
- Have students break into predetermined small groups.
- Ask students to refer to their notes to recap, or summarize, what has happened in the novel so far in their small groups. Ask students to talk with their group about the characters that have been introduced and any important events.
- Use this time to meet with students about their Lesson 2 Exit Tickets, either individually or in small groups.
- Have students return to their individual seats.

CONFLICT (10 MIN.)


- Tell students that today they will read Chapters 3 and 4 of the novel *Number the Stars*. Make sure each student has a copy of the novel.
- Ask students to take out their Activity Pages 2.2 and 2.3.
- Display Digital Component 2.2. Review the chart with the students.
- Point to the “Problems and Conflicts” box on Digital Component 2.2 and explain to students that, in this lesson, they will learn more about how the problems and conflicts the characters experience drive the plot of the story.
- Display Digital Component 3.1. Show students that the conflict of the story is the struggle, clash, or crisis that exists for one or more characters.
- Have students take out Activity Page 3.1. Tell students to identify the point that says “Conflict.” Ask students to pay close attention to the interactions between the characters and to think about what conflicts are revealed through the interactions.
- Explain to students that a problem is a situation that brings difficulty and

Activity Pages
2.2 and 2.3



Activity Page 3.1



 **TEKS 4.8.B** Explain the interactions of the characters and the changes they undergo.



Reading Taking Notes

Beginning

Have students work with a partner to make drawings for the characters in Chapters 3 and 4 as they follow along with the story.

Intermediate

Have students make a list of words from the text that challenge them. Work with students to clarify the meaning of these words and have students practice using them orally.

Advanced/Advanced High

Have students make a list of words from the text that challenge them, look up their definitions, and find examples of how they are used. Then practice using them in sentences orally.

ELPS 4.D; ELPS 4.F

Support

Define *stooped* for students as moving downward; going lower. Define *torment* for students as torture.

needs to be solved. Explain that a conflict is a type of problem. A conflict is a clash or a struggle for power between people or groups that usually involves disagreement and sometimes aggression. People can also have inner conflicts, issues, or internal struggles.

- Point to the prompt for close reading that is on the board: “Think about the characters’ interactions in the story and describe the conflicts you observe.”
- Ask students to think about this close reading prompt as they read Chapters 3 and 4. Tell students that the outstanding conflicts in a story drive character development and plot. Remind students that character development is the process by which a character grows or changes in the story.
- Ask students to follow along as you read the text aloud and to take notes on their activity pages in the way that was modeled for them in the previous lesson. Remind students to write down the chapter number and page number that correspond to the note they are adding.

READ-ALoud: CHAPTERS 3 AND 4 (30 MIN.)

- Begin reading Chapter 3.
- Pause after reading the fourth paragraph of Chapter 3, which ends with “when Lise and Annemarie shared this bed.” Ask, “Why was Annemarie fearful?” (*She didn’t want to make her mother sad by mentioning Lise.*)
- Continue reading to Chapter 3, paragraph 18.
- Pause on Chapter 3, paragraph 18, after Annemarie says that her sister is so dumb. Ask, “Why does Kirsti think the Hirsches went on vacation to the beach?” (*She is young and doesn’t realize the danger presented by the Germans.*)
- Continue reading Chapter 3. Pause at the end and say, “At the end of Chapter 3, Annemarie has a conflict. This conflict is with herself. In literature, that is referred to as a “person versus self” conflict. We can tell that it is a conflict because it involves an argument or power struggle. Can you identify what problem Annemarie is wrestling with?” (*She wants to be brave, but she did not know if she was brave enough to sacrifice her life.*)
- Ask students if they can imagine how Annemarie must be feeling now. Ask students if Annemarie’s reassurance that ordinary people are never called upon to be courageous is true. Allow students to share their opinions. Tell students that making good choices in life is courageous. It is brave to do something that is right when others around you may laugh or call you names. Everyone has an opportunity to be brave.

- Prompt students to consider whether Annemarie’s conflict will be important to the development of her character. *(It will probably be important to the story because it’s something that Annemarie is afraid of and may need to overcome.)*
- Begin reading Chapter 4.
- Pause after reading Chapter 4, paragraph 23, when Kirsti says “I don’t want anyone to know.” Ask students what they notice about the interactions between Kirsti and Mama, Annemarie, and Ellen. *(Kirsti is upset because she does not like the shoes that Mama got her and refuses to wear them.)*
- Then ask, “Do you think this is a problem or a conflict?” *(It can be considered a conflict because Kirsti has an argument or struggle with Mama. She’s conflicted about wearing the ugly fish shoes).*
- Pause here and have a volunteer explain the difference between a problem and a conflict in a text.
- Ask students what helped resolve Kirsti’s conflict. *(Ellen suggested asking her dad to use ink to color the shoes black.)*
- Direct students to consider what this reveals about Ellen’s character. *(She is compassionate and a peacemaker.)*
- Prompt students to identify what Kirsti’s conflict reveals about her character. *(She does not understand the limitations of available goods. She likes pretty things.)*
- Continue to read Chapter 4. Pause on Chapter 4, paragraph 42, after the paragraph where Annemarie says she doesn’t want to play anymore.
- Ask students, “Why does Annemarie suddenly not want to play anymore?” *(Remembering Tivoli and what happened to it upsets her.)*
- Tell students that the anecdote that Annemarie remembers reveals how Mama has influenced Annemarie’s and Kirsti’s awareness of what is transpiring in their country. Ask the students what Mama does to explain the booms that woke them up that late August. *(Mama told them the booms were fireworks to celebrate Kirsti’s fifth birthday.)*
- Ask the students what this interaction reveals about Mama’s character. *(She wants to protect her daughters and calm their fears.)*
- Tell the students that Mama’s interaction with Papa also reveals information about their characters. Mama said the king must feel sad to see his naval fleet destroyed, but Papa believed the king to feel proud. Why do you think they have different ideas about how the king must feel? *(Mama and Papa are using their own feelings to guess how the king must feel. Mama feels sad to see her country being destroyed, and Papa is proud that the king was willing to make the sacrifice to stop the Germans from gaining more power by using the Danes’ fleet.)*

Challenge

Ask students to consider a goal they have now that may cause them doubt or feeling of conflict later on. Prompt students to consider whether their doubt or feeling of conflict about the goal should deter them or if they should seek to overcome the doubt or conflict.

Support

Define *sputtered* for students as to reply quickly and noisily with feeling. Define *disdainful* for students as with a feeling or expression of obvious dislike, usually because someone or something is considered unworthy.

Support

Define *congregation* for students as a religious gathering of people. Define *synagogue* for students as a Jewish house of worship or study.

- Read the rest of Chapter 4.
- Ask the students what event has happened now in the plot. (*Ellen is staying with the Johansens because Peter is helping her parents go elsewhere to be safe.*)
- Ask the students what this new development reveals about the conflict between the Germans and Denmark. (*The Germans are beginning to seek out the Jews for relocation, and the Danes are trying to protect the Jews.*)
- Have students pair with their assigned reading partners. Ask them to bring along their novel and their Character Notes and Setting Notes.
- Ask students to consider the influence of the setting on the plot. Would the characters have these conflicts?
- Direct students to work together to record the new character and setting information revealed in Chapters 3 and 4 on their note pages.

DISCUSS AND REFLECT (10 MIN.)

- Have students use evidence or quotations from the text to have a group discussion about the following questions for Chapters 3 and 4:
 1. **Literal.** What is beginning to happen to the Jewish people in Denmark? (*The Germans are beginning to arrest them and relocate them.*)
 2. **Inferential.** Why does Mama ask for Annemarie when Peter visits? (*Mama knows that Annemarie and Peter have a relationship. Also, Annemarie is becoming aware of the danger for the Jews. Mama wants Annemarie to be informed about what is happening without scaring her.*)
 3. **Evaluative.** How do Annemarie's interactions reveal that she is beginning to understand the danger the Germans present? (*She shows concern for the Jewish families and the need for Ellen to stay with her family. She lost interest in pretending that times were as they used to be when playing with Ellen and her sister. She senses the worry of her parents and Ellen and becomes worried as well.*)
 4. **Inferential.** Why was there no laughter and talk when the Johansens had the opportunity to eat second helpings of chicken for dinner? (*Mama, Papa, and Ellen were worried about Ellen's parents.*)
 5. **Inferential.** What does Papa mean when he says he once had three daughters and he now has three again? (*Papa is referring to having Lise as a daughter before she died. Now that Ellen is staying with them, she will now be treated as his daughter.*)

6. **Evaluative.** Why was Peter visiting the Johansens after curfew dangerous and frightening to Annemarie? (*She knew that there must be a serious reason for Peter to risk being arrested by the Germans. Annemarie probably feared for his safety and worried about what might have caused his visit.*)

- Go to the prompt for close reading that was previously written on the board or chart. Read the prompt aloud again for students: “Think about the characters’ interactions in the story and describe the conflicts that you observe.”



Check for Understanding

Ask students to provide an example of character interaction from the novel.

- Ask for volunteers to give an oral response to the prompt, and give the other students in the group the opportunity to react and reflect on their classmates’ thoughts.
- On the model character notes, add notes to the chart for “Annemarie.” Have students compare your notes to their notes and add or change anything as needed.
- Walk around the classroom and assist students with completing their notes as needed.
- Ask, “What do you find most interesting about Annemarie?” Allow students to share their opinions using text evidence.
- Ask for volunteers to share some of the notes they wrote down about Mama.
- Ask students if they wrote notes about any other character.
- Give students a minute to review and complete their notes about the characters from the story on their activity page. Remind them that it’s not necessary to write down every single detail about a character, only the ones that stand out as interesting or important. If a certain detail, quote, or idea changes their thinking about the character or tells them something new and interesting, then it’s important to note.
- Read the prompt aloud for students again: “Think about the characters’ interactions in the story and describe the conflicts that you observe.”
- Give students a few minutes to write down their reflections about each character in response to the prompt in the space provided.
- Walk around the room and assist students as needed. Prompt student reflection by asking students to refer to their notes to find information about the text.


- Direct students to place their activity pages in their folders at the end of the lesson.

Lesson 3: Chapters 3 and 4: Relocation

Writing



Primary Focus: Students will identify and explain the use of anecdotes in *Number the Stars*.

 **TEKS 4.2.C; TEKS 4.10.G**

WHAT IS AN ANECDOTE? (10 MIN.)

- Tell students that in this lesson they will learn about anecdotes.
- Explain to students that an anecdote is a brief story about a person or incident. Anecdotes are shared to connect with other people about a topic or a message.
- Provide students with a life-based example of an anecdote that a teacher would share to help others relate to the teaching experience. For example:
 - “Teaching can be difficult, that’s for sure! During one of my classes last week, all of my students seemed to understand the science assignment. They were working so quietly and diligently. But when the bell rang for dismissal, they jumped up, turned in their assignments, and left the class with long faces. I heard one of them say, “T.G.I.F!”—or something like that.”
- Explain to students what an anecdote is. Say, “People use anecdotes all the time to liven up a conversation, to teach, and to write. People often use relatable, funny anecdotes in speeches and presentations to engage their audience by making them smile. Anecdotes can be true, or based on a true story, but they are not to be confused with fact and usually can’t be used as evidence to prove something in an argument. Anecdotes can also be made up, or fictional. Sometimes they’re used for sharing life lessons. Authors of fiction often include anecdotes in their stories to help bring their characters to life, as the type of anecdote a character would tell can reveal something about their personality. For example, in *Number the Stars*, Annemarie recalls anecdotes often throughout the story. The most important thing to remember about anecdotes is that people share them for a reason, often to help others relate to a feeling or an experience.”
- Tell students to turn to Chapter 4, paragraph 32. Say, “Annemarie recalls an anecdote of going to Tivoli Gardens.”

 **TEKS 4.2.C** write legibly in cursive to complete assignments; **TEKS 4.10.G** Identify and explain the use of anecdote.

- Ask for a volunteer to read Annemarie's anecdote about Tivoli Gardens.
- Ask students to explain why Annemarie remembers this anecdote and its role in the story. (*She remembers it so the reader can see how the Germans have changed their country and lifestyle.*)



Check for Understanding

Ask students whether anecdotes should be long or short narratives, and why. (*They should be short because they're meant to make a point or share a feeling in the moment.*)

- Explain to students that sharing an anecdote is just telling a story. Remind students that storytelling is one of the most meaningful ways in which people communicate.
- Explain to students that an anecdote doesn't have to be profound and isn't the same as writing a story with all the elements of a plot.

DISCUSS ANECDOTES (15 MIN.)

- Have students get together with a partner.
- Have students share responses to the following prompts with their partner:
 1. Have you recently told someone in your life a funny story?
 2. Do you remember what it was about, or did you tell it and then forget about it?
 3. Have you recently told someone in your life a more serious story about something important?
 4. Has a parent or a teacher recently shared an anecdote with you? What was it about? Why did they share it?
 5. What sorts of topics in *Number the Stars* could be talked about using anecdotes? (*an admired leader, changes at home or in the community, going without, bullying, being different, respecting different cultural backgrounds*)
 6. Can you share an anecdote with your partner about a challenge at school?
- Have students return to their individual seats.

Support

Choose another quick anecdote to share with students. It could be about adopting a pet or overcoming a fear.

Challenge

Have students recall or make up an anecdote to express why it's important to be kind.

**EMERGENT
BILINGUAL
STUDENTS**



writing
Anecdotes

Beginning

Have students work with a partner to recall funny or meaningful stories shared by other.

Intermediate

Have students work with a partner to recall a message or an important point that someone made by telling a quick story.

Advanced/Advanced High

Have students look up an anecdote about interactions and share it with the class.

**ELPS 3.D; ELPS 3.E;
ELPS 3.H**

EXIT TICKET (10 MIN.)

- Ask students to identify other examples of anecdotes in the novel *Number the Stars*. (Annemarie has a number of memories: Peter Neilsen delivering the *De Frie Danske* newspaper and her parents reading, discussing, and burning it in Chapter 1; overhearing her parents discuss the Resistance and it being explained to her in Chapter 1; King Christian riding his horse and waving to Annemarie and Lise; Papa's story of overhearing a young boy say that all of Denmark is King Christian's bodyguard.)
- Distribute previously prepared Exit Tickets and allow students ten minutes to complete them before collecting for review.
- Students are expected to write legibly in cursive to complete assignments.



Exit Ticket

Annemarie's father uses an anecdote to explain how all of Denmark will be King Christian's bodyguard; how does Annemarie change this anecdote, and what does she mean by this change?



TEKS 4.2.C; TEKS 4.10.G

End Lesson

4

Chapters 5 and 6: A Long Night

PRIMARY FOCUS OF LESSON

Reading

Students will make and correct or confirm predictions about the story of

🗺️ *Number the Stars*. **TEKS 4.6.C**

Writing

Students will begin to infer and explore the main themes of *Number the Stars*

🗺️ using evidence from the text. **TEKS 4.2.C; TEKS 4.7.C; TEKS 4.8.A**

FORMATIVE ASSESSMENT

Activity Page 4.1 Making Predictions Use the text features and characteristics of historical fiction to make predictions about the novel. **TEKS 4.8.A**

Exit Ticket Use evidence from the text to explain one of the emerging themes in the story. **TEKS 4.8.A**

🗺️ **TEKS 4.6.C** Make, correct, or confirm predictions using text features, characteristics of genre, and structures; **TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.7.C** Use text evidence to support an appropriate response; **TEKS 4.8.A** Infer basic themes supported by text evidence.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (60 min.)			
Recap	Small Group	5 min.	<input type="checkbox"/> <i>Number the Stars</i> by Lois Lowry <input type="checkbox"/> Activity Pages 2.2, 2.3, and 4.1 <input type="checkbox"/> Digital Components 2.2 and 3.1 <input type="checkbox"/> journals
Predictions	Independent/ Partner	10 min.	
Read Chapters 5 and 6	Whole Group	40 min.	
Confirm or Correct Prediction Discussion	Whole Group	5 min.	
Writing (30 min.)			
Theme	Small Group	15 min.	<input type="checkbox"/> <i>Number the Stars</i> by Lois Lowry <input type="checkbox"/> Digital Component 4.1 <input type="checkbox"/> chart paper, as needed <input type="checkbox"/> markers, as needed <input type="checkbox"/> Activity Page 4.2 <input type="checkbox"/> Exit Ticket
Discussion	Whole Group	5 min.	
Exit Ticket	Independent	10 min.	

ADVANCE PREPARATION

Reading

- Make sure students have their copies of the novel and their unit folders with their character development notes and other previously completed activity pages.
- Prepare to divide the class into small groups of three to five students to briefly recap important characters and events in the story so far. Use this time to meet with students about Activity Pages 2.2 and 2.3, either individually or in small groups, to help clarify students' understanding of character interactions, problems, and conflicts.
- Write the following question for close reading on the board or chart paper: "What clues does the author give me to make predictions about the story?" Prepare for students to work with a partner for making predictions. Partners may be assigned, or students may pair with a classmate for the activity.

Writing

- Identify Digital Component 4.1 and prepare to display it.
- Identify Activity Page 4.1.
- Prepare for students to work on Activity Page 4.1 in small groups. Preassign students to small groups and prepare an open discussion and writing space for each group.
- Prepare to project or draw Activity Page 4.1 on chart paper for students to refer back to throughout the lesson to model how to determine themes from the text.
- Prepare to distribute the Exit Ticket for each student to complete at the end of the lesson segment.

Universal Access

Reading

- Prepare sentence starter frames for making predictions. For example, "I'm guessing . . ." "Maybe this means . . ." "I predict . . . because . . ."
- Prepare a sample survey with yes/no questions based on making predictions.
- Provide sentence starter frames for recording whether their predictions were correct or incorrect. For example, "My prediction was correct because . . ." or "My prediction that . . . was incorrect because . . ."
- Display or project Digital Component 2.2 somewhere in the classroom for students to easily reference as they take notes.

Writing

- Display or project Digital Component 4.1 somewhere in the classroom for students to refer back to throughout the unit.
- Project or draw Activity Page 4.1 on chart paper for students to refer back to throughout the lesson to model how to determine themes from the text.
- Have chart paper and markers available for students to use during brainstorming activities.

CORE VOCABULARY

- Preview the vocabulary words before reading the text. As an option, in addition to the preview, add vocabulary to a bulletin board so that students can review as needed throughout the unit.

distorted, adj. stretched or changed from the normal state

fascination, n. intense fixation or interest

imperious, adj. overly confident or regal

intoned, v. spoke in a sing-song manner

murmur, v. to complain softly and quietly

rationed, v. conserved or restrained

seldom, adv. not often

suspicious, adj. arousing distrust

tentatively, adv. with pause and doubt

LITERARY VOCABULARY

foreshadowing, n. a literary device in which the author hints at a problem or event that will happen later in the story

Vocabulary Chart for Chapters 5 and 6			
Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		distorted fascination foreshadowing intoned murmur tentatively seldom	
Multiple Meaning		imperious rationed suspicious	
Spanish Cognates		distorsionar ración sospechoso	
Sayings and Phrases			

Lesson 4: Chapters 5 and 6: A Long Night

Reading



Primary Focus: Students will make and correct or confirm predictions about the story of *Number the Stars*. **TEKS 4.6.C**

RECAP (5 MIN.)

- Have students take out their copies of *Number the Stars* and their unit folders.
- Hand Activity Pages 2.2 and 2.3 back to students.
- Have students break into the predetermined small groups.
- Ask students to refer to their notes to recap, or summarize, what has happened in the novel so far in their small groups. Ask students to talk with their group about the characters that have been introduced and any important events.
- Use this time to meet with students about Activity Pages 2.2 and 2.3, either individually or in small groups, to help clarify students' understanding of character interactions, problems, and conflicts.
- Have students return to their individual seats.

PREDICTIONS (10 MIN.)

- Explain to students that, when they read a novel, they often make predictions in their minds of what they think is going to happen to the characters during the course of events. Just like in life, when there is a problem, they often think about whether it will be solved and how. When there is conflict in the novel, they often make predictions about which character they think will win or come out on top.
- Explain to students that, without really thinking about it, they use details in the text to make predictions. Explain that they always use what they already know to make predictions.
- Tell students to look at the conflicts from the novel recorded on their note pages and ask for volunteers to share one with the group.

**Activity Pages
2.2 and 2.3****Support**

Review characteristics of the fiction genre with students. Remind students that almost all stories follow a predictable pattern. Show students the Plot Anchor Chart in Digital Component 3.1 and explain that almost all stories have a conflict that gets worse and worse and then gets resolved at the climax of the story.

TEKS 4.6.C Make, correct, or confirm predictions using text features, characteristics of genre, and structures.

Challenge

Predicting naturally leads to an understanding of cause and effect. Ask students to describe their predictions using cause and effect. For example, Annemarie is happy to see Peter, so she runs into his arms.

Activity Page 4.1



- Ask students to think about the story and the character interactions that are involved in each of the conflicts. Ask for volunteers to explain some of these character interactions.
- Have students take out their Activity Page 4.1. Direct them to use the left column to record predictions about the novel based on characteristics of historical fiction. Remind students that this genre uses historic events or people to tell a fictional story that is believable. Instruct students to make predictions about the novel using what they learned about World War II in Lesson 1.
- Direct students to review the table of contents. Ask students to use the structure of the novel to make predictions and record them in the left column.
- Tell students that during or after reading, they will confirm or correct their predictions in the right column.
- Ask students to work independently and write down how they predict things will turn out for Ellen's parents, Peter, Ellen, and the Johansens on the front half of Activity Page 4.1 pages. Tell students they have five or six minutes to complete this task.
- When students have finished, have them get together with their assigned partners to share and discuss their predictions. Ask students to explain each of their predictions to their partner and why they think that is what will happen, using details from the text.
- Tell students that, if they want to, they may change the predictions recorded in Activity Page 4.1 based on their notes and conversations.
- After students have discussed their predictions, ask them to return to their individual seats.
- Explain to students that they will keep Activity Page 4.1 out to refer to their predictions in future lessons and will record whether their predictions were correct as events unfold in the novel.

READ CHAPTERS 5 AND 6 (40 MIN.)

- Tell students that in this lesson, they will read Chapters 5 and 6 of the novel.
- Ask students to take out their copies of *Number the Stars*.
- Tell students to follow along as you read Chapter 5.
- Pause after reading Chapter 5, paragraph 8, which ends with "picked up her hairbrush." Tell students that the question of whether German soldiers will come has been asked several times by now. Ask students, "Why do you think the author repeats that question?" Allow students to share their ideas.

- Tell students that it would seem the author is trying to get the reader to ask the same question by bringing it up several times. Ask students why the author might want the reader to wonder about this question. (*To show that Ellen is worried about it; to give the reader a hint about what might happen; to build tension.*)
- Tell students that authors often give hints to the reader in their writing of things to come. It is called foreshadowing. Authors do this to make the storyline believable, as the author has planted the seed for the reader to expect what will happen. They also like to use foreshadowing to engage the reader and build tension. Explain that foreshadowing is a literary device that hints at future events in the plot to build tension.
- Tell students, “Now that we see the author hinting about whether the German soldiers will come, record your prediction in Activity Page 4.1.” Give students several minutes to record their predictions.
- Continue to read Chapter 5. Pause after reading Chapter 5, paragraph 23, which ends with “pounding on the apartment door.” Ask students who they predict is pounding on the door when it is still dark out. Allow students to share their predictions. Prompt them to explain their reasoning.
- Continue to read Chapter 5. Stop after reading Chapter 5, paragraph 34, which ends with “‘good friends the Johansens.’” Prompt students to reflect on their predictions. Ask them if their prediction was correct. Direct them to write in a complete sentence on the other side of Activity Page 4.1 whether their prediction was correct or incorrect.
- Once students have finished confirming or correcting their predictions on Activity Page 4.1, ask students what they predict will happen now that the soldiers are in the Johansens’ apartment. Allow a few students to share their predictions. Direct students to record their predictions on Activity Page 4.1.
- Once the students have finished recording their predictions, resume reading Chapter 5.
- Stop after reading Chapter 5, paragraph 55, which ends with “From the Rosens?”. Ask students what they predict will happen. Will it be discovered that the Johansens are hiding Ellen? Direct students to record their predictions on Activity Page 4.1.
- Once the students have finished, continue to read Chapter 5.
- After finishing Chapter 5, ask the following questions:
 1. **Evaluative.** Why does Annemarie yank Ellen’s necklace off? Do you think her behavior is excusable, considering that she broke Ellen’s necklace? (*Annemarie yanks Ellen’s necklace off because the Star of David is a Jewish*

Support

Provide sentence starter frames for making predictions. For example, “I’m guessing . . .” “Maybe this means . . .” “I predict . . . because . . .”

Support

Provide sentence starter frames for recording whether their prediction was correct or incorrect. For example, “My prediction that . . . was correct because . . .” or “My prediction that . . . was incorrect because . . .”



Reading Making Predictions

Beginning

Have students work in small groups to share their responses to a survey with yes/no questions based on making predictions.

Intermediate

Have students use a yes/no survey with follow-up questions to ask each other what they think will happen in the novel.

Advanced/Advanced High

Have students use their predictions from Activity Page 4.1 and the text to create a survey to find out what other students in the class predict will happen in the novel.

ELPS 1.E; ELPS 3.D

ELPS 3.E

Support

Explain to students that Jewish people observe the religious holidays Rosh Hashanah and Yom Kippur in the fall. Rosh Hashanah marks the beginning of the New Year in the traditional Jewish calendar.

symbol. If the soldiers saw Ellen wearing it, they would know that she was Jewish and take her. Breaking the necklace is excusable because it kept Ellen safe.)

2. **Inferential.** Why did Papa tear the photographs of his daughters out of their family photo album? (*Lise had dark hair when she was born, making the photograph plausible as a baby picture of Ellen. The pictures were torn out of the album so the soldiers wouldn't see the dates written in the album below the photos of when the pictures were taken. The date written below Lise's picture is too long ago to be believable as a photograph of Ellen.*)

- Prompt the students to reflect on what has happened in Chapter 5. Direct the students to predict what the Johansens will do next and record their predictions on Activity Page 4.1.
- Once students have finished writing, begin to read Chapter 6.
- Pause after reading Chapter 6, paragraph 31, which ends with "It was Ellen." Ask students to briefly summarize what has happened so far in the chapter. (*Ellen, Annemarie, and Kirsti are not going to school. Instead, Mama is taking the girls to visit Uncle Henrik. He is a fisherman and lives where you can see across the lake to Sweden. Papa is staying behind because it is safer for the family if he continues his normal routine. Papa called Uncle Henrik and told him that Mama and the children are coming to visit and are bringing one carton of cigarettes.*)
- Tell students to make and record a prediction for what will happen next. For example, will Mama and the girls make it safely to Uncle Henrik's?
- Once the students have finished recording their predictions, continue to read Chapter 6.
- Pause after reading Chapter 6, paragraph 50, which ends with "along the coast." Ask students why the soldier asked Mama if they were going to visit her brother for the New Year. (*The soldier asked Mama to discover if they were Jewish because the Jews celebrate the New Year in October.*)
- Read the rest of Chapter 6, then ask the following questions:
 1. **Inferential.** Why can't Annemarie's father go with them to Henrik's? (*It would be suspicious for all of the family to break their normal routines. Annemarie's father must continue to go to work and live at home so the Germans do not get suspicious.*)
 2. **Inferential.** Why do Papa and Uncle Henrik talk on the phone about it being a good day for fishing when Annemarie knows this is not true? (*Papa and Uncle Henrik are speaking in code. They are using the word fishing as*

a code for hiding Jews in fishing boats. They are smuggling Jews out of the country and don't want the Germans to know.)

- Prompt the students to go back to their prediction of what would happen next and record whether it was correct or not.
- Direct students to add any new information they think is important to their character and setting note pages.

CONFIRM OR CORRECT PREDICTION DISCUSSION (5 MIN.)

- Tell students that today they practiced recording their predictions, and they either confirmed or corrected their predictions. Ask students why this is important. (*It is part of being a good reader. It helps to monitor comprehension and analyze the story events.*)
- Ask students to share good prediction strategies. Allow several students to share and explain their reasoning. (*Look for clues and foreshadowing; analyze chapter titles; make note of anecdotes; consider the possibilities*)



Check for Understanding

What are good prediction strategies?

Lesson 4: Chapters 5 and 6: A Long Night's Writing



Primary Focus: Students will begin to infer and explore the main themes of *Number the Stars* using evidence from the text

 **TEKS 4.2.C; TEKS 4.7.C; TEKS 4.8.A**

THEME (15 MIN.)

- Tell students that, in this lesson, they will think about the emerging themes in the story. Explain that a theme is a message or a universal idea. Tell them that a story can have more than one theme and that themes usually emerge and become more pronounced as the story unfolds. Tell students that today they will explore the emerging themes of *Number the Stars*.

 **TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.7.C** Use text evidence to support an appropriate response; **TEKS 4.8.A** Infer basic themes supported by text evidence.

Support

Create a class list of basic ideas for themes on an anchor chart for display.

- Display Digital Component 4.1 for students. Project or display this chart somewhere in the classroom throughout the lesson for students to reference.
- Ask for a volunteer to read aloud the information in the first section of the Theme Anchor chart to the rest of the class.
- Ask for a volunteer to read aloud the information in the second section of the Theme Anchor chart to the rest of the class. Have students think of topics that come up repeatedly in some of the stories they have read.
- Explain to students that examples of common general themes in works of literature are survival, coming of age, and good versus evil. The more specific message about each of these general themes would vary, depending on the story. Ask students to think about and share other possible examples of general themes. (love, courage, perseverance, heroism, etc.)
- Ask for one or two volunteers to share the title and theme of one of their favorite stories or movies.
- Tell students that they will use their character notes to help them make inferences and draw conclusions about emerging themes in the story.
- Tell students to review Activity Pages 2.2 and 2.3 to identify recurring topics that possibly connect to broader themes. Explain to students that topics are issues or subject matter addressed in the story. Explain that recurring topics are often connected to a theme in the story. A topic will most likely be openly talked about in the text while a theme requires students to make inferences about the messages the author is trying to send.



Check for Understanding

Ask students to explain the difference between a topic and a theme.

- Ask for volunteers to share examples of clues for possible topics from their Activity Pages 2.2 and 2.3 and explain why they chose to record those specific details from the text.
- Explain to students that now that they have discovered some topics from the text, they can use these topics to explore the emerging themes in the novel.
- Direct students' attention to Digital Component 4.1 and Activity Pages 2.2 and 2.3.
- Explain that students will use topics that they have identified during the reading to identify themes in the novel.

- Tell students to look at the Theme Anchor chart and explain that a theme is the message or lesson from the story that a person can apply to their own life.
- Ask students to follow along as you read the rest of the bullet points on the Theme Anchor chart again. Emphasize to students that a novel can have more than one theme, or overarching message, and that the more specific topics connect to the themes.
- Have students take out Activity Page 4.2. Have a volunteer read the headings on the chart. Explain that topics are the subject matter addressed in the story. Tell students that topics can typically be stated in a few words, and they help describe what the story is mostly about. The theme of a story will be the message or the lesson the author wants the reader to understand about the topics.
- Have students break out into their small groups and bring the novel and their Activity Pages 2.2 and 2.3. Tell students to use their notes and work together to decide on at least three topics, write questions about those topics, and then determine possible emerging themes.
- To help students build this list of topics, have them start discussions in their groups about the main characters, what each main character is going through, and how the main characters respond to problems and conflicts. Make sure the students understand that these words and phrases are not themes because there is no message or lesson yet.
- Work with students to create two or three topics and record them on the class copy of Activity Page 4.2. Have students record these topics on their activity pages as well. Some ideas could be being brave, protecting others, innocence, and family.
- Then have students pick a topic and turn it into a question. For example, if one of the topics written down was being brave, ask, “What is this story trying to teach you about being brave?” Have students discuss these questions in their small groups.
- Remind students that by thinking about the message or lesson the story is teaching them about each of these topics, they’re finding the themes of the story.
- Facilitate, monitor, and assist students as needed while they’re completing Activity Page 4.2.
- Direct students to place their activity page in their unit folders at the end of the lesson.
- Have students return to their individual seats.

Activity Page 4.2



Challenge

Provide several reasons to your group that justify how the theme “*persevere* when things get hard” applies to you. Define *persevere* as continuing to try in the face of difficulty.

Support

Use sentence starters to help students fill out Activity Page 4.2.

Writing
Exploring Theme**Beginning**

Have students work in small groups to research and create a colorful, creative chart that illustrates themes often found in literature (e.g., love, courage, survival, good versus evil, knowledge is power).

Intermediate

Have students work with a partner to use their character notes and the novel to brainstorm and write down topics in the text.

Advanced/Advanced High

Have students work with a partner to exchange ideas from their character notes and write a short paragraph about the topics that are recurring within the text.

ELPS 1.C; ELPS 5.G**DISCUSSION (5 MIN.)**

- Ask students why identifying themes is important. Call on several students to share.
- Ask students how they can identify the themes of a story. Allow students to share their answers.
- Tell students that when identifying themes, it is more convincing and effective to support their claim using text evidence. Remind students that they can use their notes to identify text evidence or refer back to the novel.

EXIT TICKET (10 MIN.)

- Distribute previously prepared Exit Tickets and allow students ten minutes to complete them before collecting for review.
- Students are expected to write legibly in cursive to complete assignments.

**Exit Ticket**

Use evidence from the text to explain one of the emerging themes in the story. **TEKS 4.2.C; TEKS 4.8.A**

End Lesson

5

Chapters 7 and 8: By the Sea

PRIMARY FOCUS OF LESSON

Reading

Students will identify elements of a plot and analyze the rising action in *Number the Stars*.

 **TEKS 4.8.C**

Writing

Students will explain the influence of the setting, including historical and cultural settings, on the plot of *Number the Stars*.

 **TEKS 4.2.C; TEKS 4.7.B; TEKS 4.8.D**


FORMATIVE ASSESSMENT

Activity Page 5.1 Tension in the Rising Action Analyze how events during the rising action of *Number the Stars* cause tension to build.

 **TEKS 4.8.C**

Exit Ticket Write a paragraph that explains the way the setting influences the rising action of *Number the Stars*.

 **TEKS 4.2.C; TEKS 4.7.B; TEKS 4.8.D**

 **TEKS 4.8.C** Analyze plot elements, including the rising action, climax, falling action, and resolution; **TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.7.B** Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; **TEKS 4.8.D** Explain the influence of the setting, including historical and cultural settings, on the plot.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (60 min.)			
Recap	Small Group	5 min.	<input type="checkbox"/> Lesson 4 Exit Tickets <input type="checkbox"/> <i>Number the Stars</i> by Lois Lowry <input type="checkbox"/> Activity Pages 2.2, 2.3, 3.1, and 5.1 <input type="checkbox"/> Digital Components 2.2 and 3.1 <input type="checkbox"/> long, blank timeline <input type="checkbox"/> index cards or sticky notes in different colors <input type="checkbox"/> markers of different colors
Plot Elements	Whole Group	10 min.	
Chapters 7 and 8	Partner	30 min.	
Analyze Rising Action	Independent	10 min.	
Project Preparations	Independent	5 min.	
Writing (30 min.)			
Why Is the Setting Important?	Whole Group	15 min.	<input type="checkbox"/> <i>Number the Stars</i> by Lois Lowry <input type="checkbox"/> Digital Component 2.1 <input type="checkbox"/> Exit Ticket
Partner Practice	Partner	5 min.	
Exit Ticket	Independent	10 min.	

ADVANCE PREPARATION

Reading

- Make sure students have their copies of the novel and their unit folders with their character development notes and other previously completed activity pages. They will add to Activity Pages 2.2 and 2.3 as they read the novel and use them for various assignments, including their final project.
- Prepare to divide the class into small groups of three to five students to briefly recap important characters and events in the story so far. Use this time to meet with students about their Lesson 4 Exit Tickets, either individually or in small groups, to help clarify students' understanding of themes.
- Identify Digital Component 3.1 and prepare to display it.
- Identify and prepare Activity Pages 3.1 and 5.1.
- Prepare a long, blank timeline on the board or chart paper to model sequencing events for students.
- Prepare index cards or sticky notes of different colors for the story events from Chapters 1–4 of the novel.
- Prepare to review and discuss the core vocabulary words before students begin partner reading and reading independently.
- Prepare to have students read independently and with assigned partners for the reading segment.

Writing

- Prepare to display Digital Component 2.1.
- Prepare for students to work with a partner during the writing segment.
- Prepare to distribute the Exit Ticket to each student to complete at the end of the writing segment.

Universal Access

Reading

- Display Digital Component 3.1 somewhere in the classroom for students to easily reference.
- Prepare index cards or sticky notes for the story events from Chapters 1–4 of the novel.

Writing

- Prepare a word bank for students to use when discussing the way the setting influences the rising action, including words such as *circumstances*, *context*, *culture*, *location*, *country*, and *time period*.

CORE VOCABULARY

- Preview the vocabulary words before reading the text. As an option, in addition to the preview, add vocabulary to a bulletin board so that students can review as needed throughout the unit.

appliquéd, adj. description of something like a decorative attachment

dismay, n. concern about something unexpected

gnarled, adj. imperfect, twisted, and knobby

hazy, adj. out of focus due to particles in the air

harbor, n. a place on the coast where boats are kept when not in use

scold, v. to reprimand

specter, n. a vision that suggests something bad that might happen

LITERARY VOCABULARY

plot, n. the series of events in a story

rising action, n. the events that occur because of the conflict

setting, n. where and when the story takes place

Vocabulary Chart for Chapters 7 and 8			
Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	appliquéd harbor	dismay gnarled hazy rising action scold specter	
Multiple Meaning		plot setting	
Spanish Cognates		espectro	
Sayings and Phrases	freedom fighter		

Lesson 5: Chapters 7 and 8: By the Sea

Reading



Primary Focus: Students will identify elements of a plot and analyze the rising action in *Number the Stars*. **TEKS 4.8.C**

RECAP (5 MIN.)

- Have students take out their copies of *Number the Stars* and their unit folders.
- Have students break into the small groups already prepared.
- Ask students to refer to their notes in their unit folders to recap, or summarize, what has happened in the novel so far in their small groups. Ask students to talk with their groups about the important events in the chapters they read in the previous lessons and to share recently added notes to their Activity Pages 2.2 and 2.3.
- Use this time to meet with students about their Lesson 4 Exit Tickets, either individually or in small groups, to ensure students' understanding of themes.
- Have students return to their individual seats after the recap.

PLOT ELEMENTS (10 MIN.)

- Display Digital Component 3.1.
- Have students take out Activity Page 3.1.
- Explain to students that most stories written in English follow a similar pattern of composition. Refer to Digital Component 3.1 while explaining how a story begins with an introduction; then describes the rising action, which is driven by some sort of conflict; then reaches a turning point, called the climax; then describes what happens after the turning point in the falling action; and then finally reaches the resolution.
- Ask for volunteers to read aloud the descriptions of each plot element to the rest of the group. Ask students whether they have any questions about any of these elements.

**Activity Pages
2.2 and 2.3****Support**

Write the problems from the story under the "Conflict" bubble on the class Plot Anchor Chart.

TEKS 4.8.C Analyze plot elements, including the rising action, climax, falling action, and resolution.

Challenge

Challenge students to choose a story they have read recently and analyze it using the Plot Anchor Chart.

- Point to the “Conflict” bubble on the chart and explain that, at this point in the story, various problems are part of the conflict that is complicating the plot: Annemarie’s inner conflict, fear for the Rosens’ safety and well-being, and the Germans tormenting the Jews.
- Explain to students that the events in the story will eventually reach a turning point, called the climax, which is the highest point of emotion or tension in the story.
- Explain to students that each story has its own plot curve and that the action doesn’t rise the same way in every story.
- Tell students that when they analyze a character in a story, it’s important to think about the sequence of events that occurred and how those events impacted the character.
- Display Digital Component 3.1 somewhere in the classroom for students to easily reference.

CHAPTERS 7 AND 8 (30 MIN.)

- Tell students that today they will read Chapters 7 and 8 of the novel *Number the Stars*. Make sure each student has a copy of the novel.
- Ask students to take out their Activity Pages 2.2 and 2.3.
- Display Digital Component 2.2. Remind students to reference this chart while they take notes about the characters and setting.
- Point to the prompt for close reading that is on the board: “How do the events cause tension to build during the rising action of the novel *Number the Stars*?”
- Tell students to think about this prompt as they read Chapters 7 and 8. Tell them that they will discuss it after they have read the chapters for this lesson.
- Tell students that, for this lesson, they will read the novel with an assigned partner and independently. Tell them that they will begin reading with their assigned partners.
- Have students get together with their assigned reading partners.
- Tell students they have about eight minutes to read Chapter 7 of the novel with their partners. Tell them they may alternate reading paragraphs or pages.

- Remind students to take notes and ask questions about the characters and setting for their project on their Activity Pages 2.2 and 2.3.
- When students have finished reading Chapter 7, prompt student responses with the following questions:
 1. **Literal.** Why has Ellen never been to the sea? (*Her mother is afraid of it. She says it is too big and too cold.*)
 2. **Evaluative.** Mama tells the girls not to speak to anyone because it is dangerous. Why is it dangerous to try to explain Ellen to people they know? (*With soldiers everywhere, they could overhear the mention of a guest or friend and become suspicious.*)
- Tell students to continue to read with their partners until the end of Chapter 8, taking turns reading paragraphs or pages.
- When students have finished reading Chapter 8, prompt student responses with the following questions:
 1. **Inferential.** Why does Uncle Henrik say that it is a good night for fishing when he fishes every day? (*It is code for something else.*)
 2. **Literal.** Why is Annemarie confused to hear that they will have a funeral for her Great-Aunt Birte? (*There has never been mention of such a person, and Annemarie doesn't believe she exists.*)
- Have students return to their individual seats.

ANALYZE RISING ACTION (10 MIN.)

- Refer students to the prompt for close reading that you have written on the board or chart. Read the prompt aloud again for students: “How do the events cause tension to build during the rising action of the novel *Number the Stars*?” and tell them that they are going to answer it together.
- Tell students that Digital Component 3.1, the Plot Anchor Chart, helps portray the tension level as the story progresses, but another way to think about the story events is on a timeline. Show students the long, blank timeline on the board or chart paper.
- Ask students what the introduction to the story was. (*The incident with the soldiers on the street corner.*)
- Place that index card or sticky note on the blank timeline.



**EMERGENT
BILINGUAL
STUDENTS**

Writing Summarizing

Beginning

Have students draw a picture that represents what is happening for each of the story events and then describe it to a partner.

Intermediate

Have students complete the following sentence frame in at least two ways to explain what is happening in the story: “___ wants . . . , but . . . So now . . .”

Advanced/Advanced High

Have students describe the sequence of events from the point of view of a single character.

**ELPS 1.C; ELPS 1.E;
ELPS 5.G**



Check for Understanding

Ask students to use one or two examples from the text to explain the purpose of the introduction of a story. (*Introducing the character, setting, and describing details about their lives and families.*)

Activity Page 5.1



Support

Show students how to use sticky notes or highlighters to mark important parts of the text that cause the tension to build. Have students explain how these events cause tension to build.

Challenge

Debate: Which events in the rising action do you think were the most important? Why did the author include the other events that might not have been as important?

- Point along the plot curve on the chart and ask students to think about which part of *Number the Stars* they recently read. (*rising action*)
- Have students take out Activity Page 5.1. Tell students that they will use Activity Page 5.1 to analyze how the tension builds during the rising action.
- Ask students what the rising action has been. Remind them that there is a series of causes and effects that build tension through the rising action part of the story. Explain that the rising action can be more than one event.
- Give students about five minutes to reread the text and write the events that cause tension to build during the rising action on Activity Page 5.1.
- Use a different color sticky note and/or marker to represent the rising action events.
 - (*The Hirsch family disappears.*)
 - (*The Germans get the list of Jews from the synagogue.*)
 - (*Ellen comes to stay with the Johansens.*)
 - (*Soldiers search the Johansen apartment.*)
 - (*Mama, Annemarie, Ellen, and Kirsti go to visit Uncle Henrik.*)
- Have students record any events they missed on Activity Page 5.1.
- Tell the students that while there weren't any events that happened in Chapters 7 and 8 to add to the timeline, the author built more tension by introducing more conflict. Ask the students what conflict was introduced. (*Annemarie is confused because Mama and Uncle Henrik say that the night is good for fishing and that there will be a funeral for Great-Aunt Birte.*)

PROJECT PREPARATIONS (5 MIN.)

- Tell students that recalling the sequence of events will be helpful as they work on their *Number the Stars* Character Analysis Project.

- Remind students that, for their final project, they will choose two or three characters from the story to analyze in detail and then will create a presentation that represents and explains their analysis.
- Tell students that it's time to decide which characters they're going to analyze for their project. Display or read the following list of *Number the Stars* characters they could analyze:
 - Annemarie
 - Ellen
 - Mama
 - Papa
 - Peter
 - Kirsti
- Ask students which characters are the main characters in the story and how they know that. (*The main characters are Annemarie and Ellen because the author focuses on them in each chapter, and the story couldn't take place if they weren't part of it.*)
- Explain to students that they may choose to study Mama, Papa, Peter, or Kirsti for one of their characters because they are well-developed, key supporting characters.
- Explain that the family members described can be included in the analysis because they connect to the main and key supporting characters in the story.
- Ask students to think about which characters they will analyze before the next lesson.
- Prompt the students to record any new information learned about the characters from today's reading on their character development notes page.
- Address students' questions and confirm for them that they will be talking about the elements of a plot in more detail in future lessons.
- Direct students to place their activity pages in their folders at the end of the lesson.

Lesson 5: Chapters 7 and 8: By the Sea

Writing

30M

Primary Focus: Students will explain the influence of the setting, including historical and cultural settings, on the plot of *Number the Stars*.



TEKS 4.2.C; TEKS 4.7.B; TEKS 4.8.D

Support

Provide a word bank for students to use when discussing the way the setting influences the rising action, including words such as *circumstances*, *context*, *culture*, *location*, *country*, and *time period*.

Challenge

Have students write their predictions for the significance of the location of Uncle Henrik's house in cursive.

WHY IS THE SETTING IMPORTANT? (15 MIN.)

- Tell students that the setting plays a very important role in a story. It provides the context and circumstances that lead to the characters' actions and development of the plot. For example, if a character is thirsty, the problem can be insignificant if they are sitting in their kitchen with easy access to running water. However, if the character is thirsty, and the setting is the middle of the Sahara Desert, the problem just became life-threatening.
- Tell students to now visualize a knight from King Arthur's court riding on his horse. It is natural to place the knight in the setting of a castle or forest. He is from that time period, after all, and the setting is appropriate. However, imagine the knight riding his horse down the school's hallway. Suddenly, the event seems strange because it is not in its historical and cultural time period.
- Explain to students that the setting of a story is the full scene in which the story takes place. The setting is the *where* and the *when* of the story. A setting can be simple (like in the classic story "The Three Little Pigs") or it can be complex (like in *Number the Stars*.)
- Direct students to get their setting notes out and to check them for not only the where, but the when. Ask volunteers to share from their notes.
 - (*The where of the setting is in Copenhagen, Denmark, and now also in Gilleleje, Denmark, at Uncle Henrik's farm.*)
 - (*The when of the setting is during World War II, when Germany was trying to expand, and the Nazi regime began to persecute the Jews.*)
- Show the students Digital Component 2.1 and point out Germany and Denmark.
- Tell students that Annemarie has mentioned how close Sweden is several times in the story. Show students where the sea and Sweden are on the map. Ask students if they think Sweden's proximity is significant. Allow students to share their thoughts.



TEKS 4.2.C Write legibly in cursive to complete assignments; **TEKS 4.7.B** Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; **TEKS 4.8.D** Explain the influence of the setting, including historical and cultural settings, on the plot.

Note: Access to the coast and a nearby safe haven (Sweden) were unique features of Denmark’s geography. This provided opportunities for rescue missions that were not available in many other places, which were often landlocked or far from safety. This setting was one of the keys to the successful rescue of Jews from Denmark.

- Ask students if the time period is significant to the story of *Number the Stars*. (Yes. The story depends on the historical context of World War II.)
- Ask students if today’s technology would also be a factor that would affect the rising action of the plot if the story were to take place today. (Yes. Access to information, records, photographs, etc., would change the circumstances of the story’s events.)
- Prompt students to compare the actions of the characters in the novel to the actions of a person they know in real life. How are the actions of the characters in the book similar or different from the people in their life? Do people look out for and protect their neighbors? Allow several students to share their opinions.

PARTNER PRACTICE (5 MIN.)

- Remind students that the setting is especially important to the plot in historical fiction, such as *Number the Stars*. Tell them that the setting helps to build tension during the rising action.
- Tell students that they will have five minutes to discuss the Exit Ticket prompt with a partner.

EXIT TICKET (10 MIN.)

- Have students return to their individual seats.
- Distribute previously prepared Exit Tickets and allow students ten minutes to complete them.
- Students are expected to write legibly in cursive to complete assignments.



Exit Ticket

Write a paragraph that explains the way the setting influences the rising action of *Number the Stars*.



TEKS 4.2.C; TEKS 4.7.B; TEKS 4.8.D

End Lesson



**EMERGENT
BILINGUAL
STUDENTS**

Writing Analyze

Beginning

Have students work in small groups to identify the events that most require the story’s setting.

Intermediate

Have students discuss with a partner why the setting is important to the plot.

Advanced/Advanced High

Have students work with a partner to discuss what changes to the setting would change the rising action completely.

**ELPS 1.H; ELPS 4.G;
ELPS 4.J**

6

Chapters 9 and 10: To Be Brave

PRIMARY FOCUS OF LESSON

Reading

Students will use evidence from the text to explore the author's purpose and message within *Number the Stars*.

 **TEKS 4.2.C; TEKS 4.10.A**

Writing

Students will analyze how the different experiences of the characters in *Number the Stars* influence their perspective.

 **TEKS 4.8.B**

FORMATIVE ASSESSMENT

Exit Ticket

Use evidence from the text to write a paragraph about the author's purpose and message within *Number the Stars*.

 **TEKS 4.2.C; TEKS 4.10.A**

 **TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.10.A** Explain the author's purpose and message within a text; **TEKS 4.8.B** Explain the interactions of the characters and the changes they undergo.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (60 min.)			
Recap	Small Groups	5 min.	<input type="checkbox"/> Lesson 5 Exit Tickets <input type="checkbox"/> <i>Number the Stars</i> by Lois Lowry <input type="checkbox"/> Activity Pages 2.2, 2.3, 4.2 <input type="checkbox"/> Digital Components 2.2, 4.1, and 6.1 <input type="checkbox"/> Exit Ticket
Read Chapters 9 and 10	Independent/ Partners	35 min.	
Discuss Author’s Purpose	Whole Group	10 min.	
Exit Ticket	Independent	10 min.	
Writing (30 min.)			
Character Analysis	Small Groups	20 min.	<input type="checkbox"/> Activity Pages 6.1 and 6.2 <input type="checkbox"/> <i>Number the Stars</i> by Lois Lowry <input type="checkbox"/> chart paper <input type="checkbox"/> colored markers <input type="checkbox"/> Digital Component 6.2
Short Constructed Response	Independent	10 min.	

ADVANCE PREPARATION

Reading

- Make sure students have their copies of the novel and their unit folders with their Character Development Notes and other previously completed activity pages.
- Prepare to divide the class into small groups of three to five students to briefly recap important events in the story. Use this time to meet with students about their Lesson 5 Exit Tickets, either individually or in small groups, to help clarify students' understanding of the way the setting influences the rising action in a story plot.
- Make sure that students are completing their Activity Pages 2.2 and 2.3 correctly and that their unit folders are organized. They will continue to keep notes as they read the novel and use them for various assignments, including their final project.
- Write the following prompt for close reading on the board or chart paper: "How and why does the author bring awareness to certain topics through her story? Some topics include being brave, protecting others, innocence, and family."
- Prepare to have students read with assigned partners and independently for part of the reading segment.
- Prepare to review and discuss the core vocabulary words before students begin partner reading and reading independently.
- Prepare to display Digital Component 6.1.
- Identify Activity Page 4.2 and prepare to review it during the discussion of Chapters 9 and 10.
- Prepare to distribute the Exit Ticket to each student to complete after discussing the author's purpose.

Writing

- Identify and prepare Activity Pages 6.1 and 6.2.
- Prepare for students to work on Activity Page 6.1 in small groups.
- Prepare to distribute chart paper and colored markers to small groups.
- Prepare to display Digital Component 6.2.

Universal Access

Reading

- Display or project a Character Analysis Anchor Chart (Digital Component 2.2) somewhere accessible in the classroom for students to easily reference.
- Display or project a Theme Anchor Chart (Digital Component 4.1) somewhere accessible in the classroom for students to easily reference.

Writing

- Display or project a blank Venn diagram for cooperative learning purposes. Students may use the blank diagram to help one another with character analysis.

CORE VOCABULARY

- Preview the vocabulary words before reading the text. As an option, in addition to the preview, add vocabulary to a bulletin board so that students can review as needed throughout the unit.

clasped, v. held inside hands or arms

condescending, adj. in a haughty manner

dozed, v. slept

extinguished, v. put out

hearse, n. vehicle for transporting a coffin

Vocabulary Chart for Chapters 9 and 10			
Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		condescending	
Multiple Meaning Vocabulary Words		clasped dozed extinguished hearse	
Spanish Cognates			
Sayings and Phrases	Ignorance is bliss.		

Lesson 6: Chapters 9 and 10: To Be Brave

Reading



Primary Focus: Students will use evidence from the text to explore the author's purpose and message within *Number the Stars*. **TEKS 4.2.C; TEKS 4.10.A**

RECAP (5 MIN.)

- Have students take out their copies of *Number the Stars* and their unit folders.
- Have students break into previously prepared small groups.
- Ask students to refer to their notes in their unit folders to recap, or summarize, what has happened in the novel so far in their small groups. Ask students to talk with their group about the important events in the chapters they read during the previous lesson.
- Use this time to meet with students about their Lesson 5 Exit Tickets, either individually or in small groups, to ensure students' understanding of the way the setting influences the rising action in a story plot.
- Have students return to their individual seats after the recap.

READ CHAPTERS 9 AND 10 (35 MIN.)

- Tell students that today they will read Chapters 9 and 10 of the novel *Number the Stars*. Make sure each student has a copy of the novel.
- Ask students to take out Activity Pages 2.2 and 2.3.
- Point to the prompt for close reading that is on the board, and say: "How and why does the author bring awareness to certain topics through her story? Some topics include being brave, protecting others, innocence, and family."
- Ask students to think about this close reading prompt as they read Chapters 9 and 10.
- Tell students that they will discuss the close reading prompt and will learn about the author's purpose for writing *Number the Stars* during this lesson.
- Have students read Chapters 9 and 10 independently.

Activity Pages
2.2 and 2.3



TEKS 4.2.C Write legibly in cursive to complete assignments; **TEKS 4.10.A** Explain the author's purpose and message within a text.

Support

Allow students reading below grade level to read quietly with an assigned partner.

Challenge

Discuss the common saying "Ignorance is bliss." Do they agree with the saying or disagree and why?

- Remind students to take notes and ask questions about the characters and the setting for their project on Activity Pages 2.2 and 2.3.
- When students have finished reading Chapters 9 and 10, prompt student response with the following questions:
 1. **Literal.** What does Uncle Henrik mean when he says it is easier to be brave when you don't know everything? (*He means that her lack of knowledge of the situation results in her ability to focus on the situation at hand without fearing the worst.*)
 2. **Inferential.** Why was it safer for Ellen to believe the Johansens lost their Great-aunt Birte? (*If soldiers were to observe or question Ellen, her responses wouldn't betray the truth of the situation.*)
 3. **Inferential.** What does it mean for Annemarie now that she knew that Mama was lying? (*Annemarie now carried the same responsibility as Mama by knowing the truth and lying about it.*)
 4. **Evaluative.** What is significant about the Psalm Peter read from the Bible at Great Aunt Birte's funeral? (*Peter acts quickly to deflect German soldiers from becoming suspicious of the large gathering of people at Uncle Henrik's house by reading a passage from the book of Psalms in the Bible. Reading a passage, also known as scripture, from the Bible during a funeral was common practice. The specific passage, Psalm 147:4, read by Peter, "He determines the number of the stars and calls them each by name," is significant because it gives the reader insight into the author's connection to the meaning behind the title of the book, Number the Stars. The author directly connects a biblical passage, regarding Jewish persecution centuries earlier with the persecution of the Jewish people by Nazi Germany during World War II. It also alludes to the Star of David discussed in an earlier lesson. The scripture was meant to serve as a reminder to the Jewish people that their God, creator of the universe and all that is in it (the stars), is also the creator of life, specifically knowing the name of every life. Even though Peter knew the funeral wasn't real, the potential danger of the German soldiers learning the truth was real. Peter's reading of the Bible brought comfort to those gathered in Uncle Henrik's home. It was a reminder that their God, creator of all the stars in the sky, was also the creator of their life.*)
- Pause to give students time to analyze the reference in the text more thoroughly. Encourage students to ask questions for clarification.

DISCUSS AUTHOR'S PURPOSE (10 MIN.)

- Display Digital Component 6.1.
- Ask for a volunteer to read aloud to the rest of the group the purpose descriptions in each of the three columns: Persuade, Inform, and Entertain (PIE).
- Tell students that understanding the author's purpose for writing a story or a text is as easy as PIE. Explain that an author may have more than one purpose in mind when they write a fictional story, though.
- Explain to students that an author's purpose for writing a novel of fiction for an audience is always to entertain readers with an engaging story. However, an author of fiction may also want to inform the reader about a particular topic.



Check for Understanding

Ask students to explain the difference between persuade and inform on the PIE chart. (*To inform is to give information and awareness about a topic whereas to persuade is to aim to convince someone of something one way or the other.*)

- Ask students to find Activity Page 4.2 in their unit folders. Have students review their notes about the topics and themes of the novel from Lesson 4.
- Ask students to name some of the recurring topics that the author has included so far. (*being brave, protecting others, innocence, and family*)
- Refer students to the prompt for close reading that you have written on the board or chart. Read the prompt aloud again for students, "How and why does the author bring awareness to certain topics through her story? Some topics include being brave, protecting others, innocence, and family."
- Tell students to think about how the details and events in Chapters 9 and 10 bring awareness to being brave. Ask students to think about how the text shows readers what it means to be brave.
- Explain to students that in order to determine the author's purpose for writing a text, we also need to think about who they wrote it for. Ask, "Who did Lois Lowry write this book for?" (*She wrote it for young readers in elementary and middle school.*)



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Reading Author's Purpose

Beginning

Have students work in small groups to create a large Author's Purpose: PIE chart using chart paper and color markers.

Intermediate

Have students work with a partner to make a list of types of texts that are written to inform readers (newspaper articles, text books, biographies, autobiographies, etc.).

Advanced/Advanced High

Have students write one paragraph with the purpose of persuading someone to read the novel *Number the Stars*.

ELPS 5.B; ELPS 5.F

Activity Pages 4.2



Support

Give students a clear example of fictional text that was written to both entertain and inform.

- Ask students about the author's purpose for writing *Number the Stars*.
 1. **Evaluative.** Is Lois Lowry's purpose for writing *Number the Stars* to persuade, inform, or entertain her readers? (*Her purpose is to entertain although she has generally informed the reader about certain topics.*)
 2. **Literal.** Does the author give you any information about the World War II time period in this book? If so, what information does she include? (*Yes, the author talks about the curfew, limited supply of goods, the Danish Resistance, and the danger to the Jewish people.*)
- Read the close reading prompt aloud again for students, "How and why does the author bring awareness to certain topics through her story? Some topics include being brave, protecting others, innocence, and family."
- Ask for volunteers to give an oral response to the close reading prompt. Encourage students to explain why the author would choose to bring awareness to these topics in her book.

EXIT TICKET (10 MIN.)

- Distribute previously prepared Exit Tickets and allow students five minutes to review them before collecting them again.
- Tell students that the author includes several messages in this book, so they may choose one message to write about for the Exit Ticket. They may find text evidence in their previous exit tickets.
- Students are expected to write legibly in cursive to complete assignments.



Exit Ticket

Use evidence from the text to write a paragraph about the author's purpose and message within *Number the Stars*.



TEKS 4.10.A; TEKS 4.2.C

Lesson 6: Chapters 9 and 10: To Be Brave

Writing



Primary Focus: Students will analyze how the different experiences of the characters in *Number the Stars* influences their perspective.

TEKS 4.8.B

CHARACTER ANALYSIS (20 MIN.)

- Have students take out Activity Page 6.1.
- Ask students which of the main characters knew about Great-Aunt Birte's funeral. (*Mama, Uncle Henrik, Annemarie, Ellen, and Kirsti.*)
- Remind students that each of the characters had a different understanding for the purpose of the funeral. Prompt students to compare Kirsti's understanding to Annemarie's. (*Kirsti believed that Great-aunt Birte was real and had died whereas Annemarie knew Great-aunt Birte was fictional. Kirsti was curious but unconcerned with the death whereas Annemarie was upset that she had been lied to.*)
- Explain to students that, when we analyze characters and how they develop in a story, it's helpful to compare and contrast the characters in connection with their experiences and perspectives. Explain that we must use evidence from the text to do this.
- Explain that an experience is an event or a sequence of events that someone lives through.
- Explain to students that someone's perspective is the way they see, feel, and understand something, based on how they have experienced it.

Activity Pages 6.1



Check for Understanding

Ask students to explain how people can live through similar experiences but have very different perspectives on those experiences.

TEKS 4.8.B Explain the interactions of the characters and the changes they undergo.

Support

Help students by placing shared events on the board.

1) Being stopped by an officer on the street 2)

Having Annamarie stay the night 3) Have a funeral for Great-aunt Birte. Use different colors to write Kirsti's feelings during these events versus Annamarie's.

Why were they different?

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Writing

Compare and Contrast

Beginning

Have students work in a small group to discuss a completed Venn diagram about Kirsti and Annamarie's experiences.

Intermediate

Have students orally explain to a partner a completed Venn diagram about Kirsti and Annamarie's experiences.

Advanced/Advanced High

Have students work with a partner to write a list of the things that connect Kirsti and Annamarie at this point in the story.

ELPS 1.C; ELPS 1.E;

ELPS 5.G

Challenge

Have students create a Venn diagram to compare and contrast Annamarie and Ellen.

- Tell students that they will work in small groups to do a comparative analysis of Kirsti's and Annamarie's experiences using the Venn diagram on Activity Page 6.1.
- Explain that the experiences and perspectives of the characters are connected to their traits, relationships, problems, and changes. Tell students that they should already have a lot of text-based evidence to support their comparative analysis in their notes on Activity Pages 2.2 and 2.3.
- Have the class divide into small groups of three to five students. Tell students to bring Activity Pages 2.2, 2.3 and Activity Page 6.1 with them to their group's workspace.
- Each group may need a copy of the novel as well for reference.
- Ensure that each group of students has a large piece of chart paper and color markers to work with, as well as adequate space to discuss their work.
- Tell students to make a large version of the Venn diagram on Activity Page 6.1 on their chart paper.
- Tell students they will brainstorm, as a group, how Kirsti's and Annamarie's experiences are similar and how they are different.
- Tell students that they may make more than one Venn diagram if they need more space to write down the details, quotes, and ideas for their comparative analysis.
- Give students time to brainstorm and discuss their ideas as they complete the activity.
- Students may complete Activity Page 6.1 as they brainstorm with their group.
- When the activity is complete, have each group briefly share their Venn diagram and name two or three things that Kirsti and Annamarie have in common during their experiences and two or three things that make their experiences different. Ask students to use their Venn diagrams to answer the question, "How do the different experiences of Kirsti and Annamarie in *Number the Stars* influence their perspective?" in cursive on their activity page.
- Prompt the students to record any new information learned about the characters and setting from today's reading on their Activity Pages 2.2 and 2.3.
- Direct students to place their activity pages in their folders at the end of lesson.

SHORT CONSTRUCTED RESPONSE (10 MIN.)

- Have students take out Activity Page 6.2.
- Display Digital Component 6.2. Read the prompt aloud to students.
- Explain the criteria needed to obtain full credit.
- Ask students to write their short constructed response independently. (*The author uses Kirsti and Annemarie to contrast childhood and growing up into adulthood. In Chapter 10 Kirsti believes the funeral is real, but Annemarie knows it is fictional. The author is trying to show that the innocence of children should be protected by adults, especially during times of war.*)

End Lesson

Activity Pages 6.2



Pausing Point

PAUSING POINT FOR DIFFERENTIATION OF INSTRUCTION

Please use one day after Lesson 6 to address students' performance in this unit. Use your observations of student performance in class and completion of activity pages to informally evaluate student strengths and weaknesses and determine which remediation and/or enrichment opportunities will benefit particular students. In assigning these remediation and/or enrichment activities, you may choose to have students work individually, in small groups, or as a whole class.

REMEDIATION

For a detailed description of remediation strategies, which address lagging skills in Reading Comprehension, Fluency, Language, and Writing, refer to the Program Guide.

Content

If students demonstrate a need for remediation on any of the elements of the *Number the Stars* Novel Study unit, refer to the lessons covering that element. You may wish to read any excerpt again as a teacher Read-Aloud. In addition, you should focus on the suggestions labeled "Support" in the Teacher Guide materials for that lesson.

ENRICHMENT

Continuing to Work on Elements of Fiction

Concentrate on elements of fiction, such as character, plot, and theme. This is an opportunity to spend time with individual students, reading their work and providing targeted feedback. You may wish to use the following listed tools to help students work on elements of fiction.

Character Analysis

- Have students pick a character from *Number the Stars* and create a character diary or journal. Students will write a journal entry exploring their thoughts, motivations, and changes throughout the story.

Activity Page PP.1

Directions: Choose a character from *Number the Stars*. Write a diary or journal entry from the perspective of the character, using first-person point of view. Using your Character Development notes, include information to show the character's thoughts, motivations, and changes throughout the story.

Character: _____

Dear Diary,

Theme

- Discuss the central ideas of the novel, such as bravery, friendship, and helping your neighbors in difficult times and times of need. Ask students to work with a partner to come up with a list of themes, and provide evidence from the story to support each theme. Remind students that a theme is a complete thought that tells what the author wants readers to learn about one of the central ideas of the story.

Activity Page PP.2

Directions: Work with a partner to come up with a list of themes, and provide evidence from the story to support each theme.

Themes in <i>Number the Stars</i>	Evidence from the Story

Listening and Speaking

- Divide students into groups, and assign each group a scene from the book. Have each group create a short song from their assigned scene, based on the experiences of one character of choice.

Activity Page PP.3

Directions: Answer the questions at the top of the page first. Then work together to create a song that the character might sing based on their experiences in the scene. Once each line of the song is written in the chart, write the name of the team member who will sing that part of the song out loud when presenting to the class.

Page Numbers: _____

Description of the Scene:

Chosen Character:

Details from the Text That Might Be Important to Include in Our Song:

Song Tune (Select a Familiar and Appropriate Song): _____

Song Lines	Team Member Presenting the Line Out Loud

Opinion Writing

- Have students write short answer responses about their opinion on Mama’s view that Papa should stay behind. Why did Mama want Papa to stay behind? Do you agree or disagree with Mama’s decision?

Activity Page PP.4

Why did Mama want Papa to stay behind when the rest of the family and Ellen went to Uncle Henrik's house? Do you agree or disagree with Mama's decision? Explain your opinion by writing a claim that is supported with reasons and evidence.

7

Chapters 11 and 12: In the Dark

PRIMARY FOCUS OF LESSON

Reading

Students will discuss how the author's use of language contributes to voice and our understanding of the characters and rising action in *Number the Stars*.

✚ **TEKS 4.8.B; TEKS 4.8.C; TEKS 4.10.F**

Writing

Students will make inferences using evidence from *Number the Stars* to

✚ support their understanding. **TEKS 4.2.C; TEKS 4.6.H; TEKS 4.7.C**

FORMATIVE ASSESSMENT

Exit Ticket

Use evidence from the text to explain how the author uses language to build tension in the rising action in *Number the Stars*.

✚ **TEKS 4.10.F**

✚ **TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.6.H** Synthesize information to create new understanding; **TEKS 4.7.C** Use text evidence to support an appropriate response; **TEKS 4.8.B** Explain the interactions of the characters and the changes they undergo; **TEKS 4.8.C** Analyze plot elements, including the rising action, climax, falling action, and resolution; **TEKS 4.10.F** Discuss how the author's use of language contributes to voice.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (60 min.)			
Recap	Small Group	5 min.	<input type="checkbox"/> Lesson 6 Exit Tickets <input type="checkbox"/> <i>Number the Stars</i> by Lois Lowry <input type="checkbox"/> Digital Components 2.2, 7.1, and 7.2 <input type="checkbox"/> Activity Pages 2.2, 2.3, 5.1, and 7.1 <input type="checkbox"/> Exit Ticket
Read Chapters 11 and 12	Independent/ Partners	30 min.	
Discuss the Author’s Use of Language	Whole Group	10 min.	
Author’s Purpose and Repetition	Whole Group	5 min.	
Exit Ticket	Independent	10 min.	
Writing (30 min.)			
Inference Guide	Partners/ Small Group	10 min.	<input type="checkbox"/> <i>Number the Stars</i> by Lois Lowry <input type="checkbox"/> Activity Pages 2.2, 2.3, 7.2, 7.3
Inference Writing	Partners/ Small Group	20 min.	

ADVANCE PREPARATION

Reading

- Make sure students have their copies of the novel and their unit folders with their Character Development Notes and other previously completed activity pages.
- Prepare to divide the class into small groups of three to five students to briefly recap important events in the story. Use this time to meet with students about their Lesson 6 Exit Tickets, either individually or in small groups, to help clarify students' understanding of the author's purpose.
- Make sure that students are completing their Activity Pages 2.2 and 2.3 correctly and that their unit folders are organized. They will continue to keep notes as they read the novel and use them for various assignments, including their final project.
- Write the following prompt for close reading on the board or chart paper:
"How does the author use language to give you a sense of each character's voice and build tension during the rising action of the story?"
- Prepare to have students complete Activity Page 5.1.
- Prepare to have students read with assigned partners and independently during the reading segment.
- Prepare to review and discuss the core vocabulary words before students begin independent and partner reading.
- Prepare to display Digital Component 7.1.
- Prepare to display and review Digital Component 2.3.
- Prepare to display Digital Component 7.2.
- Prepare to have students complete Activity Page 7.1.
- Prepare to distribute the Exit Ticket to each student to complete after discussing the author's use of language.

Writing

- Prepare for students to work with partners.
- Identify Activity Page 7.2 and prepare for students to complete it.
- Identify Activity Page 7.3 and prepare for students to complete it.

Universal Access

Reading

- Provide access to poems or short stories that clearly exemplify how the author uses language to contribute to voice. These may include works by Maya Angelou, Shel Silverstein, and others.

Writing

- Prepare chart paper for small groups needing support.
- Prepare sentence stems for students needing support writing their paragraphs.

CORE VOCABULARY

- Preview the vocabulary words before reading the text. As an option, in addition to the preview, add vocabulary to a bulletin board so that students can review as needed throughout the unit.

commotion, n. noisy and confused activity

encased, v. inside a box or compartment

gestures, n. actions when expressing or speaking

heap, n. pile

imitating, v. acting like or copying

refashion, v. make different in some ways

Vocabulary Chart for “Chapters 11 and 12: In the Dark”			
Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		encased refashion	
Multiple Meaning		commotion gestures heap imitating	
Spanish Cognates		gesto imitar	
Sayings and Phrases			

Lesson 7: Chapters 11 and 12: In the Dark

Reading

60M

Primary Focus: Students will discuss how the author's use of language contributes to voice and our understanding of characters and rising action in *Number the Stars*.



TEKS 4.8.B; TEKS 4.8.C; TEKS 4.10.F

RECAP (5 MIN.)

- Have students take out their copies of *Number the Stars* and their unit folders.
- Have students break into the pre-prepared small groups.
- Ask students to refer to their notes in their unit folders to recap what happened in the chapters they read in the previous lesson.
- Use this time to meet with students about their Lesson 6 Exit Tickets, either individually or in small groups, to ensure students' understanding of the author's purpose.
- Have students return to their individual seats after the recap.

READ CHAPTERS 11 AND 12 (30 MIN.)

- Tell students that today they will read Chapters 11–12 of the novel *Number the Stars*. Make sure each student has a copy of the novel.
- Ask students to take out Activity Pages 2.2 and 2.3.
- Explain to students that in this lesson they will learn about how authors use language to contribute to a character's voice and build tension. Remind students that as the rising action progresses, the tension builds as the problems in the story grow.
- Point to the prompt for close reading that is on the board: "Which vocabulary in the chapter gives you a sense of each character's voice and builds tension?"
- Ask students to think about this close reading prompt as they read Chapters 11–12. Tell students to list vocabulary that contributes to a character's voice next to their name on Activity Page 2.2.

Activity Pages
2.2 and 2.3



TEKS 4.8.B Explain the interactions of the characters and the changes they undergo; **TEKS 4.8.C** Analyze plot elements, including the rising action, climax, falling action, and resolution; **TEKS 4.10.F** Discuss how the author's use of language contributes to voice.

- Tell students to read Chapter 11 independently.
- Remind students to take notes about the characters for their project on Activity Page 2.2.
- When students have finished reading Chapter 11, prompt student response with the following questions:
 1. **Literal.** What was inside Great-Aunt Birte's coffin? (*Folded blankets and articles of clothing*)
 2. **Inferential.** Why is the clothing shabby and old? (*It was probably donated by Danish families that didn't have much to spare.*)
 3. **Evaluative.** Was it right for Mama to give a sweater that Kirsti loved to the mother for her baby? (*Yes, because the baby didn't have any clothing to keep it warm.*)
 4. **Inferential.** Why is it important that Uncle Henrik was not present when the soldiers came? (*The soldiers may recognize him on his boat when he takes the Jewish people in his boat to Sweden.*)
- Have students get together with their assigned reading partner to read Chapter 12. Remind students to bring Activity Pages 2.2 and 2.3.
- Tell students they may alternate reading paragraphs or pages with their partner until they finish Chapter 12.
- Remind students to continue to take notes on Activity Pages 2.2 and 2.3.
- When students have finished reading Chapter 12, prompt student response with the following questions:
 1. **Inferential.** Why was it unnecessary for Mama to tell the Rosens to be very quiet? (*They know not to risk drawing the attention of the soldiers.*)
 2. **Inferential.** Why does Annemarie think Papa would be wishing that Mama, Kirsti, and she would be starting a new day with the sun shining and cream on their oatmeal? (*It would indicate that they were safe and happy, enjoying their time at the farm.*)
 3. **Evaluative.** Why does the author say that Annemarie had to force her eyes to understand and that they needed to understand, but she didn't want them to? (*Annemarie wanted to understand what she was seeing but was afraid it would upset her.*)
- Ask students to take a few minutes to think about Chapters 11–12 and add notes about the characters and the setting on Activity Pages 2.2 and 2.3.

Support

Allow students reading below grade level to read quietly with an assigned partner.

Challenge

Annemarie believes that morning comes first to Sweden in the east before Denmark and then Norway. Is she correct? Invite students to explain why.

Activity Page 5.1



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Reading Author's Use of Language

Beginning

Have students work in small groups to make a list of words that make them feel worried and a list of words that make them feel relieved.

Intermediate

Have students work with a partner to make a list of words and phrases they could use to create the voice of a hero in a story.

Advanced/Advanced High

Have students write a short chapter about Annemarie in first person.

**ELPS 1.A; ELPS 3.A;
ELPS 3.F**

- Have students take out Activity Page 5.1 and add events of the rising action to the chart to show how tension continues to build during the rising action of the story.
- Refer students back to the Character Analysis Anchor chart as needed.
- Direct students to return to their individual seats.

DISCUSS THE AUTHOR'S USE OF LANGUAGE (10 MIN.)

- Refer students to the prompt for close reading that you have written on the board or chart. Read the prompt aloud again for students: "How does the author use language to give you a sense of each character's voice and build tension during the rising action of the story?"
- Ask for volunteers to share examples of words they wrote down in their notes on Activity Page 2.2 for each of their characters.
- Explain that the author's use of language, like vocabulary, contributes to a character's voice and builds tension in the story. Remind students that tension builds during the rising action of the story as the conflicts get worse and worse, leading up to the climax.
- Display Digital Component 7.1.
- Have a volunteer read aloud the description of the author's language on Digital Component 7.1.
- Ask students whether they have any questions about the explanation of an author's language.
- Have a volunteer read aloud the description of a character's voice on Digital Component 7.1.
- Ask students whether they have any questions about the explanation of a character's voice.
- Tell students that you will read to them two paragraphs from Chapter 12. They will identify the character's voice and give examples of how the author's use of language contributes to the character's voice and builds tension.
- Read paragraphs 20 and 21 aloud to students.
- Ask students to identify the character's voice. (*The character is Annemarie.*)
- Ask students to give examples of how the author uses language by identifying vocabulary in the paragraph that contributes to Annemarie's voice and builds tension. (*The author uses vocabulary like surely, must have, dangerous, dark, and wanting only.*)

- Ask students how they would describe Annemarie's voice based on the author's use of language in this paragraph. (*She sounds worried and is trying to reassure herself.*)
- Tell students that, in this lesson, they will focus on how the author's use of language, such as vocabulary and point of view, contributes to a character's voice.



Check for Understanding

Ask students to explain the difference between the author's language and a character's voice.

- Display Digital Component 2.3.
- Remind students that *Number the Stars* is written from a third person point of view.
- Ask students how we can identify if a text is written from a third person point of view. (*The use of pronouns she and he and a narrator telling the story.*)
- Ask students how the author's use of third person point of view contributes to Annemarie's voice in the story. (*The author's use of third person point of view gives the reader access to the character's thoughts and feelings as well as actions, so there is no question about what she's experiencing or how she feels in the moment. We know that she is figuring out what is going on and realizes the danger they are in as the story progresses.*)
- Ask students for some words and phrases that contribute to Annemarie's voice in Chapters 11 and 12. (*daydreams, frightened, cold, gone, alone, wishing, afraid, not right, and dark*)
- Direct students to notice how the author purposefully makes us expect something that doesn't happen and then draws out the details of the reveal. Why does Lois Lowry do this? (*To build tension.*)
- Ask the students why the author would want to build tension. (*To engage the reader and help the reader relate to the main character.*)

Support

Write words that build tension on the board or on chart paper for students to reference.

Challenge

Ask students if they observe a connection between Annemarie's voice and one of the themes previously discussed. Challenge them to write a paragraph explaining how the author uses language to communicate that theme using text evidence.

Activity Page 7.1



AUTHOR'S PURPOSE AND REPETITION (5 MIN.)

- Have students take out Activity Page 7.1.
- Display Digital Component 7.2 and read the multiple choice question aloud.
- Ask students what the question is asking. (*How does the repetition of the word frightened help the reader better understand Annemarie?*)
- Tell students that sometimes an author uses repetition in their writing because they want what's being repeated to stand out. They have a purpose for that repetition. It helps to emphasize their message.
- Tell students to open up their novels to the end of Chapter 11 and find where the word *frightened* is repeated. Model locating the word.
- Tell students that it is important to look at the context of the paragraph. Model thinking aloud, "This is where Annemarie observes that the Rosens no longer have the comforts of home or nice clothing. They are waiting to go with Mama through the dark forest to face things that frighten them."
- Direct students to look at option A. Read it aloud. Ask students if the paragraph is talking solely about Ellen's fears. (*No.*)
- Tell students to look at option B and read it aloud to them. Ask, "Does this paragraph have anything to do with Uncle Henrik being loud?" (*No.*)
- Say, "Next, we look at option C." Read it to students before prompting, "Is this paragraph about the Germans being cowards?" (*No.*)
- Direct students to look at option D. Read it aloud. Question students if the paragraph is showing that Annemarie is beginning to understand what it means to be brave. (*Yes.*)
- Ask a volunteer to explain why. (*Even though the Rosens may be frightened, they are facing their fears, which makes them brave.*)
- Direct students to place their activity page in their folders.

EXIT TICKET (10 MIN.)

- Facilitate, monitor, and assist students as they complete their Exit Tickets.
- Collect the Exit Tickets from the students.
- Students are expected to write legibly in cursive to complete assignments.



Exit Ticket

Use evidence from the text to explain how the author uses language to build tension in the rising action in *Number the Stars*. **TEKS 4.10.F**

Lesson 7: Chapters 11 and 12: In the Dark

Writing



Primary Focus: Students will make inferences using evidence from *Number the Stars* to support their understanding. **TEKS 4.2.C; TEKS 4.6.H; TEKS 4.7.C**

INFERENCE GUIDE (10 MIN.)

- Explain to students that, in this lesson, they will be making inferences. Tell students that making inferences is using what we know and the clues we have to make educated guesses or read between the lines.
- Explain to students that in this lesson they will make inferences about things that happen in the story and why.
- Have students take out Activity Pages 2.2 and 2.3.
- Tell students that they will work in partners to infer and explain what the given clues from the story mean.
- Ask students to take out Activity Page 7.2.
- Tell students they may use their notes on Activity Pages 2.2 and 2.3, as well as the text, to record their inferences for each clue.
- Remind students to go back to the text, think about the context, and use what they know to make their inferences.
- Walk around the classroom and assist partners with completing the Activity Page as needed.
- Remind students that these clues and inferences may be helpful for their final projects.
- Ask for one or two volunteers to share an oral response for the inference they made for each clue. Give the other students in the group the opportunity to react and reflect on their classmates' thoughts.

Support

Tell students that they make inferences often based on their own experiences and observations. For example, if someone exits the restroom shaking their hands back and forth, it can be inferred that they washed their hands and are trying to shake them dry.

Activity Page 7.2



TEKS 4.2.C Write legibly in cursive to complete assignments; **TEKS 4.6.H** Synthesize information to create new understanding; **TEKS 4.7.C** Use text evidence to support an appropriate response.



Writing Inferencing

Beginning

Have students work in small groups to discuss the context of one of the clues from the story.

Have students make an illustration to portray that clue in context.

Intermediate

Have students work with a partner to orally discuss the context of five of the clues from the story.

Advanced/Advanced High

Have students work with a partner to orally discuss the context of all of the clues from the story.

**ELPS 1.G; ELPS 1.H;
ELPS 4.G**

Challenge

Ask students why two people might have a different inference for the same clue. *(They have different experiences or a different understanding of the context.)*

- *(Clue: The Jewish people are told it will be very cold. They will need clothing and blankets for warmth. Inference: They will be outside.)*
- *(Clue: The Jewish people are given small packages of food. Inference: It will be a long journey.)*
- *(Clue: Peter says the package must be delivered without fail. Inference: It contains something that will keep the Jewish people safe.)*
- *(Clue: They must be separate on the path. Inference: The more people there are in a group, the higher the likelihood they will draw the soldiers' attention.)*
- *(Clue: Peter says there is other work to be done. Inference: The Rosens and the others with them are not the only Jewish people that Peter is helping.)*
- *(Clue: Annemarie observed that the Rosens had other sources of pride. Inference: They have each other and friends.)*
- *(Clue: When Annemarie said goodbye to the Rosens at the foot of the steps of the farm, she shivered. Inference: It is cold outside.)*
- *(Clue: When Annemarie woke up and it was slightly lighter out, she thought it was wrong and should still be dark. Inference: She feels too much time has passed.)*
- *(Clue: When Annemarie looked for her Mama, she saw that the beds were neatly made. Inference: Neither Mama nor Uncle Henrik came home to sleep in them.)*

- Prompt the students to record any new information learned about the characters and setting on their Activity Pages 2.2 and 2.3.
- Direct students to return to their individual seats.

INFERENCE WRITING (20 MIN.)

- Tell students that they will now use their inference skills to write a paragraph on Activity Page 7.3 about what could have happened to Annemarie's mother using text evidence. Emphasize that students must include evidence from the text to support each inference.
- Students are expected to write legibly in cursive to complete assignments.
- Have students get Activity Page 7.3 out and begin writing.
- Direct students to place their activity pages in their folders at the end of the lesson.



Check for Understanding

Direct students to place their activity pages in their folders at the end of the lesson.

End Lesson

Support

Pull a small group of students needing support. Have students brainstorm a list of things that could have happened to Annemarie's mother. Guide students in locating text evidence. Provide a sentence stem for those needing it: What could have happened to Annemarie's mother was___ because___

Challenge

Challenge students to write what happened from Mama's point of view.

8

Chapters 13 and 14: The Packet

PRIMARY FOCUS OF LESSON

Reading

Students will identify the elements of plot and analyze the climax and falling action in *Number the Stars*. **TEKS 4.8.C**

Writing

Students will summarize the plot of *Number the Stars* in a way that maintains meaning and logical order. **TEKS 4.2.C; TEKS 4.7.D**

FORMATIVE ASSESSMENT

Activity Page 8.2 Plot Diagram Identify the event you see as the climax of *Number the Stars*. Use text evidence to support your answer. **TEKS 4.8.C**

Exit Ticket Summarize *Number the Stars* in a logical way. Write legibly in cursive. **TEKS 4.7.D; TEKS 4.2.C**

TEKS 4.2.C Write legibly in cursive to complete assignments; **TEKS 4.7.D** Retell, paraphrase or summarize texts in ways that maintain meaning and logical order; **TEKS 4.8.C** Analyze plot elements, including the rising action, climax, falling action, and resolution.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (55 min.)			
Recap	Whole Group	5 min.	<input type="checkbox"/> Character Development Notes <input type="checkbox"/> <i>Number the Stars</i> By Lois Lowry <input type="checkbox"/> Digital Component 3.1 <input type="checkbox"/> Activity Pages 3.1, 5.1, 8.1, 8.2
Climax and Falling Action	Whole Group	10 min.	
Chapters 13 and 14	Whole Group/ Independent	35 min.	
Discuss and Reflect	Partner	5 min.	
Writing (35 min.)			
Pieces of the Puzzle	Whole Group	10 min.	<input type="checkbox"/> Activity Page 8.3 <input type="checkbox"/> Exit Ticket <input type="checkbox"/> Digital Component 8.1 <input type="checkbox"/> Chart paper and color markers <input type="checkbox"/> Optional: Digital Components 2.2, 4.1, 3.1
Piecing the Story Together	Small Group	20 min.	
Exit Ticket	Independent	5 min.	

ADVANCE PREPARATION

Reading

- Make sure students have their copies of the novel and their unit folders with their Character Development Notes and other previously completed activity pages.
- Display or project a large Plot Anchor chart, Digital Component 3.1, somewhere in the classroom for students to easily reference.
- Prepare to have students identify and refer to Activity Pages 3.1 and 5.1.
- Identify and prepare for students to complete Activity Pages 8.1 and 8.2.
- Display or project the following close reading prompts:
 - What is the character's role in the climax of the story?
 - How does the character react during the climax of the story?
 - What is the character's role in the falling action of the story?
 - What does the character think and feel about the events that comprise the climax and falling action of the story?

Writing

- Identify Activity Page 8.3.
- Prepare to display Digital Component 8.1.
- Prepare for students to work with partners and/or in small groups.
- Provide chart paper, color markers, and other art supplies.

Universal Access

Reading

- Display or project a large Plot Anchor chart, Digital Component 3.1, somewhere in the classroom for students to easily reference.

Writing

- Prepare cutouts of the different pieces of the story puzzle for students to use in a cooperative learning activity.
- Make sure students have access to the various anchor charts for the unit as they work on their projects: Digital Components 3.1 and 4.1. Students may have made larger versions of these anchor charts, which could be displayed on the classroom walls for students' access.

CORE VOCABULARY

- Preview the vocabulary words before reading the text. As an option, in addition to the preview, add vocabulary to a bulletin board so that students can review as needed throughout the unit.

brusque, adj. abrupt; blunt

climax, n. the culmination or turning point

donned, v. put on; wore

scolding, n. a reprimand

wincing, v. flinched

wriggle, v. twist and turn; squirm

Vocabulary Chart for “Chapters 13 and 14: The Packet”			
Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	climax	brusque donned scolding wincing wriggle	
Multiple Meaning Vocabulary Words			
Spanish Cognates			
Sayings and Phrases			

Lesson 8: Chapters 13 and 14: The Packet

Reading

55M

Primary Focus: Students will identify the elements of plot and analyze the climax and falling action in *Number the Stars*. **TEKS 4.8.C**

RECAP (5 MIN.)

- Have students take out their copies of *Number the Stars* and their unit folders.
- Have students break into the small groups you have prepared.
- Ask students to refer to their notes in their unit folders to recap what happened in the chapters they have read thus far.
- Use this time to meet with students about their Lesson 7 Exit Tickets, either individually or in small groups, to ensure students' understanding of the author's language.
- Have students return to their individual seats after the recap.

CLIMAX (10 MIN.)

- Have students take out their copies of *Number the Stars* and their unit folders.
- Have students take out Activity Pages 3.1 and 5.1.
- Display Digital Component 3.1, Plot Anchor Chart, for students.
- Ask for a volunteer to briefly describe the introduction and the rising action of a story plot. Point to these elements on the chart as they are explained.
- Ask students what drives or propels the rising action of the plot. (*The conflict or conflicts*)
- Point to the "Climax" on Digital Component 3.1 and explain that the climax is the culmination of the rising action in the story. It's the turning point in which the tensions that have built up are calmed, and often when the most pressing question of the story is answered.

Activity Pages
3.1 and 5.1



TEKS 4.8.C Analyze plot elements, including the rising action, climax, falling action, and resolution.

- Ask students what they think is the biggest, most pressing question in the plot of *Number the Stars*. (Answers may vary, but could include that there is the question of whether the Rosen Family, including Ellen, will be safe from the Germans.)
- Ask students to identify the section of a plot that follows the climax. (*The falling action*)
- Explain to students that the climax marks the beginning of the falling action and points toward the resolution. After the climax, or turning point, many things often occur to address the outstanding problems, questions, and related details in the story.
- Tell students that, as they read the next two chapters, they will take notes about each of the characters they're analyzing for their project and how those characters experience or perceive the climax and falling action of the story.
- Have students take out Activity Page 8.1 and write the names of the characters for their project.
- Point to the close reading prompts that you have displayed and have a volunteer read each one aloud. Tell students to use these prompts to help them take notes on Activity Page 8.1.
- What is the character's role in the climax of the story?
- How does the character react during the climax of the story?
- What is the character's role in the falling action of the story?
- What does the character think and feel about the events that comprise the climax and falling action of the story?
- Tell students that identifying the climax of a story is not always simple and that they will identify and discuss the climax of *Number the Stars* at the end of the reading.

CHAPTERS 13–14 (35 MIN.)

- Tell students that today they will read Chapters 13–14 of the novel *Number the Stars*. Make sure each student has a copy of the novel.
- Ask students to take out Activity Page 8.2. Explain to students that they will take notes about the climax and falling action.

Activity Page 8.1



Activity Page 8.2



Support

Pull a small group of students who need additional support to help them determine what text evidence they should add to their plot diagrams. Discuss with students whether the information is a part of the rising action or the climax and how they know.

Support

Pull a small group of students who need additional support to help them determine what text evidence they should add to their plot diagrams. Discuss with students whether the information is a part of the rising action or the climax and how they know.

- Ask students to read the text and to take notes on Activity Page 8.2. Remind students to use the close reading prompts to help with their note-taking and to write down the corresponding page numbers.
- Tell students to include any questions they have about the text in their notes.
- Ask students to recall what happened at the end of Chapter 12. (*Annemarie saw her mother lying on the ground outside of the house after she had been gone with the Rosens overnight.*)
- Direct students to read Chapter 13.
 - Facilitate, monitor, and assist students as needed while they are completing their reading and the activity page.
- After students read Chapter 13, prompt student response to the text with the following comprehension questions:
 1. **Literal.** What happened to Mama on her journey home? How did this impact her return home? (*Mama tripped over a root and hurt her ankle. She had to crawl back to make it home before the morning.*)
 2. **Inferential.** Why did Mama plan on telling the doctor a different story about how she got hurt? (*Mama planned on lying to the doctor because she could not let anyone know that she was bringing the Rosens and others to the boat to escape.*)
 3. **Evaluative.** What is the importance of Mama saying, “It may all have been for nothing” in Chapter 13, paragraph 26? (*It is important that Mama said “It may have been all for nothing” because it prompts Annemarie, and the reader, to understand the importance of the envelope.*)
 4. **Inferential.** Why did Mama avoid telling Annemarie about the contents of the envelope? (*Mama was trying to protect Annemarie from having to come up with a different story if she was questioned by the soldiers.*)
- Direct students to read Chapter 14.
 - Facilitate, monitor, and assist students as needed while they are completing their reading and the activity page.
- After students read Chapter 14, prompt student response to the text with the following comprehension questions:
 1. **Inferential.** Which fairytale did Annemarie think of during her journey to the harbor? (*Little Red Riding Hood*) What are the similarities between the fairytale Little Red Riding Hood and Annemarie’s journey? (*Both the*

fairytale and Annemarie's journey are about a young girl traveling in the woods with a basket of food. The journey is frightening for both girls since they do not know what is in the woods.)

2. **Inferential.** Why would it be dangerous for Annemarie to walk by the road where it's lighter? *(It would be dangerous for Annemarie to walk by the road because she could be seen and questioned by a German soldier.)*
 3. **Inferential.** Why do you think Annemarie retold this fairytale as she walked to the harbor? *(Annemarie thought of Little Red Riding Hood. She thought of this to distract her from her own journey.)*
 4. **Inferential.** Who did Annemarie encounter in the woods? How does this impact the plot? *(Annemarie encountered soldiers and their dogs. This impacts the plot because it is where the story reaches its greatest moment of tension, just as Annemarie is on her way to save Ellen and the Rosens.)*
- Think-Pair-Share: Ask students to think about which event or part of the story is the climax. Remind students that the climax is usually when the biggest question is about to be answered, the story reaches the greatest moment of tension, the tension stops building, and the story changes direction from rising action to falling action. Have students turn to a partner and talk about the climax of the story plot.
 - Ask for two volunteers to share what they discussed with their partners with the rest of the group.
 - Ask students to recall the big questions in the story. *(Will the Rosen family, including Ellen, be safe from the Germans? Will Jews in Denmark be safe?)*
 - Ask students whether they think the climax is when Mama returns home from her journey after guiding the Rosens and others to the boat or when Annemarie goes on her journey to deliver the envelope in order to ensure their safety. Ask students to hold up one finger if they think the climax is when Mama returns home or to hold up two fingers if they think the climax is when Annemarie goes out to deliver the envelope.
 - Explain to students that the most important thing to keep in mind when identifying and analyzing the climax of the story is to find where the story changes direction from rising action to falling action. In this novel, the direction of the story changes when Annemarie goes to deliver the envelope because this will make sure that the Rosens are safe from the Germans. The reader also feels that Annemarie will be a part of the rescue, which calms the tension around whether Annemarie will be able to rescue her friend from the Germans.

Challenge

Remind students that Annemarie compared her journey to the fairytale Little Red Riding Hood. Tell students to select another story or fairytale that is similar to Annemarie's journey. Direct students to fill out their own Venn Diagram comparing the story they selected and Annemarie's journey.

Support

Pull a small group of students who need additional support to help them determine what text evidence they should add to their plot diagrams. Discuss with students whether the information is a part of the rising action or the climax and how they know.



Reading
Elements of a Plot

Beginning

Have the class work in groups of three or four students to make a Plot Anchor chart on a piece of chart paper. With support, have students orally describe the events in the story using the line of the Plot Anchor chart.

Intermediate

Have students work with a partner to make a Plot Anchor chart on a piece of chart paper. Have students write down some of the key events of the story along the line of the Plot Anchor chart.

Advanced/Advanced High

Have students use the Plot Anchor chart to orally summarize the key events leading up to the climax in *Number the Stars*.

ELPS 4.F; ELPS 4.G

- Give students a few minutes to finish making notes on Activity Page 8.2.
 - Facilitate, monitor, and assist students as needed while they are completing the activity page.

DISCUSS AND REFLECT (5 MIN.)

- Direct students to walk around the classroom silently and safely. Say “freeze” for students to stop moving. Tell students to find a partner close to them to discuss and reflect on Chapters 13 and 14.
- Point to the close reading prompts that you have displayed. Tell students to discuss the answers to these questions with their partners.
 - What is the character’s role in the climax of the story?
 - How does the character react during the climax of the story?
 - What is the character’s role in the falling action of the story?
 - What does the character think and feel about the events that comprise the climax and falling action of the story?
- Tell students to use the close reading prompts to make notes about each of the characters in their Character Analysis Project. Direct students to write notes on Activity Page 8.1, Character Development Notes. Remind students that character development is the process by which a character grows or changes in the story. How a character acts or reacts during the climax and falling action of a story is key to their development.
- Direct students to place Activity Pages 8.1 and 8.2 in their folders.



Check for Understanding

How does Annemarie impact the climax of the story?

Lesson 8: Chapters 13 and 14: The Packet

Writing



Primary Focus: Students will summarize the plot of *Number the Stars* in a way that maintains meaning and logical order.

 **TEKS 4.2.C; TEKS 4.7.D**

PIECES OF THE PUZZLE (10 MIN.)


- Have students take out Activity Page 8.3.
- Display Digital Component 8.1, Story Puzzle.
- Have volunteers read the description for each piece of the story puzzle aloud to the group, including setting, characters, theme, conflict, key events, and resolution.
- Explain to students that a story is like a puzzle because it has many pieces and all the pieces have to come together so that the story makes sense to the reader.
- Explain to students that the author organizes the pieces of the story in a logical order. This means the author arranges the ideas in a way that makes it easier for the reader to understand.
- Have students get together with a partner to work on Activity Page 8.3.
- Have students use their notes and completed activity pages from their unit folders to fill out a description for each piece of the puzzle for *Number the Stars*.
- Tell students that this puzzle won't be complete because they haven't finished reading the novel yet.
- Tell students that they will come back to this story puzzle as they finish the novel to help them with their *Number the Stars* Character Analysis Projects.
- Walk around the classroom and assist students with Activity Page 8.3 as needed.

Activity Page 8.3



Support

Point students to Digital Component 2.2, Character Analysis Anchor chart, Digital Component 4.1, the Theme Anchor chart, and Digital Component 3.1, the Plot Anchor chart, to reference prior knowledge.

 **TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.7.D** Retell, paraphrase or summarize texts in ways that maintain meaning and logical order.

Support

Ask students to create event cards together and place them in a chain of events. For students needing additional support, create several cards for the students and direct them to complete the remaining event cards for Chapters 13 and 14.

EMERGENT BILINGUAL STUDENTS



Writing Understanding the Elements of a Story

Beginning

Have students work with you using cutouts of the different puzzle pieces of the novel. Have each student explain their piece of the puzzle to the rest of the group.

Intermediate

Have students work in small groups to orally describe the different story puzzle pieces of the novel to a partner.

Advanced/Advanced High

Have students work independently or with a partner to explain why each piece of the story puzzle is important.

**ELPS 1.C; ELPS 1.F;
ELPS 5.G**



Check for Understanding

Ask students to explain how the author maintains order in *Number the Stars*.

PIECING THE STORY TOGETHER (20 MIN.)

- Have the class divide into small groups of three to five students.
- Make sure each group of students has chart paper, color markers, or other art supplies as needed, as well as adequate work space.
- Explain to students that they will use Activity Page 8.3 to make their own creative story puzzles for *Number the Stars* using the art supplies provided.
- Tell students to portray the connections between the setting, characters, theme, conflict, key events, and resolution of the story.
- Tell students they may include predictions in the resolution piece of their story puzzle.
- Have students think about and discuss the following question with their group: "How do the parts of the story fit together so that the story makes sense?"
- When the groups have finished building their story puzzles, ask students to think about and discuss the following question: "What puzzle pieces have had the most impact on the characters you have chosen to include in the presentation?"
- Have students put Activity Page 8.3 in their unit folders.
- Display exemplary story puzzles on the classroom wall.

EXIT TICKET (5 MIN.)

- Distribute previously prepared Exit Tickets and allow students five minutes to complete them before collecting them for review.
- Students are expected to write legibly in cursive to complete assignments.



Exit Ticket

Summarize *Number the Stars* in a logical way.



TEKS 4.2.C; TEKS 4.7.D

End Lesson

Challenge

Ask students to begin to discuss how the characters impact the plot. What would happen to the plot if Kirsti had to go deliver the “lunch” to her uncle? What would happen if Annemarie were Jewish? What type of character was necessary for this plot?

9

Chapters 15 and 16: Safety

PRIMARY FOCUS OF LESSON


Reading

Students will analyze the falling action and resolution in *Number the Stars*.

 **TEKS 4.2.C; TEKS 4.8.C**

Writing

Students will develop engaging ideas and begin drafting their final project presentation for *Number the Stars*.

 **TEKS 4.11.A; TEKS 4.11.B.ii**

FORMATIVE ASSESSMENT

Exit Ticket

How did the falling action and resolution work to solve the conflict in *Number the Stars*? Use text evidence to support your answer.

 **TEKS 4.2.C; TEKS 4.8.C**

 **TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.8.C** Analyze plot elements, including the rising action, climax, falling action, and resolution; **TEKS 4.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 4.11.B.ii** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (55 min.)			
Recap	Small Group	5 min.	<input type="checkbox"/> Character Development Notes <input type="checkbox"/> <i>Number the Stars</i> by Lois Lowry <input type="checkbox"/> Digital Component 3.1 <input type="checkbox"/> Activity Pages 2.1, 3.1, 9.1
Chapters 15 and 16	Whole Group	35 min.	
Analyze the Falling Action and Resolution	Partner/Whole Group	10 min.	
Exit Ticket	Independent	5 min.	
Writing (35 min.)			
Introducing the Project	Whole Group	10 min.	<input type="checkbox"/> Activity Pages 2.1, 9.2 <input type="checkbox"/> Digital Components 2.2, 2.3, 3.1, 4.1, and 9.1 <input type="checkbox"/> Unit folder: Character Development Notes and activity pages <input type="checkbox"/> Optional: Digital Component 2.2
Developing Ideas	Independent/ Partner	25 min.	

ADVANCE PREPARATION

Reading

- Make sure students have their copies of the novel and their unit folders with their Character Development Notes and other previously completed activity pages.
- Identify Activity Page 9.1.
- Identify Digital Component 3.1, Plot Anchor Chart, and prepare to display it.
- Make sure that a Plot Anchor chart, as shown on Digital Component 3.1, is displayed somewhere in the classroom throughout the lesson.
- Write the following prompts for close reading on the board or chart paper:
 - What happened as a result of the climax?
 - What is the resolution for each character at the end of the story?
 - What has changed for the characters since they were introduced at the beginning of the story?

Writing

- Prepare to display and review Digital Component 9.1: *Number the Stars* Character Analysis Project.
- Identify Activity Page 9.2.
- Prepare to display and review Digital Component 2.4 and Activity Page 2.1.
- Prepare for students to begin developing and building their *Number the Stars* Character Analysis Projects.
- Students may create a presentation using poster board and art supplies, or using a computer with appropriate software. If you wish for students to create a digital project, plan for 1:1 computer usage in the school library, computer lab, or classroom.
- Make sure students have access to art supplies such as poster board, color markers, construction paper, scissors, and glue.
- Prepare for a Think-Pair-Share activity for students to receive peer feedback on the ideas they're developing for their project.

Universal Access

Writing

- Prepare for students to work on the *Number the Stars* Character Analysis Project with a partner as an instructional differentiation strategy if needed.
- Make sure students have access to the various anchor charts for the unit as they work on their projects: Digital Components 2.2, 2.3, 3.1, and 4.1. Students may have made larger versions of these anchor charts, which could be displayed on the classroom walls for students' access.

CORE VOCABULARY

- Preview the vocabulary words before reading the text. As an option, in addition to the preview, add vocabulary to a bulletin board so that students can review as needed throughout the unit.

caustic, adj. sarcastic

consumed, v. ate; devoured

implored, v. pleaded; begged

insolently, adv. rudely; cheekily

subsided, v. let up, lessen

warily, adv. cautiously; carefully

withering, adj. sneering

LITERARY VOCABULARY

falling action, n. details of the conflict after the turning point

resolution, n. the part of the story that ties everything together

Vocabulary Chart for “Chapters 15 and 16: Safety”			
Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	falling action resolution	caustic consumed implored insolently subsided warily withering	
Multiple Meaning Vocabulary Words			
Spanish Cognates	resolución	consumir implorar	
Sayings and Phrases			

Lesson 9: Chapters 15 and 16: Safety

Reading



Primary Focus: Students will analyze the falling action and resolution in *Number the Stars*. **TEKS 4.2.C; TEKS 4.8.C**

RECAP (5 MIN.)

- Have students take out their copies of *Number the Stars* and their unit folders.
- Have students break into pre-prepared small groups.
- Ask students to refer to their notes to summarize what happened in the chapters they read for the previous lesson. Ask them to talk with their groups about the climax of the novel.
- Use this time to meet with students about their Lesson 8 Exit Tickets, either individually or in small groups, to ensure students' understanding of climax and falling action and to check how they're addressing these elements of the plot in their final projects.
- Have students return to their individual seats.

CHAPTERS 15 AND 16 (35 MIN.)

- Tell students that today they will read chapters 15 and 16 of the novel *Number the Stars*. Ask them to take out their copies of the novel.
- Ask students to take out Activity Page 9.1.
- Have the students point to the "Resolutions and Changes" box on Activity Page 9.1. Tell students that this box is the focus of today's reading lesson.

Note: Students may take notes and write questions as they have done regularly in the other sections on Activity Page 9.1, especially in the "Relationships" box, but they will pay close attention to resolutions and changes for each character.

- Remind students that, in a character analysis, a resolution is a character's answer, determination, or conclusion in response to a problem.

Activity Page 9.1



TEKS 4.2.C Write legibly in cursive to complete assignments; **TEKS 4.8.C** Analyze plot elements, including the rising action, climax, falling action, and resolution.

Support

Pull a small group of students who need additional support to help them determine what text evidence they should add to the resolutions and changes portion of Activity Page 9.1.

Support

Give students examples of resolution. For example, a student struggles with concepts in science class and feels like giving up, but then she identifies one scientific topic that she likes and her attitude about the class changes from then on.

- Remind students that, in a character analysis, a change is how any aspect of the character, including their perspective and their actions, becomes different. Tell students that a character's perspective is typically changed during the falling action of the story.
- Point to the prompts for close reading that are on the board, "What happened as a result of the climax?" "What is the resolution for each character at the end of the story?" and "What has changed for the characters since they were introduced at the beginning of the story?"
- Ask students to think about responses to these close reading prompts as they read and take notes on Chapters 15–16.



Check for Understanding

Ask students to define character development. Ask them to explain why analyzing the resolution at the end of the story is important for analyzing overall character development. (Character development is how a character grows or changes in the story. Understanding their resolutions at the end of the story helps clarify how they have changed overall.)

- Ask students to read the text and to take notes on Activity Page 9.1.
- Direct students to read Chapter 15.
 - Facilitate, monitor, and assist students as needed while they are completing their reading and the activity page.

- After students finish reading Chapter 15, pause and ask the following comprehension questions:
 1. **Literal.** Who did Annemarie try to act like when she encountered the soldiers? (*Annemarie tried to act like her little sister, Kirsti.*)
 2. **Evaluative.** Why did she act this way? (*Annemarie tried to act like her little sister Kirsti because she was young and naive. Annemarie thought that if she acted silly like a young girl, then the soldiers would let her go.*)
 3. **Literal.** What was Annemarie's response when the soldiers asked why Uncle Henrik did not eat fish? (*Annemarie said that Uncle Henrik did not like fish after seeing and smelling it all the time.*)
 4. **Inferential.** Why was it beneficial that Annemarie did not know what was in the envelope? If Annemarie knew what was in the envelope, how would

it have changed the events? *(It was beneficial because Annemarie did not have to lie to the soldiers when they questioned her about the envelope. If Annemarie knew, she may not be as confident in her answers and the soldiers may have been more suspicious.)*

- Direct students to read Chapter 16.
 - Facilitate, monitor, and assist students as needed while they are completing their reading and the activity page.
- After students finish reading Chapter 16, pause and ask the following comprehension questions:
 1. **Evaluative.** Why was it important that the baby remain asleep? *(It was important because if the baby made any sounds, the Germans would find their hiding place on the boat.)*
 2. **Evaluative.** How did Peter help to prevent the Germans' search dogs from finding the Jewish people on the boats? Why was his role so important to the resolution? *(Peter asked doctors and scientists to devise a way to make the search dogs lose their sense of smell. His role was important to the resolution because it enabled the Rosens to find safety from the Germans.)*
 3. **Evaluative.** If Annemarie was unable to deliver the handkerchief, what would have happened? *(If Annemarie was unable to deliver the handkerchief, then the Germans would have found Ellen and the rest of the Jewish people hiding on Uncle Henrik's boat.)*

ANALYZE THE FALLING ACTION AND RESOLUTION (10 MIN.)

- Have students take out Activity Page 3.1.
- Display Digital Component 3.1, Plot Anchor Chart, for students to view.
- Ask for a volunteer to point to the “Falling Action” portion on the plot curve.
 - *Think-Pair-Share:* Ask students to describe what happens in the falling action of a plot. *(The falling action addresses the details of the conflict after the turning point.)*
- Explain to students that the falling action of the plot is typically a result of the character's reaction to the climax or conflict.
- Ask for a volunteer to point to the “Resolution” portion on the plot curve.
 - *Think-Pair-Share:* Ask students to describe what happens in the resolution of a plot. *(The resolution ties everything together at the end of the story.)*

Support

Pull a small group of students who need additional support to help them determine what text evidence they should add to the resolutions and changes portion of Activity Page 9.1.

Support

Create event cards together and place them in a chain of events. If you have struggling students, you can create several cards for the students, and just have them complete the event cards for chapters 15 and 16.

Challenge

To further analyze the plot, have students rewrite the scene where Annemarie travels to the harbor from Ellen's perspective.

Activity Pages 3.1





Reading Imagining

Beginning

Have students orally describe the resolution of the story to you.

Intermediate

Have students write a sentence or two about each character as they imagined them while reading the end of the story.

Advanced/Advanced High

Have students make illustrations of each character in their project. Then, below or next to each illustration, have students write at least one sentence about how the character's situation in the introduction has changed in the resolution of the story.

**ELPS 1.C; ELPS 1.F;
ELPS 4.K**

Challenge

Discuss the purpose of the plot elements. What happens if there is no resolution? Would you read other books from the same author?

- Explain to students that resolutions and changes can be analyzed for each character, but the resolution of the plot usually puts the final touches on how the main conflict and problems are fully resolved in the story.
- Ask the following comprehension questions:
 1. **Inferential.** Why did Uncle Henrik say "Because of you, Annemarie, everything is all right" (Ch. 15, paragraph 53)? Why is it important to the reader that Uncle Henrik says this? (*Uncle Henrik said this because Annemarie brought the important envelope to Uncle Henrik. This is important to the reader because it is a turning point in the story. This moment shows the reader that Annemarie's feelings changed from worried to relieved in response to the climax or conflict.*)
 2. **Evaluative.** What key elements ensured Ellen and the Rosens' safe travel to Sweden? Why were these so important? (*The medicine for the baby was important because it put her to sleep. The handkerchief was important because it ruined the dog's sense of smell when they were searching for Ellen and the Rosens. The Rosens' hiding spot under the fish was important because the German soldiers did not want to look beneath the fish for the Jewish people. This all ensured their safe travels to Sweden because it prevented the Germans from finding them.*)
 - Tell students that this historical fiction story about Annemarie's family helping the Rosens escape is an example of what many Danes across the country did to help Jews during the war. Denmark was a remarkable country where everyday people united to save their Jewish neighbors, and they did so at a moment's notice and at great personal risk.
 3. **Evaluative.** Why was it important that Annemarie knew if Ellen heard her on the boat? (*It was important for Annemarie to know if Ellen heard her on the boat because Annemarie wanted to ensure that her friend knew she did everything she could to make sure her friend was safe from the Germans and that she cared for her.*)
- Go to the prompts for close reading that you have written on the board or chart. Read the prompts aloud again for students: "What happened as a result of the climax?" "What is the resolution for each character at the end of the story?" and "What has changed for the characters since they were introduced at the beginning of the story?"

- Tell students that these questions should be answered for each of the characters in their project presentations.
- Direct students to place activity pages in their folders.

EXIT TICKET (5 MIN.)

- Distribute previously prepared Exit Tickets and allow students five minutes to complete them before collecting them for review.
- Students are expected to write legibly in cursive to complete assignments.



Exit Ticket

How did the falling action and resolution work to solve the conflict in *Number the Stars*? Use text evidence to support your answer.



TEKS 4.2.C; TEKS 4.8.C

Lesson 9: Chapters 15 and 16: Safety

Writing

35M

Primary Focus: Students will develop engaging ideas and begin drafting their final project presentation for *Number the Stars*. **TEKS 4.11.A; TEKS 4.11.B.ii**

NUMBER THE STARS CHARACTER ANALYSIS PROJECT (10 MIN.)

- Have students take out Activity Page 9.2.
- Display Digital Component 9.1: *Number the Stars* Character Analysis Project.
- Have one or two volunteers read the guidelines aloud to the rest of the group.
- Explain that creativity is key to creating a successful project presentation.
- Explain to students that today they will use the materials in their unit folders (their Character Development Notes and other written work from previously completed activity pages) to begin developing their ideas for the *Number the Stars* Character Analysis Project.
- Remind students that an analysis is a detailed study or examination of something. An analysis breaks something down, or looks at each part or element to evaluate its significance to the whole.
- Explain that analyzing the characters gives us a deeper understanding of the characters and the story as a whole.
- Tell students that the guidelines on Activity Page 9.2 are meant to help guide the development of their own ideas for the project presentation.
- Tell students that they will begin working on the outline in this lesson, but they will have more time to complete it in the next lesson.
- Display Digital Component 2.4: Character Analysis Project: Presentation Rubric, and ask students to take out Activity Page 2.1.
- Read aloud the points for “Ideas and Analysis” in the “Exceeds Expectations” column.
- Remind students to refer to their Presentation Rubric as they work on their project presentations.

Activity Page 9.2



Support

Ask students to explain the difference between “Ideas and Analysis” and “Organization and Creative Composition” using the Presentation Rubric.

Activity Page 2.1



TEKS 4.11.A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 4.11.B.ii** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

- Tell students that today they will decide what kind of presentation they will create.
- Make sure students have access to the supplies they need to complete their projects. Remind students of proper classroom etiquette for sharing workspaces and materials.

DEVELOPING YOUR IDEAS (25 MIN.)

- Continue to display Digital Component 9.1 for students to refer to as they begin to develop their own ideas for the project.
- Remind students that there are many different ways to break down and analyze character development in *Number the Stars*.
- Tell students that they will use their notes and written work in their unit folders to put together a creative presentation that analyzes character development in *Number the Stars*.
- Remind students to focus on the two or three characters they have chosen for their analysis, though some of the details in the analysis may include other characters in the story.
- Tell students that they may use Activity Page 9.2 for the rest of the lesson to help guide them as they develop their ideas.
- Tell students to begin by organizing their Character Development Notes and deciding which points in each section are the most important or interesting about each character.
- Tell students to highlight the ideas, details, and quotes that are the most interesting to them, according to their understanding of the text.
- Explain again that there is no one way to analyze something, and that the projects will be more interesting if they are presented to portray the unique perspective and underlying ideas of the person who is presenting.
- Have students use and the classroom workspace to explore their own notes and ideas.
- Ask students to decide whether they will build a presentation using digital slides or art supplies.
- For the last five minutes of the lesson, have students get together with a partner for a Think-Pair-Share activity.

Challenge

Have students develop and write down two different approaches for their Character Development Project and share them with you for feedback.



**EMERGENT
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STUDENTS**

Writing Developing Ideas

Beginning

Have students work in small groups to brainstorm descriptive words and phrases, as well as interesting details, about each character in their presentation.

Intermediate

Have students work with a partner to create a Character Analysis chart for one character in their presentation, including descriptive words and phrases, as well as interesting details, from their notes in every section.

Advanced/Advanced High

Have students create a Character Analysis chart for one or two characters in their presentation, including the observations and details they highlighted in their notes.

ELPS 2.1; ELPS 5.F

- *Think-Pair-Share*: Ask partners to share what ideas they have for their project so far. Have partners give each other one positive comment about their ideas and one suggestion they may use to improve their presentation.
- Direct students to place activity pages in their folders.



Check for Understanding

Ask students to explain how analyzing characters helps the reader to understand the story's elements. (*Analyzing characters helps the reader to have a deeper understanding of the plot and the motivation for the character's decisions and actions.*)

End Lesson

10

Chapter 17:
Celebrations

PRIMARY FOCUS OF LESSON

Reading

Students will synthesize information about the changes characters Annemarie and Ellen underwent to create new understanding about character development. **TEKS 4.2.C; TEKS 4.6.H; TEKS 4.8.B**

Writing

Students will synthesize text-based information to develop their *Number the Stars* project presentations. **TEKS 4.6.H; TEKS 4.11.A; TEKS 4.11.B.ii**

FORMATIVE ASSESSMENT

Exit Ticket

How and why has Annemarie or Ellen changed throughout *Number the Stars*?

TEKS 4.2.C; TEKS 4.6.H; TEKS 4.8.B

TEKS 4.2.C Write legibly in cursive to complete assignments; **TEKS 4.6.H** Synthesize information to create new understanding; **TEKS 4.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 4.11.B.ii** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details; **TEKS 4.8.B** Explain the interactions of the characters and the changes they undergo.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (60 min.)			
Recap	Small Group	5 min.	<input type="checkbox"/> Character Development Notes <input type="checkbox"/> <i>Number the Stars</i> By Lois Lowry <input type="checkbox"/> Digital Component 3.1 <input type="checkbox"/> Activity Page 10.1
Chapter 17	Independent	20 min.	
Analyze Changes a Character Underwent	Whole Group	25 min.	
Exit Ticket	Independent	10 min.	
Writing (30 min.)			
<i>Number the Stars</i> Character Analysis Project	Whole Group	10 min.	<input type="checkbox"/> Digital Component 9.1 <input type="checkbox"/> Activity Pages 2.1, 9.2 <input type="checkbox"/> Unit folder: Character Development Notes and activity pages <input type="checkbox"/> Optional: Digital Component 2.2
Finish Project Outline	Independent	20 min.	

ADVANCE PREPARATION

Reading

- Make sure students have their copies of the novel and their unit folders with their Character Development Notes and other previously completed activity pages.
- Prepare to divide the class into small groups of three to five students to briefly recap important events in the story. Use this time to meet with students about their Lesson 9 Exit Tickets, either individually or in small groups, to help clarify students' understanding of making predictions. This time can also be used to review their progress on the final project.
- Make sure that students are completing their Character Development Notes correctly and that their unit folders are organized.
- Identify Activity Page 10.1 and prepare for students to complete it.
- Write the following prompt for close reading on the board or chart paper:
"How have the characters Annemarie and Ellen changed since the beginning of the story when they were running home from school?"
- Prepare to have students read independently during the reading segment.
- Prepare to distribute the Exit Ticket to each student to complete after discussing the text.

Writing

- Prepare to display and review Digital Component 9.1.
- Identify Activity Page 9.2.
- Prepare to display and review Digital Component 2.4 and Activity Page 2.1.
- Prepare for students to begin developing and building their *Number the Stars* Character Analysis Projects. Students may create a presentation using poster board and art supplies, or using a computer with appropriate software. If you wish for students to create a digital project, plan for 1:1 computer usage in the school library, computer lab, or classroom.
- Begin planning your desired classroom setup for students' presentations.
- Depending on the needs of your students, decide whether student presentations will be shared in small groups or one at a time in front of the whole group. Another option is to set up presentation stations around the classroom.

Universal Access

Reading

- Make sure a large version of the Character Analysis Anchor chart is visible in the classroom for students to easily reference.

Writing

- Prepare for students to work on the *Number the Stars* Character Analysis Project with a partner as an instructional differentiation strategy if needed.
- Make sure students have access to the various anchor charts for the unit as they work on their projects: Digital Components 2.2, 2.3, 3.1, and 4.1. Students may have made larger versions of these anchor charts, which could be displayed on classroom walls for students' access.

CORE VOCABULARY

- Preview the vocabulary words before reading the text. As an option, in addition to the preview, add vocabulary to a bulletin board so that students can review as needed throughout the unit.

bleak, adj. bare; exposed

gleamed, v. shined; glimmered

Vocabulary Chart for Chapter 17			
Type	Tier 3 Unit-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		bleak gleamed	
Multiple Meaning Vocabulary Words			
Spanish Cognates			
Sayings and Phrases			

Lesson 10: Chapter 17: Celebrations

Reading

60M

Primary Focus: Students will synthesize information about the changes characters Annemarie and Ellen underwent to create new understanding about character development. **TEKS 4.2.C; TEKS 4.6.H; TEKS 4.8.B**

RECAP (5 MIN.)

- Have students take out their copies of *Number the Stars* and their unit folders.
- Have students break into the small groups you have prepared.
- Ask students to refer to their notes in their unit folders to recap what happened in the chapters they read in the previous lesson.
- Use this time to meet with students about their Lesson 9 Exit Tickets, either individually or in small groups, to ensure students' understanding of making predictions and check on their progress with the final project.
- Have students return to their individual seats after the recap.

CHAPTER 17 (20 MIN.)

- Tell students that today they will read Chapter 17 of the novel *Number the Stars*. Make sure each student has a copy of the novel.
- Ask students to take out Activity Page 10.1.
- Remind students to label their notes with the names of the characters they have chosen to analyze for their final project.
- Explain to students that in this lesson they will revisit the characters Annemarie and Ellen, focusing on how they have changed.
- Point to the prompt for close reading that is on the board: "How have the characters Annemarie and Ellen changed since the beginning of the story when they were running home from school?"
- Ask students to think about this close reading prompt as they read and take notes about Chapter 17.

Activity Page 10.1



TEKS 4.2.C Write legibly in cursive to complete assignments; **TEKS 4.6.H** Synthesize information to create new understanding; **TEKS 4.8.B** Explain the interactions of the characters and the changes they undergo.

- Tell students that, after a quick class discussion of the reading, they will answer the close reading prompt independently for their Exit Ticket.
- Have students read Chapter 17 independently.
- Remind students to take notes about the characters for their project on Activity Page 10.1.
- When students have finished reading Chapter 17, prompt student response with the following questions:

1. **Literal.** Why was everyone celebrating in Denmark? What types of things did they do to celebrate? (*Everyone was celebrating because the war had ended and Germany no longer occupied Denmark. People celebrated by raising the Danish flag, singing the national anthem of Denmark in the streets, and ringing church bells all over Copenhagen.*)
 2. **Evaluative.** What is the significance of the yellow dress that Annemarie finds? (*Annemarie takes out Lise's yellow dress because it's where she hid Ellen's necklace. This is significant because Lise was also a part of the resistance. The yellow dress kept Ellen's necklace safe just as Lise and Annemarie helped to keep the Jewish people safe.*)
 3. **Inferential.** What does Annemarie wearing Ellen's necklace explain? Why is this important? (*When Annemarie wears Ellen's Star of David necklace, it explains that Denmark is free. It does not show that she was trying to be Jewish, rather that her Jewish neighbors were welcome to live freely in Denmark. This is important because it shows the complete resolution to the story and the hope that Annemarie will see her friend Ellen again.*)
- Give students a few minutes to think about the events and details described in Chapter 17 and finish making notes on Activity Page 10.1.

ANALYZE CHANGES A CHARACTER UNDERWENT (25 MIN.)

- Refer students to the prompt for close reading that you have written on the board or chart. Read the prompt aloud again for students: "How have the characters Annemarie and Ellen changed since the beginning of the story when they were running home from school?"
- Think-Pair-Share: How did the characters Annemarie and Ellen act and feel at the beginning of the story? (*The characters were innocent and childlike as they went home from school. They did not have any idea about what was happening in their world concerning the Germans.*)



**EMERGENT
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Reading Character Development

Beginning

Have students work in small groups to make an illustration of the moment when Ellen could hear Annemarie dropping off the handkerchief to Uncle Henrik.

Intermediate

Have students work with a partner or in small groups to make a list of words that would describe Ellen hiding on Uncle Henrik's boat and Annemarie delivering the handkerchief to Uncle Henrik.

Advanced/Advanced High

Have students tell a partner about a time when something a friend or family member did for them completely changed their day.

**ELPS 1.C; ELPS 1.D;
ELPS 1.E**

Support

Gather students in a small group. Draw a sequence map of the events of the story and draw arrows pointing from events that led to one another.

- Display Digital Component 3.1, Plot Anchor Chart. Explain to students that a character is impacted by the elements within a story. Ask students which element they believe most greatly impacts a character and causes them to change.
 - Ask a few students to share their ideas about the plot elements that cause a character to change.
- Explain to students that the conflict, rising action, and climax of a story can influence a character and cause the character to undergo changes. Typically, in the falling action and resolution, the reader can see how the character has changed overall.
- Ask students to review their Character Notes in their Unit Folders and recall how the characters acted in each part of the story.
- Remind students that many events have happened since Annemarie and Ellen were running home from school and encountered the German soldiers.
- Think-Pair-Share: Think about Annemarie and Ellen during the conflict, rising action, and climax. What events impacted their characters the most? (*Answers may include: Annemarie and Ellen were most impacted when the Rosens left Ellen to be with Annemarie's family, when soldiers came looking for Ellen and she pretended to be Annemarie's sister, and when they traveled to Uncle Henrik's to find safety.*)
- Explain to students that these events impacted both Annemarie and Ellen. Tell students to think about how these events made Annemarie and Ellen change from the innocent and childlike characters at the story's beginning.
 - Ask a few students to share their ideas about the characters' changes.
- Think-Pair-Share: Think about the resolution of the story. What events reveal how Annemarie and Ellen have changed? How did these events show their changes? (*Annemarie and Ellen's changes are revealed when Annemarie dropped off the handkerchief and asked if Ellen could hear her. This showed how Annemarie was concerned about the safety of her friend which demonstrated her growth and maturity. This also showed Ellen's bravery as she sat in silence upon hearing her best friend.*)
- Read the close reading prompt aloud again: "How have the characters Annemarie and Ellen changed since the beginning of the story when they were running home from school?"
- Encourage students to use their Character Development Notes and the information on Digital Component 3.1 to answer the question for their Exit Ticket.

EXIT TICKET (10 MIN.)

- Distribute previously prepared Exit Tickets and allow students ten minutes to complete them before collecting them for review.
- Students are expected to write legibly in cursive to complete assignments.



Exit Ticket

How and why has Annemarie or Ellen changed throughout *Number the Stars*? **TEKS 4.2.C; TEKS 4.6.H; TEKS 4.8.B**

Lesson 10: Chapter 17: Celebrations

Writing

30M

Primary Focus: Students will synthesize text-based information to develop their *Number the Stars* project presentations. **TEKS 4.6.H; TEKS 4.11.A; TEKS 4.11.B.ii**

NUMBER THE STARS CHARACTER ANALYSIS PROJECT (10 MIN.)

Activity Page 9.2



- Have students take out Activity Page 9.2. Explain that they will use this outline to help plan their presentations.
- Display Digital Component 9.1, *Number the Stars* Character Analysis Project.
- Tell students that in this lesson they will complete Activity Page 9.2 to help guide them as they develop ideas for their presentation.
- Explain to students that, when we analyze characters and how they develop in a story, it's helpful to explore how the characters connect through their experiences and perspectives in the story.
- Explain to students that it's also important to understand how their development connects to the themes in the story, the key events in the plot, and the author's purpose.
- Tell students they must use evidence from the text to support their analysis.
- Remind students that they will use their notes and written work in their unit folders to include evidence from the text in a creative presentation that analyzes character development in *Number the Stars*.
- Remind students to focus on the two or three characters they have chosen for their analysis, though some of the details in the analysis may include other characters in the story.
- Tell students that they will turn in Activity Page 9.2 for review at the end of the lesson and it will be returned to them with comments for the following lesson.
- Ask students whether they have decided on which type of presentation they will build and share for their project. (Students should be able to choose whether they will make a poster or a digital slide presentation. Support students with making this decision as needed.)

TEKS 4.6.H Synthesize information to create new understanding; **TEKS 4.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 4.11.B.ii** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

- Ask students to take out Activity Page 2.1.
- Ask for a volunteer to read the points for “Organization and Creative Composition” in the “Exceeds Expectations” column.
- Make sure students have access to the supplies they need to complete their projects. Remind students of proper classroom etiquette for sharing workspaces and materials.
- Remind students that they will share their project presentations in the last lesson.

FINISH PROJECT OUTLINE (20 MIN.)

- Direct students to take out Activity Page 9.2, the project outline.
- Direct students to find a partner and to share the important ideas, details and/or quotes about one of the characters on their project outline. Tell students to explain to their partner why this information was important to include in their outline.
 - Provide students with more time to complete their project outline if needed.
- Tell students that once they have finished their project outline they may begin to draft and build their presentation.
- Tell students to bring Activity Page 9.2, the project outline, to their project workspaces.
- Remind students that the themes, the plot, and the author’s purpose in the novel connect in many ways to the characters’ traits, relationships, problems, and changes.
- Tell students that they have a lot of text-based evidence to support their character analysis in their Character Development Notes.
- Tell students to use the space provided on Activity Page 9.2 to list which examples of their writing from previous lessons they will include in their presentation.
- Have students show you Activity Page 9.2 for an initial check when it’s complete.
- Tell students that Activity Page 9.2 will be turned in at the end of the lesson and it will be returned with your comments and suggestions for the next lesson.



**EMERGENT
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Writing Organization

Beginning

Have students share details about the characters in their presentation with you orally. Assist students as needed.

Intermediate

Have students orally explain their project outline to you. Assist students as needed.

Advanced/Advanced High

Have students work with a partner and orally explain their project outlines to each other. Then have them provide one positive comment and one suggestion about each other’s ideas.

ELPS 3.G; ELPS 3.H

Support

Display a large blank Digital Component 2.2, Character Analysis Anchor Chart, for each of the characters somewhere in the classroom for purposes of cooperative learning. Have students work with a partner to share and add the ideas, quotes, and details they highlighted in their notes.

Challenge

Have students extend their outline to include more specific details, ideas, and quotes from the text.

- Give students time to work on their projects.
- Walk around the classroom and assist students as needed.
- Collect Activity Page 9.2.
- Have students clean up their workspaces.
- Direct students to place their activity pages in their folders at the end of the lesson.



Check for Understanding

Ask students to name one or two examples of their writing from the unit that contain evidence from the text. (Character Development Notes, various other activity pages with graphic organizers, Exit Tickets)


End Lesson

11


Project Preparations


PRIMARY FOCUS OF LESSON

Writing

Students will write, revise, and edit their *Number the Stars* project presentations.  **TEKS 4.2.C; TEKS 4.6.H; TEKS 4.11.B.ii; TEKS 4.11.C; TEKS 4.11.D**

FORMATIVE ASSESSMENT

Activity Page 11.2 Editing Checklist Students will submit an editing checklist to improve sentence structure and correct spelling, punctuation, and capitalization.  **TEKS 4.11.D**

 **TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.6.H** Synthesize information to create new understanding; **TEKS 4.11.B.ii** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details; **TEKS 4.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 4.11.D** Edit drafts using standard English conventions

LESSON AT A GLANCE

	Grouping	Time	Materials
Writing (90 min.)			
Writing Warm-Up	Independent	5 min.	<input type="checkbox"/> Character Development Notes <input type="checkbox"/> <i>Number the Stars</i> by Lois Lowry <input type="checkbox"/> Digital Components 2.2, 2.4, and 11.1 <input type="checkbox"/> Activity Pages 10.2, 11.1, 11.2
Independent Work	Independent	55 min.	
Peer Review	Partner	10 min.	
Editing Checklist	Independent	15 min.	
Exit Ticket	Independent	5 min.	

ADVANCE PREPARATION

Writing

- Make sure students have their copies of the novel and their unit folders with their Character Development Notes and other previously completed activity pages.
- Project or display a Character Analysis Anchor chart somewhere in the classroom for students to reference as they work on their projects.
- Identify Digital Component 2.4 and prepare to display it.
- Prepare for students to reference Activity Page 9.2 as they work on their projects.
- Prepare to display Digital Component 11.1 and have students collaboratively answer a multiple-choice question with a drop-down menu.
- Identify Activity Pages 11.1 and 11.2 and prepare to distribute them.
- Depending on the needs of your students, decide whether student presentations will be shared in small groups or one at a time in front of the whole group. Another option is to set up presentation stations around the classroom.
- Provide chart paper, color markers, and other art supplies for students to build their presentations.
- Make sure students have access to the supplies they need to complete their projects.

Universal Access

Writing

- Identify and prepare to share examples of creative ways to structure a character analysis presentation. For example, using illustrations and figures, puzzle pieces, or different shapes for different elements.

Lesson 11: Project Preparations

Writing



Primary Focus: Students will write, revise, and edit their *Number the Stars* project presentations. **TEKS 4.2.C; TEKS 4.6.H; TEKS 4.11.B.ii; TEKS 4.11.C; TEKS 4.11.D**

WRITING WARM-UP (5 MIN.)

- Display Digital Component 11.1. Read the drop-down question to the class.
- Explain how the drop-down questions work on computers compared to printed assessments.
- Ask students to select the answer to the question. (*Correct answer: simply*)

INDEPENDENT WORK (55 MIN.)

- Direct students' attention to the Digital Component 2.2, Character Analysis Anchor Chart that is displayed somewhere in the classroom for them to easily reference as they work on their projects.
- Display Digital Component 2.4 for students to reference as they work on their projects.
- Tell students to use their Character Development Notes, Activity Page 10.2, and their previous written work to build their *Number the Stars* Character Analysis Project presentations.
- Make sure students have the space and materials they need to complete their projects.
- Give students time to work on their individual projects.
- Walk around the classroom and support students as needed.

Support

Gather students in a small group. Draw a sequence map of the events of the story and draw arrows pointing from events that led to one another.

Activity Page 10.2



TEKS 4.2.C Write legibly in cursive to complete assignments; **TEKS 4.6.H** Synthesize information to create new understanding; **TEKS 4.11.B.ii** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details; **TEKS 4.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 4.11.D** Edit drafts using standard English conventions.

Activity Page 11.1



Challenge

Have students exchange peer reviews with more than one partner using Activity Page 11.1.

Activity Page 11.2



PEER REVIEW (10 MIN.)

- Notify students that, in a few minutes, they will pause for a peer review activity.
- Have students pause and take out Activity Page 11.1.
- Have students get together with their assigned partners.
- Review the items on the Peer Review Checklist with students and respond to any questions they may have about the activity.
- Have students review their partner's project presentations so far and fill out the Peer Review Checklist.
- Remind students that their partner's project is a work in progress and their input may help their partner make improvements to the final project.



Check for Understanding

Ask students to explain the purpose of peer review.

- Have students exchange their completed Peer Review Checklist with their partners and give them an opportunity to ask and respond to each other's questions.
- Give students time to revise their project presentations after they have received peer feedback.

EDITING CHECKLIST (15 MIN.)

- Tell students to take out Activity Page 11.2.
- Tell students to use the Editing Checklist to review and edit their own work, checking for correct spelling, punctuation, grammar, logical sentence structure, and organizational flow.
- Collect the Editing Checklist when students have completed their revisions and edits.
- Direct students to place activity pages in their folders.

EXIT TICKET (5 MIN.)

- Distribute previously prepared Exit Tickets and allow students five minutes to complete them before collecting them for review.
- Students are expected to write legibly in cursive to complete assignments.



Exit Ticket

How did the falling action and resolution work to solve the conflict in *Number the Stars*? Use text evidence to support your answer.



TEKS 4.2.C; TEKS 4.11.C; TEKS 4.11.D

End Lesson



**EMERGENT
BILINGUAL
STUDENTS**

Writing
Building Creative
Presentations

Beginning

Have students work with their partners to ask questions and give each other suggestions for their character analysis projects.

Intermediate

Have students work with their partners to discuss relationships and interactions between the characters in their presentations.

Advanced/Advanced High

Have students work with a partner to brainstorm ideas to creatively highlight key details from the story in their presentations.

**ELPS 2.I; ELPS 2.H;
ELPS 3.G**

12

Time to Present!

PRIMARY FOCUS OF LESSON

Writing

Students will finalize their *Number the Stars* projects.



TEKS 4.11.C; TEKS 4.11.D

Speaking and Listening

Students will demonstrate understanding by sharing their *Number the Stars* project presentations.



TEKS 4.1.C; TEKS 4.2.C; TEKS 4.13.E; TEKS 4.13.H

FORMATIVE ASSESSMENT

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



Present your *Number the Stars* Character Analysis Projects.

TEKS 4.13.H



TEKS 4.11.C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 4.11.D** Edit drafts using standard English conventions; **TEKS 4.1.C** Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively; **TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.13.E** Demonstrate understanding of information gathered; **TEKS 4.13.H** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

LESSON AT A GLANCE

	Grouping	Time	Materials
Writing (20 min.)			
Recap	Small Group	5 min.	<input type="checkbox"/> unit folders <input type="checkbox"/> <i>Number the Stars</i> by Lois Lowry <input type="checkbox"/> Digital Component 2.4
Final Touches	Independent	15 min.	
Speaking and Listening (70 min.)			
Students Present Their <i>Number the Stars</i> Character Analysis Projects	Independent/ Whole Group	65 min.	<input type="checkbox"/> students' presentations <input type="checkbox"/> Optional: Digital Components 2.2, 3.1, 4.1
Discussion and Reflection	Small Group	5 min.	

ADVANCE PREPARATION

Writing

- Make sure students have their copies of the novel and their unit folders with their Character Development Notes and other previously completed activity pages.
- Prepare to divide the class into small groups of three to five students to briefly recap important characters and events in the story so far. Use this time to meet with students about their Lesson 11 Exit Tickets, either individually or in small groups, to help clarify students' understanding of the novel's resolution.
- Prepare to display Digital Component 2.4.
- Prepare for students to work with partners as needed to review and put the final touches on their projects.
- Identify Activity Pages 11.1 and 11.2 to support students with their review and final touches.
- Prepare the space for students' presentations. Depending on the needs of your students, decide whether students' presentations will be shared in small groups or one at a time in front of the whole class. Another option is to set up presentation stations around the classroom.
- Prepare to display digital and/or poster presentations.

Writing

- Prepare the following question stems to support student response to the presentations:
 - What is the relationship like between ____ and ____?
 - What problems did ____ experience during the ____ of the story?
 - How do the traits and behaviors of ____ compare to those of ____?
- Prepare to display the following questions for discussion and reflection at the end of student sharing:
 1. What is one new thing that you learned about the novel from the presentations?
 2. Did the presentations give you new perspectives on any of the themes of the novel? Which one(s), and how?
 3. If you could choose one character from the novel to have a conversation with, who would it be, and why?

Universal Access

Speaking and Listening

- Keep versions of Digital Component 2.2 Character Analysis Anchor Chart, Digital Component 3.1 Plot Anchor Chart, and Digital Component 4.1 Theme Anchor Chart on display somewhere in the classroom for students to easily reference during the presentations.

Start Lesson

Lesson 12: Time to Present!

Writing



Primary Focus: Students will finalize their *Number the Stars* projects.



TEKS 4.11.C; TEKS 4.11.D

RECAP (5 MIN.)

- Have students take out their copies of *Number the Stars* and their unit folders.
- Have students break into the small groups you have prepared.
- Ask students to refer to their notes in their unit folders to summarize what happens in the falling action and resolution of the story.
- Use this time to meet with students about their Editing Checklists, Activity Page 11.2, and *Number the Stars* Character Analysis Projects, either individually or in small groups.
- Have students return to their individual seats.

FINAL TOUCHES (15 MIN.)

- Give students time to put any final touches on their *Number the Stars* Character Analysis Project presentations.
- Display Digital Component 2.4 and ask students whether they need any last clarifications on the information in the rubric.
- Students may orally practice their presentation with a partner during this time.



TEKS 4.11.C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 4.11.D** Edit drafts using standard English conventions.

Activity Page 11.2



Support

Have students work with a partner and help each other put the final touches on their projects.



Writing

Review and Refine

Beginning

Allow students to practice explaining their project in short phrases to you. Correct their grammar as needed.

Intermediate

Have students work with a partner and use the Peer Review Checklist to review their projects and make any final corrections.

Advanced/Advanced High

Have students use the Presentation Rubric and tell you how they would rate their project before presenting it to the class.

ELPS 5.D; ELPS 5.G

- Tell students to remain focused on their projects as they present. Tell them that smiling will help them feel calm and comfortable.



Check for Understanding

Ask students to share strategies for staying relaxed and positive when giving a presentation. (*remaining focused on the content of their presentation, smiling, not feeling bad about mistakes*)


- Walk around the classroom and support students as needed.
- Prepare for students' presentations to begin.
- Make sure adequate space is provided for students to display and share their projects.

Lesson 12: Time to Present!

Speaking and Listening



Primary Focus: Students will demonstrate understanding by sharing their *Number the Stars* project presentations.


 **TEKS 4.1.C; TEKS 4.2.C; TEKS 4.13.E; TEKS 4.13.H**

STUDENTS PRESENT THEIR NUMBER THE STARS CHARACTER ANALYSIS PROJECTS (65 MIN.)

- Tell students that it's time to share their *Number the Stars* Character Analysis Projects.
- Remind students to listen respectfully as their classmates share their presentations.
- Explain to students that there will be time to ask each of their classmates questions about their project after they have finished presenting.
- Tell students to write their questions down on a separate piece of paper for further discussion after the presentations.
- Evaluate students' projects using copies of the Character Analysis Project: Presentation Rubric as they present their work.
- Ask questions related to information found in Digital Component 2.2 Character Analysis Anchor Chart, Digital Component 3.1 Plot Anchor Chart, and Digital Component 4.1 Theme Anchor Chart to reinforce student learning and prompt student response during the presentations.
- Begin the time for students to share their projects. Ensure that each student has at least four or five minutes to talk about their *Number the Stars* Character Analysis Project.
- Include one to two minutes for students to ask questions or make positive comments about each project.
- Congratulate students on their work when the presentations are over.

Support

Provide students with question stems to support the discussion of the students' projects: What is the relationship like between _____ and _____? What problems did _____ experience during the _____ of the story? How do the traits and behaviors of _____ compare to those of _____?

 **TEKS 4.1.C** Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively; **TEKS 4.2.C** Write legibly in cursive to complete assignments; **TEKS 4.13.E** Demonstrate understanding of information gathered; **TEKS 4.13.H** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.



Writing Presentations

Beginning

Provide students with the discussion questions, and review them with students before the presentations begin.

Intermediate

Have students work in small groups before the presentations begin to discuss questions they may still have about character development and the elements of a plot.

Advanced/Advanced High

Have students select two student presentations to ask a question about at the appropriate time.

**ELPS 2.D; ELPS 2.E;
ELPS 2.G**

Challenge

Put the *Number the Stars* Character Analysis Projects on display after students have finished presenting.

Ask students to observe them individually and write down one question and one positive comment to share with a few presenters.

DISCUSSION AND REFLECTION (5 MIN.)

- Divide the class into small groups of three to five students.
- Have students respond to the following questions in their small groups:
 1. What is one new thing that you learned about the novel from the presentations?
 2. Did the presentations give you new perspectives on any of the themes of the novel? Which one, and how?
 3. If you could choose one character from the novel to have a conversation with, who would it be, and why?
- Ask students to write a response to at least one question. Students are expected to write legibly in cursive to complete assignments.
- Collect students' unit folders for review.

End Lesson

END-OF-YEAR ASSESSMENT

You should spend no more than three days total on the End-of-Year Assessment. There are three main group components of the assessment: a written assessment of silent reading comprehension, a written assessment of grammar, and a written assessment of morphology. Two other components, the oral reading of words in isolation and the fluency assessments, are administered one-on-one with students.

The written assessment of silent reading comprehension is meant to be completed in one 90-minute block of time and will be administered on End-of-Year Assessment Day 1. This should approximate the extended end-of-year assessments that Grade 4 students may take. The grammar and morphology assessments are meant to be completed during two 45-minute blocks of time on End-of-Year Assessment Day 2 and Day 3, respectively.

In addition, you will pull students aside, one at a time, and administer the Word Reading in Isolation Assessment (to students who scored 10 or fewer on the Reading Comprehension Assessment, or between 11–13, as time allows). Administer the Fluency Assessment to all students.

After administering the End-of-Year Assessment, you will complete an analysis summary of individual student performance using the Grade 4 End-of-Year Assessment Summary Sheet, found in each individual student's Activity Book. This summary should be passed on, along with the completed assessments, to students' teachers for the following school year.

End-of-Year Assessment

Assessment Day 1

LESSON AT A GLANCE

	Time	Materials
End-of-Year Assessment		
Reading Comprehension Assessment	90 min.	☐ Activity Pages A.1, A.2

ADVANCE PREPARATION

End-of-Year (EOY) Assessment

- Prepare to distribute Activity Page A.1 that you collected from students at the beginning of the unit.
- Please plan to have reading material available for students to select from and read independently as they finish the EOY Assessment.

The primary purpose of the EOY Assessment is to determine students' preparedness for Grade 5 instruction.

END-OF-YEAR ASSESSMENT

During the first day of the three-day assessment, all students will complete the Reading Comprehension Assessment (Activity Page A.1) independently. It includes three passages and corresponding comprehension questions. After students complete this portion of the assessment, use the EOY Assessment Summary (Activity Page A.2), which you will have collected from students, to analyze each student's performance. Please score the Reading Comprehension Assessment prior to Day 2 of the EOY Assessment, as you will use the scores to determine which students should complete the Word Reading in Isolation Assessment.

Beginning on Day 2 of the EOY Assessment, all students will work independently on the Grammar Assessment (Activity Page A.3).

In addition, you will pull students aside, one at a time, and administer the Word Reading in Isolation Assessment (to students who scored 10 or fewer on the Reading Comprehension Assessment, or 11–13, as time allows). Administer the Fluency Assessment to all students.

The Word Reading in Isolation Assessment uses Activity Page A.4 (Word Reading in Isolation Assessment Scoring Sheet), which you will have collected from students, as well as the Word Reading in Isolation Assessment located in the Teacher Resources section of this Teacher Guide. A Word Reading in Isolation Analysis and a Word Reading in Isolation Remediation Guide have also been included in Assessment Day 2.

The Fluency Assessment uses Activity Pages A.2 and A.5 (which you will have collected from students), as well as the student copy of the Fluency Assessment text “Paul Bunyan,” located in the Teacher Resources section. You will use Activity Page A.5 (End-of-Year Fluency Assessment Recording Copy) to create a running record while students read the fluency passage. Activity Page A.2 (End-of-Year Assessment Summary) includes a Fluency Assessment Scoring Sheet.

On Day 3 of the EOY Assessment, all students will complete the Morphology Assessment (Activity Page A.6). You will continue to pull students individually to administer the Word Reading in Isolation Assessment and the Fluency Assessment.

READING COMPREHENSION ASSESSMENT (90 MIN.)

- Ensure each student has a copy of Activity Page A.1. You may have collected this activity page from students at the beginning of the unit.
- Have students work independently to complete the Reading Comprehension Assessment on Activity Page A.1. After you have scored the assessment, record individual scores on each student’s EOY Assessment Summary (Activity Page A.2).

The texts used in the Reading Comprehension Assessment—“Mercury and the Woodman” (literary text), “Benjamin Banneker” (informational text), and “The Circulatory System” (informational text)—have been profiled for text complexity using standard quantitative and qualitative measures.

The reading comprehension questions pertaining to these texts are aligned to standards and are worthy of students' time to answer. Questions have been designed so they do not focus on minor points in the text, but rather, they require deep analysis. Thus, each item might thus address multiple standards. In general, the selected-response items address Reading standards and the constructed-response items address Writing standards. To prepare students for digital assessments, some items replicate how technology may be incorporated in those assessments, using a paper and pencil format.

Item Annotations and Correct Answers

Note: To receive a point for a two-part question, students must correctly answer both parts of the question.

Item	Correct Answer(s)		Standards
1. Inferential	Answers may vary, but should include that it was late in the day, and the Woodman was tired so he was less focused and/or had less energy compared to the morning, so he wasn't as careful in his movements. Thus, the axe slipped out of his hands. Because he was cutting a tree near the edge of a pool, the axe could easily have landed in the pool when it slipped.		TEKS 4.6.F; TEKS 4.7.B
2. Inferential	D		TEKS 4.3.B; TEKS 4.7.F
*3. Part A. Literal	The Woodman showed honesty by: saying the golden axe wasn't his saying the silver axe wasn't his		TEKS 4.6.G; TEKS 4.7.C
*3. Part B. Evaluative	The Woodman could have said the golden axe was his and/or said the silver axe was his. Doing either of these would not have shown honesty because neither of these axes was his.		TEKS 4.6.G; TEKS 4.7.B
4. Inferential	A		TEKS 4.6.F
5. Evaluative	Answers may vary, but should include that when you are honest, you are rewarded for telling the truth. By not being honest, you may end up worse off than you were when you started.		TEKS 4.6.G; TEKS 4.8.A
6. Inferential	B		TEKS 4.3.B
*7. Part A. Literal *7. Part B. Inferential	Part A: What Benjamin Banneker built or made	Part B: Why he built or made this	TEKS 4.6.F; TEKS 4.7.B; TEKS 4.7.C
	large clock with the same working parts as a pocket watch	He wanted to see if he could make a larger version of a pocket watch. Text Evidence: He wanted to know how a pocket watch works so he took it apart. Looking at the watch parts, he had the idea to try and build a large clock that works just like a pocket watch, only bigger.	
	irrigation system	He was working on his family's farm. Text Evidence: While working in the farm, he created this system. The system allowed crops to be watered even during dry times. It was made up of ditches and small dams. It controlled water that flowed from springs near the farm.	
	cabin with a skylight	He loved astronomy so much. Text Evidence: He loved astronomy so much; through the window in the roof, he could observe the sky during the day and at night.	
	almanac of all the useful information he gathered	He wanted to share the information with other people. Text Evidence: Readers used the facts in their daily lives; they enjoyed the puzzles, health tips, and advice on farming.	

Item	Correct Answer(s)			Standards
8. Inferential	Answers may vary, but should include that Jefferson was aware of Banneker's talents and knew Banneker had good ideas.			TEKS 4.6.F; TEKS 4.7.C
9. Evaluative	Answers may vary, but should include that Jefferson knew Banneker was talented, had accomplished many things, and had great abilities. Planning the design for the nation's capital was an important task for a specific group of people, and Jefferson likely felt that Banneker's talents, especially his mathematical abilities, would serve the group, and the overall plan for the city, well.			TEKS 4.6.G; TEKS 4.7.B
10. Inferential	A			TEKS 4.3.B; TEKS 4.6.F
*11. Part A. Literal	<p>Important Jobs Blood Has in the Body</p> <p>carries life-giving oxygen to body cells</p> <p>removes carbon dioxide from body cells</p> <p>moves nutrients from food to body tissues</p> <p>carries away waste products from body tissues</p> <p>protects the body against disease</p> <p>helps distribute heat throughout the body</p>			TEKS 4.7.C
*11. Part B. Evaluative	Answers may vary, but should include information from the chart, which is text evidence, and the information should directly support the reasons provided.			TEKS 4.6.G; TEKS 4.7.C
12. Literal	D			TEKS 4.7.C
13. Literal	B			TEKS 4.7.C; TEKS 4.7.D
*14. Part A. Literal		How Blood is Used in the Body	Where Blood Starts before Going through the Body	TEKS 4.6.G; TEKS 4.6.H
	Galen	blood is made and used up in the body	liver	
	Harvey	blood is used over and over again, not used up	heart	
*14. Part B. Evaluative	<p>Answers may vary, but should include that Harvey observed blood flow in humans and animals and confirmed that the heart is the organ that pumps blood through the body. Galen thought blood came from the liver before going through the rest of the body. Harvey also determined that blood circulated throughout the body over and over again. Galen thought blood was used up and more was made by the liver, using food we eat. In addition, Harvey discovered valves that stop blood from flowing backward in the blood vessels. Harvey explained the pulse we feel in our bodies. Harvey's work showed that the heart was the important part of the circulatory system, not the liver as Galen had described. Harvey's discoveries about the heart and blood vessels changed how doctors thought about these parts of the body.</p>			TEKS 4.6.G; TEKS 4.7.B; TEKS 4.7.C
15. Inferential	Answers may vary, but should include that given all the work that is required to move blood through the body, all of the blood vessels, and the length of all the blood vessels put together in your body, one would think it would take a very long time for blood to circulate through the body. However, the heart and blood vessels work well together to circulate blood very quickly.			TEKS 4.6.F; TEKS 4.7.B; TEKS 4.7.C

Reading Comprehension Assessment Analysis

Students who answered 10 or fewer questions correctly out of 15 total questions appear to have **minimal preparation** for Grade 5. Administer the Word Reading in Isolation Assessment and the Fluency Assessment to these students to gain further insight as to possible weaknesses. These students may have fairly significant skill deficits and may not be ready for Grade 5. Carefully analyze their performance on the Reading Comprehension Assessment, the Word Reading in Isolation Assessment, and the Fluency Assessment to determine whether students may need to be regrouped to an earlier point of instruction in the grade level materials when they reach Grade 5.

Students who answered 11–13 questions correctly out of 15 total questions appear to have **adequate preparation** for Grade 5. Administer the Word Reading in Isolation Assessment to these students, as time permits, and administer the Fluency Assessment. Use results from the Word Reading in Isolation Assessment to identify gaps in the mastery of specific letter-sound spellings that may require targeted remediation in Grade 5.

Students who answered 14–15 questions correctly out of 15 total questions appear to have **outstanding preparation** for Grade 5. You do not need to administer the Word Reading in Isolation Assessment to these students. However, please administer the Fluency Assessment to determine whether practice and progress monitoring in the area of fluency are warranted in Grade 5.

The following chart provides an overview of how to interpret students' scores.

Reading Comprehension Assessment Analysis	
Number of Questions Answered Correctly	Interpretation
10 or fewer	Student appears to have minimal preparation for Grade 5; administer Word Reading in Isolation Assessment and Fluency Assessment on Day 2 or Day 3
11–13	Student appears to have adequate preparation for Grade 5; administer Word Reading in Isolation Assessment on Day 2 or Day 3, only as time permits; administer Fluency Assessment
14–15	Student appears to have adequate preparation for Grade 5; administer Word Reading in Isolation Assessment on Day 2 or Day 3, only as time permits; administer Fluency Assessment

End-of-Year Assessment

Assessment Day 2

LESSON AT A GLANCE

	Time	Materials
End-of-Year Assessment		
Grammar Assessment	45 min.	<input type="checkbox"/> Activity Page A.3
Word Reading in Isolation Assessment; Fluency Assessment	Ongoing	<input type="checkbox"/> Activity Pages A.2, A.4, A.5 <input type="checkbox"/> stopwatch

ADVANCE PREPARATION

End-of-Year (EOY) Assessment

- Please plan to have reading material available for students to select from and read independently as they finish the EOY Assessment.

END-OF-YEAR ASSESSMENT

During the second day of the three-day assessment, all students will complete the Grammar Assessment independently. It includes 25 items assessing knowledge of parts of speech, sentence elements (subject/predicate), conjunctions, sentence fragments and run-ons, sentence types, and punctuation. After students complete this portion of the assessment, enter their scores on the Grammar Assessment Scoring Sheet in this Teacher Guide, making additional copies if needed. Benchmark results for individual students are not included for the Grammar Assessment.

Begin to administer the Word Reading in Isolation Assessment, based on students' performance on the Reading Comprehension Assessment, and administer the Fluency Assessment to all students.



GRAMMAR ASSESSMENT (45 MIN.)

TEKS 4.11.D.i–v, vii–x

- Make sure each student has a copy of Activity Page A.3. You may have collected this activity page from students at the beginning of the unit.
- Have students work independently to complete the Grammar Assessment on Activity Page A.3. Enter all student scores into the Grammar Assessment Scoring Sheet. To receive a point for a multiple-part question, students must correctly answer all parts of the question.

[illegible]

Grammar Assessment Scoring Sheet													
	Conjunctions	25											
	Conjunctions	24											
	Relative Pronouns	23											
	Relative Pronouns	22											
	Modal Auxiliaries	21											
	Modal Auxiliaries	20											
	Subject-to be Verb Agreement	19											
	Subject-Verb Agreement	18											
	Subject-Verb Agreement	17											
	Subject-Verb Agreement	16											
	Adjectives (articles and ordering)	15											
	Commas and Quotation Marks	14											
	Commas and Quotation Marks	13											
	Commas	12											
	Skill	Question											
Student													

WORD READING IN ISOLATION ASSESSMENT (ONGOING)

Begin to administer the Word Reading in Isolation Assessment individually to all students who scored 10 or fewer on the Reading Comprehension Assessment and to students who scored 11–13, as time permits, to gain further insight as to possible weaknesses.

This section of the EOY Assessment assesses single-word reading to identify the specific letter-sound correspondences a student may have not yet mastered.

Administration Instructions

- Locate the Word Reading in Isolation Assessment on the next page of this Teacher Guide. Students will read from this copy.
- Cover all of the words before calling a student to complete the assessment.
- Tell the student they will read words aloud to you and that it is important to do their best reading.
- Uncover the first row of words by moving the paper down.
- As the student reads a word, mark any incorrect letter-sound correspondences above the word on the Word Reading in Isolation Assessment Scoring Sheet (Activity Page A.4 that you collected from students). Also, note whether the student incorrectly chunks letters into syllables, leading to mispronunciation. If the student reads the word correctly, place a check mark above the word.
- If, after 10 seconds, the student is unable to read the word at all, simply tell the student the word and move on. Mark an 'X' above the word on the scoring sheet.
- Administer the Fluency Assessment after completing this section and continue administering these two individual assessments as time permits, throughout Day 2 and Day 3, to the remaining students.

End-of-Year Assessment Materials

Word Reading in Isolation Assessment					
1.	steady	asphalt	oxygen	dovetail	birthplace
2.	bravo	washtub	consume	delight	council
3.	accuse	riddle	trolley	scoreboard	cruise
4.	marvelous	betrayal	freighter	floored	guarantee
5.	blizzard	prairie	concrete	crescent	bowlful
6.	breakwater	peachy	spiffier	gherkin	qualify
7.	yearning	exercise	loathe	ivory	disprove
8.	audit	baboon	continue	taught	overdue
9.	chasm	human	pulled	warning	worthless
10.	scowl	avoidance	paperboy	courses	woodchuck
11.	switch	crumb	whopper	sprinkle	knitting
12.	calculate	mustache	partridge	singe	assign
13.	wriggle	bizarre	recommit	youthful	mistletoe



WORD READING IN ISOLATION ANALYSIS

TEKS 4.2.A.i-iv

The more words a student is able to read and the farther the student is able to progress in the assessment, the stronger their preparation is for Grade 5. A Word Reading in Isolation Analysis sheet and Remediation Guide are located in this lesson.

The number of words read correctly indicates the following:

- Students who score 43 or fewer words out of 65 correctly appear to have **minimal preparation** for Grade 5.
- Students who score 44–51 out of 65 words correctly appear to have **adequate preparation** for Grade 5.
- Students who score 52–65 out of 65 words correctly appear to have **outstanding preparation** for Grade 5.

After scoring the assessment, you might find it helpful to determine which letter-sound correspondences students missed that caused them to score below the benchmark for word recognition. Note that one-syllable words are not included in the Syllabication Analysis.

Score required to meet benchmark of 80%						
Phonemes						
Consonants						Totals
/b/	/d/	/f/	/g/	/h/		166/208
/j/	/k/	/l/	/m/	/n/		
/p/	/r/	/s/	/t/	/v/		
/w/	/x/	/y/	/z/	/ch/		
/sh/	/th/	/th/	/ng/	/qu/		
Vowels						108/136
/a/	/e/	/i/	/o/	/u/		39/49
/ae/	/ee/	/ie/	/oe/	/ue/		25/31
/ə/	/oo/	/oo/	/aw/	/ou/		19/23
/oi/	/ar/	/er/	/or/	/aer/		27/33
Syllabication (words with 2 or more syllables)						
Closed Syllable/short						39/49
Open Syllable/long						13/17
Magic E and Digraph Syllable						21/26
R-Controlled Syllable						16/20
ə Syllable						7/9
-le Syllable						4/4

WORD READING IN ISOLATION REMEDIATION GUIDE

Write the names of students who missed questions under each header in the following chart. This will help you determine what kind of remediation may be needed in Grade 5.

Phonemes—Consonants (Item numbers in parentheses)		
/b/ (1e, 2a, 2b, 3d, 4b, 5a, 5e, 6a, 8b, 10c, 13b)	/d/ (1a, 1d, 2d, 3b, 3d, 4d, 5a, 7e, 8a, 8e, 9c, 10b, 10e)	/f/ (1b, 4c, 4d, 5e, 6c, 6e, 13d)
/g/ (4e, 6d, 13a)	/h/ (9b)	/j/ (1c, 12c, 12d)
/k/ (2c, 2e, 3a, 3d, 3e, 5c, 5d, 6a, 6d, 8c, 9a, 10a, 10d, 10e, 11b, 11d, 12a, 13c)	/l/ (1b, 1d, 1e, 2d, 3c, 4d, 5a, 5e, 6e, 7c, 9c, 9e, 10a, 12a)	/m/ (2c, 4a, 9a, 9b, 11b, 12b, 13c, 13e)
/n/ (1c, 2c, 2e, 4e, 5c, 5d, 6d, 7a, 8b, 8c, 9b, 9d, 10b, 11e, 12d, 12e)	/p/ (1e, 5b, 6b, 6c, 7e, 9c, 10c, 11c, 11d, 12c)	/r/ (2a, 3b, 3c, 3e, 4b, 4c, 5b, 5c, 5d, 6a, 7d, 7e, 11b, 11d, 12c, 13a, 13c)
/s/ (1a, 1b, 1e, 2c, 2e, 3d, 4a, 5d, 6c, 7b, 7e, 9e, 10a, 10b, 10d, 11a, 11d, 12b, 12d, 12e, 13e)	/t/ (1a, 1b, 1d, 2b, 2d, 3c, 4b, 4c, 4e, 5c, 5d, 6a, 8a, 8c, 8d, 11e, 12a, 12b, 12c, 13c, 13e)	/v/ (1d, 2a, 4a, 7d, 7e, 8e, 10b)
/w/ (2b, 6a, 9d, 9e, 10e, 11a, 11c)	/x/ (1c, 7b)	/y/ (7a, 13d)
/z/ (3a, 3e, 5a, 7b, 9a, 10d, 13b)	/ch/ (6b, 10e, 11a)	/sh/ (2b, 12b)
/th/ (1e, 9e, 13d)	/th/ (7c)	/ng/ (7a, 9d, 11d, 11e)
/qu/ (6e)		

Phonemes—Vowels (Item numbers in parentheses)		
/a/ (1b, 8b, 9a, 12a, 12b)	/e/ (1a, 5d, 7b, 9e, 10d)	/i/ (1c, 3b, 5a, 6c, 6d, 6e, 7a, 7e, 8a, 8c, 9d, 11a, 11d, 11e, 12c, 12d, 13a, 13b, 13c, 13e)
/o/ (1c, 2a, 2b, 3c, 5c, 6a, 6e, 11c)	/u/ (1d, 2b, 2c, 4a, 8c, 10e, 11b, 12b, 13c)	/ae/ (1d, 1e, 4b, 4c, 6a, 10c, 12a)
/ee/ (1a, 3c, 4e, 5b, 5c, 6b, 6c, 7d, 13c)	/ie/ (2d, 6e, 7b, 7d, 12e)	/oe/ (2a, 5e, 7c, 8e, 13e)
/ue/ (3a, 8c, 9b, 12a)	/ə/ (1c, 2d, 3a, 4b, 4e, 9a, 9b, 10b, 12e)	/oo/ (2c, 3e, 7e, 8b, 8e, 13d)
/oo/ (9c, 10e)	/aw/ (1b, 8a, 8d)	/ou/ (2e, 10a)
/oi/ (10b, 10c)	/ar/ (4a, 12c, 13b)	/er/ (1e, 4c, 5a, 6a, 6c, 6d, 7a, 7b, 8e, 9e, 10c, 11c)
/or/ (3d, 4d, 9d, 10d)	/aer/ (4e, 5b)	/ə/ + /l/ (2e, 3b, 4a, 4b, 5e, 11d, 13a, 13d, 13e)

Syllabication (words with 2 or more syllables; Item numbers in parentheses)		
Closed Syllable/short (1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 4e, 5a, 5c, 5d, 6a, 6c, 6d, 6e, 7a, 7b, 7e, 8a, 8b, 8c, 9a, 9b, 9d, 9e, 10b, 10d, 10e, 11c, 11d, 11e, 12a, 12b, 12c, 13a, 13b, 13c, 13e)	Open Syllable/long (1a, 2a, 3c, 4e, 5b, 6b, 6c, 6e, 7d, 8c, 8e, 9b, 10c, 12a, 13c, 13e)	Magic E and Digraph Syllable (1b, 1d, 1e, 2c, 2d, 2e, 3a, 4a, 4b, 4c, 5c, 5e, 6a, 6b, 7b, 7e, 8a, 8b, 8e, 10b, 10c, 10e, 12a, 12e, 12d)
R-Controlled Syllable (1e, 3d, 4a, 4c, 4e, 5a, 5b, 6a, 6c, 6d, 7a, 7b, 8e, 9d, 9e, 10c, 10d, 11c, 12c, 13b)	ə Syllable (1c, 2d, 2e, 3a, 4a, 4b, 5e, 9a, 12e, 13d)	–le Syllable (3b, 11d, 13a, 13e)



Begin to administer the Fluency Assessment individually to all students.

This section of the EOY Assessment assesses students' fluency in reading, using the selection "Paul Bunyan" (literary text) located on the next page of this Teacher Guide.

Administration Instructions

- Turn to the student copy of "Paul Bunyan" on the next page of this Teacher Guide. Students will read from this copy.
- Using the Recording Copy of "Paul Bunyan" (Activity Page A.5) for each student, you will create a running record as you listen to each student read orally.
- Explain that the student will read a selection aloud while you take some notes. Encourage the student not to rush and to read at their regular pace.
- Read the title of the selection aloud for the student, as the title is not part of the assessment.
- Begin timing when the student reads the first word of the selection. As the student reads aloud, make a running record on the Recording Copy of the text using the following guidelines:

Words read correctly	No mark is required.
Omissions	Draw a long dash above the word omitted.
Insertions	Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted.
Words read incorrectly	Write an 'X' above the word.
Substitutions	Write the substitution above the word.
Self-corrected errors	Replace original error mark with an 'SC'.
Teacher-supplied words	Write a 'T' above the word (counts as an error).

- When one minute has elapsed, draw a vertical line on the Recording Copy to mark the student's place in the text at that point. Allow the student to finish reading the selection aloud.

End-of-Year Fluency Assessment

Student Copy

Paul Bunyan

Even as a baby, Paul Bunyan was mighty big. How big? Well, he was so big that his 18
parents had to use a covered wagon for his cradle. 28

As you might imagine, young Paul Bunyan had a big appetite. He gobbled up five 43
barrels of porridge a day, and his parents had to milk four dozen cows every morning and 60
evening just to keep his baby bottle filled. 68

Paul was so big it caused some problems in the little town in Maine where he grew 85
up. When he sneezed, he blew the birds from Maine to California. When he snored, the 101
neighbors ran out of their houses hollering, “Earthquake! Earthquake!” 110

After that, Paul’s father thought it might be better if Paul didn’t sleep in town. He built 127
a cot on a large raft for Paul and floated it off the coast. Paul slept on the raft for a few 149
nights, but the floating cot didn’t work out. When Paul turned over in his sleep, he created 166
gigantic waves that knocked down houses along the coast. 175

Eventually, Paul’s father decided that the East Coast was just too small for Paul 189
Bunyan. The only sensible thing to do was to move out West. So the Bunyan family 205
moved to Minnesota. In those days Minnesota was full of logging camps, sawmills, and 219
lumberjacks. Americans were moving west and “building the country.” They had to cut 232
down a lot of trees to make their homes, not to mention their schools, churches, boats, 248
and furniture. 250

Word Count: 250

- Assess the student's comprehension of the selection by asking them to respond orally to the following questions:

1. **Literal** What did Paul Bunyan's parents have to do to keep his baby bottle filled?
 - » milk four dozen cows every morning and evening
 2. **Inferential** Why did Paul's father think it would be better if Paul didn't sleep in town?
 - » When Paul snored, neighbors thought an earthquake was happening, so it would be better if Paul didn't sleep near neighbors and cause that kind of problem.
 3. **Literal** What happened when Paul slept on a large raft?
 - » When he turned over in his sleep, he created gigantic waves that knocked down houses along the coast.
 4. **Inferential** Why was moving out West the best plan for the Bunyan family?
 - » Americans were moving west and building things as they moved so they would have schools, churches, and furniture. All these new things were built because they didn't exist yet, which meant there was a lot of space out West. Paul needed a lot of space.
- Continue administering the Fluency Assessment as time permits, throughout Day 2 and Day 3.
 - You may score the assessment later, provided you have kept running records and marked the last word students read after one minute elapsed.

Guidelines for Fluency Assessment Scoring

- Use one Fluency Assessment Scoring Sheet for each student taking the assessment. The Fluency Assessment Scoring Sheet appears in each student's EOY Assessment Summary (Activity Page A.2).

To calculate a student's Words Correct Per Minute (W.C.P.M.) score, use the information you recorded on the Recording Copy and follow these steps. You may wish to have a calculator available.

1. Count Words Read in One Minute. This is the total number of words that the student read or attempted to read in one minute. It includes words that the student read correctly as well as words that the student read incorrectly. Write the total in the box labeled Words Read in One Minute.
2. Count the Uncorrected Mistakes in One Minute. You noted these in the running record. They include words read incorrectly, omissions, substitutions, and words that you had to supply. Write the total in the box labeled Uncorrected Mistakes in One Minute on the scoring sheet. (A mistake that the student self-corrects is not counted as a mistake.)
3. Subtract Uncorrected Mistakes in One Minute from Words Read in One Minute to get Words Correct. Write the number in the box labeled W.C.P.M. Although the analysis does not include any words the student read correctly (or incorrectly) after one minute, you may use this information from the Recording Copy for anecdotal purposes.

As you evaluate W.C.P.M. scores, here are some factors to consider:

It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal of Grades 4 and 5 is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in this and subsequent grade levels. A student's W.C.P.M. score can be compared with the score of other students in the class (or grade level) and also with the national fluency norms obtained by Hasbrouck and Tindal (2006). Hasbrouck and Tindal suggest that a score falling within 10 words above or below the 50th percentile should be interpreted as within the normal, expected, and appropriate range for a student at that grade level at that time of year. For example, if you administered the assessment during the spring of Grade 4, and a student scored 113 W.C.P.M., you should interpret this as within the normal, expected, and appropriate range for that student.

Oral Reading Fluency Norms from Hasbrouck and Tindal (2006)

Percentile	Spring Grade 4 W.C.P.M.
90	180
75	152
50	123
25	98
10	72
Comprehension Questions Total Correct ____/4	

Reference

Hasbrouck, Jan and Tindal, Gerald A. "Oral reading fluency norms: A valuable assessment tool for reading teachers." *The Reading Teacher* 59 (2006): 636–644.

End-of-Year Assessment

Assessment Day 3

LESSON AT A GLANCE

	Time	Materials
End-of-Year Assessment		
Morphology Assessment	45 min.	<input type="checkbox"/> Activity Page A.6
Word Reading in Isolation Assessment; Fluency Assessment	Ongoing	<input type="checkbox"/> Activity Pages A.2, A.4, A.5 <input type="checkbox"/> stopwatch

ADVANCE PREPARATION

End-of-Year (EOY) Assessment

- Please plan to have reading material available for students to select from and read independently as they finish the EOY Assessment.

END-OF-YEAR ASSESSMENT

During the third day of the three-day assessment, all students will complete the Morphology Assessment independently. It includes 20 items assessing knowledge of the prefixes *un-*, *non-*, *en-*, *im-*, and *in-*; suffixes *-y*, *-ly*, *-able*, *-ible*, *-ful*, and *-less*; and roots *arch*, *graph*, *rupt*, *port*, and *bio*, all of which were taught in CKLA prior to the end of Grade 4. Have students work independently to complete the Morphology Assessment on Activity Page A.6. Enter all student scores into the Morphology Assessment Scoring Sheet.

Continue to administer the Word Reading in Isolation Assessment and the Fluency Assessments, as described on Assessment Day 2.



MORPHOLOGY ASSESSMENT (45 MIN.)

TEKS 4.3.C

- Make sure each student has a copy of Activity Page A.6. You may have collected this activity page from students at the beginning of the unit.
- Have students work independently to complete the Morphology Assessment on Activity Page A.6. Enter all student scores into the Morphology Assessment Scoring Sheet. To receive a point for a multiple-part question, students must correctly answer all parts of the question.

[illegible]

[illegible]

INTERPRETING END-OF-YEAR ASSESSMENT SCORES

You should use the results of three assessments to determine students' preparedness for Grade 5 instruction: the Reading Comprehension Assessment, the Word Reading in Isolation Assessment (if administered), and the Fluency Assessment. Please refer to the Grade 4 End-of-Year Assessment Summary (Activity Page A.2) and consider students' performance on these three assessments, in combination.

It is most challenging to analyze results for students **with ambiguous or borderline scores**. In particular, you may have some students who are right on the border between being strong enough readers to benefit from Grade 5 instruction and not having adequate preparation. This might include students who answered most questions correctly on one story of the Reading Comprehension Assessment but not other stories, or this might include students whose performance was uneven on the Word Reading in Isolation Assessment or Fluency Assessment.

In analyzing results from the **Reading Comprehension Assessment**, be aware that some students may not be strong test-takers. They may struggle to answer the questions even if they read the selection and understood it. You may wish to have students with borderline scores read the selection(s) aloud to you and then discuss it with you so you can better determine if their struggles are a result of comprehension difficulties or other factors.

In analyzing results from the **Word Reading in Isolation Assessment**, remember that not all poor scores are the same.

Students who have difficulty reading one-syllable words may have a major problem reading the words or spellings in question and need intensive remediation beyond what can likely be provided in a Grade 5 classroom.

Benchmark results for individual students are not included for the Grammar Assessment or the Morphology Assessment. You should use the results of the Grammar Assessment and the Morphology Assessment to determine the extent to which students may benefit from the additional practice of certain grammar and morphology skills taught prior to beginning the Grade 5 grammar and/or morphology instruction.

Teacher Resources

Grade 4	Unit 10
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Teacher Guide

Teacher Resources

In this section you will find:

- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

ACTIVITY BOOK ANSWER KEY

NAME: _____ 1.1 ACTIVITY PAGE

DATE: _____

KWL Chart

What I Know	What I Wonder	What I Learned
Answers may vary	Answers may vary	<ul style="list-style-type: none"> The two major alliances in WWI were the Allied Powers and the Central Powers. The Allied Powers won and consisted of Great Britain, France, Russia, Italy, Japan, and the U.S. In WWI, The European Allies rejected Japan's request to have an equal say in the Allied Powers' plans, which angered them. Also, the Treaty of Versailles limited Germany's military, required them to pay money, and made them give land back to France. German people supported the Nazi party when it first began because Germany's economy was struggling, and citizens blamed it on their leaders. They thought the German party would be better than their current leaders. Hitler's actions as the ruler of Germany angered other countries and groups of people by establishing a totalitarian government, targeting groups of people for discrimination and persecution, and he directly violated the Treaty of Versailles by building up the military and taking control of more land. Germany invading Poland led to the official start of WWII. The two major alliances in WWII were the Allied Powers, which included France, Great Britain, and later the U.S., the Soviet Union, and China. The other alliance was the Axis Powers, which included Germany, Japan, and Italy. After WWI, Japan switched sides and joined the Allied Powers during WWII because the Allied Powers turned down their request to have equal say in the negotiations at the end of WWI. Japan had also established a totalitarian government and tried to take control of more land, like Germany. King Christian X went along with Germany's demands when it invaded Denmark because Denmark was not prepared, and they most likely would not win the fight. He wanted to protect the Danish people.

What I Am Still Wondering:

Answers may vary

Grade 4 Activity Book | Unit 10 1

NAME: _____ 2.2 ACTIVITY PAGE

DATE: _____

Character Notes

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.

Annemarie: Ch.1, paragraphs 2 through 5: lanky, competitive, likes to race, has silvery blonde hair.

Ch.1, paragraph 3: determined. Ch.1, paragraph 14: believes the German soldiers should learn her language. Ch.1, paragraph 15: polite and honest. Ch.1, paragraph 18: scared of the soldiers. Ch. 2, paragraphs 1–10: shares a bed with Kirsti and tells her fairy tales. Ch. 2, paragraph 12: had an older sister, Lise. Ch. 2, paragraphs 22–28: wants to be brave. Ch.2, paragraph 43: Occasionally opened Lise's trunk and looked through her things in remembrance.

Ellen: Ch.1, paragraphs 2 through 5: stocky, prefers to be civilized, has dark pigtails. Ch.1, paragraph 25: has dark eyes and is afraid of the soldiers. Ch.1, paragraph 26: a good student.

Kirsti: Ch.1, paragraph 6: slower than Annemarie and Ellen. Ch.1, paragraphs 30–32: defiant when angry, stubborn, has short tangled curls, is unafraid. Ch.1, paragraph 34: pretty.

Mama: Ch.1, paragraph 46: has "coffee" with Mrs. Rosen. Ch.1, paragraph 47: is anxious about the girls' interactions with soldiers. Ch.1, paragraph 54: reads an illegal newspaper written by the Danish Resistance. Ch.2, paragraph 43: Never spoke of Lise or opened her trunk.

Grade 4 Activity Book | Unit 10 9

ACTIVITY PAGE 2.2 CONTINUED

NAME: _____

DATE: _____

Character Notes

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.

Mrs. Rosen: Ch.1, paragraph 46: is Ellen's mother and has "coffee" with Mama. Ch.1, paragraph 48: is frightened for Ellen;

Peter Neilsen: Ch.1, paragraph 54: delivers the illegal newspaper to the Johansens. Ch. 2, paragraph 29: was engaged to marry Annemarie's sister, Lise. Ch.2, paragraph 44: He had red hair. He did not marry anyone else. He changed from being silly and fun-loving to being hurried, warm and smiling.

Papa: Ch. 2, paragraph 23: always considered questions carefully before answering. Ch.2, paragraph 15: He works in an office. Ch.2, paragraph 45: After Lise's death, Papa changed to seem older, tired, and defeated.

King Christian X: Ch.2, paragraph 212: He "was a real human being, a man with a serious, kind face." He rides his horse, Jubilee, through the streets and greets his people. The people love him. Ch.2, paragraph 31: He was wise-- he knew his country was too small to win a war and he didn't want his Danish people to die. Ch.2, paragraph 40 and 41: He fell from his horse and was badly injured. The people mourned because they thought he would die, but he didn't.

10 Unit 10 | Activity Book Grade 4

NAME: _____ 2.2 CONTINUED

DATE: _____

Character Notes

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.

Lise: Ch.2, paragraph 12: Took Annemarie to stand at the sidewalk and wave to the king. Ch.2, paragraph 13: She was solemn and lovely. Ch.2, paragraph 29: She was eighteen and engaged to Peter Neilsen. Ch.2, paragraph 42: She was tall. She died in an accident two weeks before her wedding. Her blue carved trunk is in the corner of Annemarie and Kirsti's bedroom.

Grade 4 Activity Book | Unit 10 11

NAME: _____

DATE: _____

2.3ACTIVITY PAGE

Setting Notes

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

Northeast Copenhagen: Ch.1, paragraph 5: It is residential with streets and sidewalks. Ch.1, paragraph 7: It has small shops and cafes. Ch.1, paragraph 8 and 9: There are German soldiers stationed on the street corners. Ch.1, paragraph 46: There is no coffee or tea to drink anymore. Ch.1, paragraph 54 and 55: There isn't freedom of the press. There is a secret Resistance movement that damages the German's vehicles and factories. Ch.1, paragraph 66: There is no butter or sugar available.

Grade 4

Activity Book | Unit 1013

NAME: _____

DATE: _____

4.1ACTIVITY PAGE

Making Predictions

Prediction	Correct, Incorrect, or Still Can't Tell? How do you know?	Evidence from the Text, Characteristics of Fiction, and Text Structures
Responses may vary but should include reasonable predicted outcomes for: <ul style="list-style-type: none">Ellen's parentsPeterEllenThe JohansensWhether soldiers will come to the Johansen's apartmentWhat will happen once the soldiers do comeWhether the soldiers will discover that the Johansens are hiding EllenWhat the Johansens will do next	Responses may vary but should reflect the accuracy of each prediction with an explanation.	Responses may vary but should include supporting evidence from the text along with explanations of how characteristics of fiction and text structures provide predictable patterns.

Grade 4

Activity Book | Unit 1017

NAME: _____

DATE: _____

4.2ACTIVITY PAGE

Exploring Themes

List topics from the story. Use these topics to determine the themes of the story.

Topic: an issue or subject matter addressed in the story	Question: what is the story saying about it?	Theme: a message or lesson from the story that you can apply to your own life
Answers may vary but could include: <i>Being brave</i>	<i>Annemarie wonders if she would be brave if she had to.</i>	<i>I can be brave</i>
<i>Protecting others</i>	<i>Neighbors, family, and friends protect each other.</i>	<i>I can count on others to protect me and I should protect others that need it as well.</i>
<i>Innocence</i>	<i>The innocent do not understand or may not be aware of the danger they may be in.</i>	<i>Sometimes information is not shared with me for my own wellbeing.</i>
<i>Family</i>	<i>Family should trust each other and work together.</i>	<i>I should trust my family and do my part.</i>

Grade 4

Activity Book | Unit 1019

NAME: _____

DATE: _____

5.1ACTIVITY PAGE

Tension in the Rising Action

Write an event that causes tension during the rising action part of the story in each box.

Rising Action Events	→	T E N S I O N
<i>The Hirsch family disappears.</i>	→	
<i>The Germans get the list of Jews from the synagogue.</i>	→	
<i>Soldiers search the Johansen apartment.</i>	→	
<i>Ellen comes to stay with the Johansens.</i>	→	
<i>Mama, Annemarie, Ellen, and Kirsti go to visit Uncle Henrik.</i>	→	

Grade 4

Activity Book | Unit 1021

NAME: _____

DATE: _____

6.1 ACTIVITY PAGE

Kirsti's and Annemarie's Experiences

Kirsti

Example:

- Kirsti believed that Great-aunt Birte was real and had died.
- Kirsti was curious but unconcerned with the death.

Annemarie

Example:

- Annemarie knew Great-aunt Birte was fictional.
- Annemarie was upset that her parents kept the truth from her.

Both Kirsti and Annemarie wanted to attend the funeral.

How do the different experiences of Kirsti and Annemarie in *Number the Stars* influence their perspective?

Answers may vary, but should include that Kirsti and Annemarie's age difference influences their perspectives of the events surrounding the funeral. Answers should be written legibly in cursive.

Grade 4 Activity Book | Unit 10 23

NAME: _____

DATE: _____

6.2 ACTIVITY PAGE

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.

Answers may vary, but a possible student response may say:

The author uses Kirsti and Annemarie to contrast childhood and growing up into adulthood. In Chapter 10, Kirsti believes the funeral is real but Annemarie knows it is fictional. The author is trying to show that the innocence of children should be protected by adults, especially during times of war.

Grade 4 Activity Book | Unit 10 25

NAME: _____

DATE: _____

PP.1 ACTIVITY PAGE

Character Analysis

Directions: Choose a character from *Number the Stars*. Write a diary or journal entry from the point of view of the character. Using your Character Development notes, include information to show the character's thoughts, motivations, and changes throughout the story.

Character:

Answers may vary.

Dear Diary,

Answers may vary, but should include evidence of the character's thoughts, motivations, and changes throughout the story.

Grade 4 Activity Book | Unit 10 49

NAME: _____

DATE: _____

PP.2 ACTIVITY PAGE

Theme

Directions: Work with a partner to come up with a list of themes, and provide evidence from the story to support each theme.

Themes in <i>Number the Stars</i>	Evidence from the Story
<i>Answers may vary, but could include: People can be more courageous than they might believe.</i>	<i>At first, Annemarie thinks she might not be brave enough to stand up to the Nazis, but then, she faces the soldiers to protect Ellen in Chapter 5.</i>
<i>Good friends protect each other.</i>	<i>The Johansen family protects their friends, the Rosens, from the Nazis. In Chapter 5, the Johansens pretend Ellen is a member of their family to protect her.</i>
<i>Sometimes, people do not share information with others for their own protection.</i>	<i>Mama tells Kirsti that the explosions in the harbor are just fireworks. Peter does not tell the Johansens where he took Ellen's parents, and Mama does not tell the girls why they must go to the seashore.</i>
<i>Families should trust each other.</i>	<i>Annemarie, Mama, and Papa must trust each other when they go to Uncle Henrik's house and when the Nazi soldiers search their house, looking for Ellen.</i>
<i>Sometimes, children have to take on responsibility in difficult situations.</i>	<i>The Johansens must tell Annemarie and Ellen about their plans in order to protect Ellen, which requires them to be responsible and brave.</i>

Grade 4 Activity Book | Unit 10 51

NAME: _____		PP.3	ACTIVITY PAGE
DATE: _____			

Character Songs

Directions: Answer the questions at the top of the page first. Then work together to create a song that the character might sing based on their experiences in the scene. Once each line of the song is written in the chart, write the name of the team member who will sing that part of the song out loud when presenting to the class.

Page Numbers: _____

Description of the Scene: _____

Chosen Character: _____

Details from the Text That Might Be Important to Include in Our Song:
Answers may vary, but should include evidence of character experience.

Song Tune (Select a Familiar and Appropriate Song): _____

Song Lines	Team Member Presenting the Line Out Loud

Grade 4
Activity Book | Unit 10
53

NAME: _____	<div style="display: inline-block; background-color: #f0f0f0; padding: 5px; border: 1px solid #ccc; font-weight: bold; font-size: 1.2em;">PP.4</div> <div style="display: inline-block; background-color: #f0f0f0; padding: 5px; border: 1px solid #ccc; font-weight: bold; font-size: 0.8em;">ACTIVITY PAGE</div>
DATE: _____	

Opinion Writing

Why did Mama want Papa to stay behind when the rest of the family and Ellen went to Uncle Henrik's house? Do you agree or disagree with Mama's decision? Explain your opinion by writing a claim that is supported with reasons and evidence.

Answers may vary but should include a claim that clearly addresses the prompt and is supported by reasons with evidence.

NAME: _____	7.1	ACTIVITY PAGE
DATE: _____		

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 to 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.

Grade 4Activity Book | Unit 1027

NAME: _____
DATE: _____

7.2

ACTIVITY PAGE

Number the Stars Inferences

Clue	Inference
The Jews are told it will be very cold. They will need clothing and blankets for warmth.	<i>They will be outside</i>
The Jews are given small packages of food.	<i>It will be a long journey.</i>
Peter says the package must be delivered without fail.	<i>It contains something that will keep the Jewish people safe.</i>
They must be separate on the path.	<i>The more people there are in a group, the more the likelihood they draw the soldiers' attention.</i>
Peter says there is other work to be done.	<i>The Rosens and the others with them are not the only Jewish people that Peter is helping.</i>
Annemarie observed that the Rosens had other sources of pride.	<i>They have each other and friends.</i>
When Annemarie said goodbye to the Rosens at the foot of the steps of the farm, she shivered.	<i>It is cold outside.</i>
When Annemarie wakes up and it is slightly lighter out, she thinks it is wrong and should still be dark.	<i>She feels too much time has passed.</i>
When Annemarie looked for her Mama, she saw that the beds were neatly made.	<i>Neither Mama nor Uncle Henrik came home to sleep in them.</i>

Grade 4
Activity Book | Unit 10 **29**

NAME: _____ 7.3 ACTIVITY PAGE

DATE: _____

Creative Inferencing

Directions: Write a paragraph about what could have happened to Annemarie's mother using text evidence.

Responses may vary but should include supporting text evidence.

Grade 4 Activity Book | Unit 10 31

NAME: _____ 8.1 ACTIVITY PAGE

DATE: _____

Character Development Notes

Character: Answers may vary according to the character the student chose for their project.

Characteristics and Behaviors	Relationships

Reflections:

Grade 4 Activity Book | Unit 10 33

NAME: _____ 8.2 ACTIVITY PAGE

DATE: _____

Plot Diagram

Introduction: Describes the characters and setting.

Rising Action: Presents the problem and explains how the character is trying to solve it.

Climax: The most exciting part of the text in which the problem is usually solved.

Falling Action: Tells what happened as a result of the character's reaction to the climax or crisis.

Resolution: Ties up loose ends at the end of the story.

Support the event you see as the climax of the story. Use text evidence to support your answer.

Climax: Text Evidence	Page #
Answers may vary according to the character the student chose for their project.	

Falling Action: Text Evidence	Page #
Answers may vary according to the character the student chose for their project.	

How does Annemarie impact the climax of the story?

The climax of the story is when Annemarie goes to deliver the envelope. Her success will determine whether the Rosens are safe from the Germans.

Grade 4 Activity Book | Unit 10 35

NAME: _____ 8.3 ACTIVITY PAGE

DATE: _____

Story Puzzle: Number the Stars

SETTING	CHARACTERS
<ul style="list-style-type: none">• The Johansen's apartment in Copenhagen, Denmark• Uncle Henrik's house in Gilleleje, Denmark• The forest	<ul style="list-style-type: none">• Uncle Henrik• Mama• Annemarie• Ellen• Kirsti• The Rosens• Peter Neilsen• Papa• King Christian X• Lise
THEMES	RESOLUTION
<ul style="list-style-type: none">• War requires children to grow up.• It is good to be brave.• People should protect others.• Adults can protect children's innocence by keeping the truth from them.• Family is valuable.• Friends help each other during difficult times.	
KEY EVENTS	CONFLICT
<ul style="list-style-type: none">• Soldiers question Annemarie, Ellen, and Kirsti on the street.• The Hirsch family disappears.• The Germans get the list of Jews from the synagogue.• Ellen comes to stay with the Johansens.• Soldiers search the Johansen apartment.• Mama, Annemarie, Ellen, and Kirsti go to visit Uncle Henrik.• There is a funeral for Great-aunt Birte.• Mama falls and hurts her ankle.• Annemarie must deliver the basket.	<p>Will the Rosen family, including Ellen, be safe from the Germans?</p>

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9.1
ACTIVITY PAGE

Character Development Notes

Character: Answers may vary according to the character the student chose for their project.

Characteristics and Behaviors	Relationships
Problems and Conflicts	Resolutions and Changes

Reflections:

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ACTIVITY PAGE

Number the Stars Character Analysis Project

Project Guidelines:

- Focus on the two or three characters you chose to analyze for your project.
- 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.
- Include how the author's use of language and detail contributes to the voice of each character.
- 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.
- Remember to include evidence from the text, including quotes and details.
- Remember that there are different ways to analyze the same character.
- Be creative with how you present your analysis! Share your unique perspective.

Answers may vary according to the character the student chose for their project.

Project Outline	
Characters and Brief Analysis	Evidence from the Text
Character No. 1: _____ Brief Analysis: _____	Details: _____ Quotes: _____ Previous Work/Writing: _____
Character No. 2: _____ Brief Analysis: _____	Details: _____ Quotes: _____ Previous Work/Writing: _____
Character No. 2: _____ Brief Analysis: _____	Details: _____ Quotes: _____ Previous Work/Writing: _____

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10.1
ACTIVITY PAGE

Character Development Notes

Character: Answers may vary according to the character the student chose for their project.

Characteristics and Behaviors	Relationships
Problems and Conflicts	Resolutions and Changes

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A.1
ASSESSMENT

Questions 1–5 pertain to Passage 1: "Mercury and the Woodman," by Aesop.

- Explain why the axe slipped and flew out of the Woodman's hands into the pool.
Answers may vary, but should include that it was late in the day, and the Woodman was tired so he was less focused and/or had less energy compared to the morning, so he wasn't as careful in his movements. Thus, the axe slipped out of his hands. Because he was cutting a tree near the edge of a pool, the axe could easily have landed in the pool when it slipped.
- Despair* means the feeling of having lost hope that something will improve. Why was the Woodman in despair?
 - He didn't finish cutting down the tree he had started cutting down.
 - He didn't want to tell Mercury what had happened.
 - He wanted the golden axe.
 - ☒ He didn't know how he would get his axe back.

The following question has two parts. Answer Part A and then answer Part B.

- Part A:** How did the Woodman show honesty, or the quality of being fair and truthful? Find two examples in the text and write them in the following chart.

The Woodman showed honesty by:
<u>saying the golden axe wasn't his</u>
<u>saying the silver axe wasn't his</u>

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Part B: What could the Woodman have done that would not have shown honesty?

The Woodman could have said the golden axe was his and/or said the silver axe was his. Doing either of these would not have shown honesty because neither of these axes was his.

- What good fortune did the other Woodmen in the village hope to easily win?
 - getting a golden axe and a silver axe in addition to their own
 - losing their own axes in the pool in the forest
 - returning the next day to find their hidden axes
 - showing honesty to Mercury when he asked what the trouble was
- The moral of the story is "Honesty is the best policy." Explain what this moral means, using evidence from the text.

Answers may vary, but should include that when you are honest, you are rewarded for telling the truth. By not being honest, you may end up worse off than when you were when you started.

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A.1
CONTINUED ASSESSMENT

Questions 6–9 pertain to Passage 2: "Benjamin Banneker."

- Knowing what Banneker accomplished in his life, what does the word *outstanding* mean in the following sentence from paragraph 5?

Benjamin Banneker's abilities were outstanding.

- unpaid
- excellent
- poor
- average

The following question has two parts. Answer Part A and then answer Part B.

- Part A:** Benjamin Banneker was curious about the world around him. Using evidence from the text, fill in the column labeled "Part A: What Benjamin Banneker built or made."

Part A: What Benjamin Banneker built or made	Part B: Why he built or made this
	See Teacher Guide, Assessment Day 1 for answers

Part B: Now that you have identified things Banneker built or made, use evidence in the text to help you determine why he built or made these things. Record your answers for why Banneker built each item in the column labeled "Part B: Why he built or made this."

- In paragraph 6, the text states the following:

Jefferson reacted favorably to the almanac and responded to Banneker's comments politely.

Using evidence from the text, explain why Jefferson might have reacted favorably to the almanac and why he might have responded to Banneker's comments politely.

Answers may vary, but should include that Jefferson was aware of Banneker's talents and knew Banneker had good ideas.

- In paragraph 5, the author states that Thomas Jefferson was aware of Banneker's talents and requested that Banneker be made part of a group that was planning the design for the nation's capital. Using information from the text, explain why Thomas Jefferson might have requested that Banneker be part of an important group planning the design of the nation's capital.

Answers may vary, but should include that Jefferson knew Banneker was talented, had accomplished many things, and had great abilities. Planning the design for the nation's capital was an important task for a specific group of people, and Jefferson likely felt that Banneker's talents, especially his mathematical abilities, would serve the group, and the overall plan for the city, well.

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A.1
CONTINUED ASSESSMENT

Questions 10–15 pertain to Passage 3: "The Circulatory System."

- In paragraph 5, what does the following sentence mean?

You have so many blood vessels in your body, they could circle the earth more than two times if they were strung together!

- If you took all the blood vessels from your body and put them together in one long string, you could wrap that string around the earth more than two times.
- If you took all the blood from your body and put it in one place, it would wrap around the earth more than two times.
- If you took all the blood vessels from your body, each one is long enough to circle the earth on its own more than two times.
- If you took all the blood vessels from your body and put them together in one long string, you could wrap that string around the earth less than two times.

The following question has two parts. Answer Part A and then answer Part B.

- Part A:** List the important jobs blood has in the body in the following chart.

Important Jobs Blood Has in the Body
carries life-giving oxygen to body cells
removes carbon dioxide from body cells
moves nutrients from food to body tissues
carries away waste products from body tissues
protects the body against disease
helps distribute heat throughout the body

Part B: Using information from the chart, write complete sentences to give at least two reasons why blood is important to the body.

Answers may vary, but should include information from the chart, which is text evidence, and the information should directly support the reasons provided.

12. Which blood vessels carry blood away from the heart and which blood vessels carry blood back to the heart?
- A. Veins carry blood away from the heart; arteries carry blood back to the heart.
 - B. Veins carry blood away from the heart; capillaries carry blood back to the heart.
 - C. Arteries carry blood away from the heart; capillaries carry blood back to the heart.
 - ☒ D. Arteries carry blood away from the heart; veins carry blood back to the heart.
13. Which of the following shows the correct sequence of where blood goes when it circulates through the body?
- A. heart → lungs → heart → veins → capillaries → arteries → heart
 - ☒ B. heart → lungs → heart → arteries → capillaries → veins → heart
 - C. lungs → veins → heart → capillaries → veins → heart → lungs
 - D. lungs → arteries → heart → capillaries → veins → heart → lungs

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A.1 ASSESSMENT
CONTINUED

The following question has two parts. Answer Part A and then answer Part B.

14. **Part A:** Fill in the following chart comparing the physicians Galen and Harvey and their beliefs.

	How Blood Is Used in the Body	Where Blood Starts before Going through the Body
Galen	blood is made and used up in the body	liver
Harvey	blood is used over and over again, not used up	heart

Part B: Using information from the chart and information from the text, explain how Harvey's work changed the way doctors thought about the heart and blood vessels.

Answers may vary, but should include that Harvey observed blood flow in humans and

animals and confirmed that the heart is the organ that pumps blood through the body.

Galen thought blood came from the liver before going through the rest of the body.

Harvey also determined that blood circulated throughout the body over and over again.

Galen thought blood was used up and more was made by the liver, using food we eat. In

addition, Harvey discovered valves to stop blood from flowing backward in the blood

vessels. Harvey explained the pulse we feel in our bodies. Harvey's work showed that

the heart was the important part of the circulatory system, not the liver as Galen had

described. Harvey's discoveries about the heart and blood vessels changed how doctors

thought about these parts of the body.

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15. In paragraph 8, the text states that it might seem like it would take hours or days for blood to circulate through your body. Using evidence from the passage, explain why it might seem that blood would take so long to circulate through your body.

Answers may vary, but should include that given all the work that is required to move blood through the body, all of the blood vessels, and the length of all the blood vessels put together in your body, one would think it would take a very long time for blood to circulate through the body. However, the heart and blood vessels work well together to circulate blood very quickly.

End-of-Year Reading Comprehension total _____ /15 points
To receive a point for a two-part question (i.e., 3, 7, 11, and 14), students must correctly answer both parts of the question.

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A.3 ASSESSMENT

End-of-Year Grammar Assessment

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

The following question has two parts. Answer Part A and then answer Part B.

1. **Part A:** Write *n.* above the nouns in each sentence and *adj.* above the adjectives in each sentence.

adj. n. adj. n. adj. n.
Strong storms caused extensive damage to the new bank.

n. adj. n. adj. n.
Scientists may be able to provide advance warning if an active volcano showed signs of imminent eruption.

Part B: Draw an arrow from each adjective to the noun it describes.

2. Change the adjective in parentheses to an adverb and identify the verb it describes in the sentence.

Damion waved (excited) when he saw his friend walking down the sidewalk toward him.

Adverb: excitedly Verb the adverb describes: waved

3. Write a sentence using the verb and adverb provided.

verb: looked adverb: quickly

Answers may vary.

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4. Which of the following sentences contains an adverb that describes the verb?
- Rabbits hop quietly in the meadow.
 - We hung our towels outside so the warm breeze would dry them.
 - The strong winds shook the tent at the campsite.
 - Water rushes over the edge of the tall waterfall.

The following question has two parts. Answer Part A and then answer Part B.

5. **Part A:** Draw a line separating the subject from the predicate in each sentence.

Paul Revere and others warned people the British soldiers were on the move.

The Bayeux Tapestry tells the story of the Norman Conquest.

Part B: Underline the entire subject in each sentence. Draw a wiggly line under the entire predicate in each sentence.

6. Correct the following sentence fragments by rewriting each one to be a complete sentence.

Fragment: missed soccer practice

Corrected Sentence:

Answers may vary.

Fragment: the new family on our street

Corrected Sentence:

Answers may vary.

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A.3 ASSESSMENT
CONTINUED

7. Correct the following run-on sentences by breaking each into two sentences and adding correct capitalization and punctuation.

We didn't go to school for a week after the massive snowstorm dumped so much snow we made snowmen and went sledding.

Corrected Sentences:

We didn't go to school for a week after the massive snowstorm dumped so much snow. We made snowmen and went sledding.

Becoming a monk took many years men started the process by learning to read and write.

Corrected Sentences:

Becoming a monk took many years. Men started the process by learning to read and write.

8. For each sentence, add appropriate punctuation for the sentence type indicated.
- Imperative: Sit down
 - Declarative: The sky is blue
 - Interrogative: Do you know how to get to the grocery store
 - Exclamatory: Today is my birthday

9. Write an exclamatory sentence.

Answers may vary.

10. Which of the following sentences shows the correct way to use commas to separate items in a series?

- Kendra put her homework, math book, and lunch in her backpack.
- Kendra put her homework math book and lunch in her backpack.
- Kendra put her homework, math book and lunch in her backpack.
- Kendra put her homework math book, and lunch in her backpack.

11. Add a comma to show the correct way to use it when writing a date.

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A.3 ASSESSMENT
CONTINUED

12. Which of the following shows the correct use of a comma in an address?

- Marcus Wilhelm
1326 Bellevue Lane
Fayetteville, NC 28301
- Marcus Wilhelm
1326, Bellevue Lane
Fayetteville NC 28301
- Marcus Wilhelm
1326 Bellevue Lane
Fayetteville NC, 28301
- Marcus Wilhelm
1326 Bellevue, Lane
Fayetteville NC 28301

13. Which of the following is the correct way to use a comma and quotation marks to note a quotation from a text?

- On page 14, the author states I couldn't tell if my dad was joking or serious when he mentioned the baseball game.
- On page 14, the author states, "I couldn't tell if my dad was joking or serious when he mentioned the baseball game."
- On page 14, the author states "I couldn't tell if my dad was joking or serious when he mentioned the baseball game."
- On page 14, the author states, "I couldn't tell if my dad was joking or serious when he mentioned the baseball game."

14. Choose the answer that demonstrates the correct way to use a comma and quotation marks when quoting direct speech.
- Ramon was serious when he said "I think you should go talk to Mr. Barnes before you make a decision!"
 - R**amon was serious when he said, "I think you should go talk to Mr. Barnes before you make a decision."
 - Ramon was serious when he said, I think you should go talk to Mr. Barnes before you make a decision.
 - Ramon was serious when he said I think you should go talk to Mr. Barnes before you make a decision!
15. Choose the answer that demonstrates the correct way to sequence multiple adjectives.
- A** She wears a pretty, green dress.
 - She wears a green pretty dress.
 - A green, pretty dress she wears.
 - She wears pretty, a green dress.

The following question has two parts. Answer Part A and then answer Part B.

16. **Part A:** Identify the subject and the verb in the present tense in the following sentence and write each on the lines that follow the sentence.

We are first in line for tickets to the new movie.

Subject: we Verb: are

Part B: Write a new subject or a new verb in the present tense to agree with the following changes to the previous sentence.

New Sentence: He/She is first in line for tickets to the new movie.

New Sentence: I am first in line for tickets to the new movie.

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A.3 ASSESSMENT
CONTINUED

17. Write the correct form of the verb in the present tense to agree with the subject and complete the sentence.

Verb: choose

Maria chooses nonfiction books each time she goes to the library.

18. Complete the "Agreement" column of the following chart, using the information provided. Remember to use the present tense (action is happening now).

Subject	Action Verb	Agreement
You	read	<u>You read</u>
Jim Hawkins	write	<u>Jim Hawkins writes</u>
The pirates	fight	<u>The pirates fight</u>
She	learn	<u>She learns</u>

19. Complete the "Agreement" column of the following chart for *to be* verbs, using the information provided. Remember to use the present tense (action is happening now).

Subject	Agreement
I	<u>am</u>
he/she/it	<u>is</u>
we/they	<u>are</u>
you (plural)	<u>are</u>

20. Select the modal auxiliary verb that correctly completes the sentence.

We didn't get to go to the park today, but we _____ definitely go tomorrow.

- might
- B** will
- may
- couldn't

21. Select the modal auxiliary verb that correctly completes the sentence.

I took swimming lessons last summer, so now I _____ swim.

- A** can
- can't
- won't
- could

22. Read the following pair of sentences. Then, select the sentence that correctly combines the pair, using the appropriate relative pronoun.

My neighbor is friendly. My neighbor lives across the street.

- A** My neighbor, who is friendly, lives across the street.
- My neighbor whom is friendly lives across the street.
- My neighbor whose is friendly lives across the street.
- My neighbor, which is friendly, lives across the street.

23. Read the following pair of sentences. Then, select the sentence that correctly combines the pair, using the appropriate relative pronoun.

I found the notebook. The notebook was lost.

- I found the notebook, which was lost.
- I found the notebook, who was lost.
- C** I found the notebook that was lost.
- I found the notebook whose lost.

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A.3 ASSESSMENT
CONTINUED

24. Select the sentence that correctly uses a coordinating conjunction with appropriate punctuation.

- My aunt, and I wanted to go to the beach.
- He loves peanut butter but I do not like it.
- They wanted to take a walk so we did.
- D** She was sick, yet she looked well.

25. Add commas in the appropriate places for the following sentences using coordinating conjunctions. Some sentences will not need punctuation.

- I went to the library on Thursday and my sister went to the library on Friday.
- We planned to walk a mile every day but didn't.
- The weather forecast predicted snow yet it did not snow.
- She asked me to bring her a pencil so I did.

End-of-Year Grammar Assessment total _____/25 points

To receive a point for a multiple-part question (i.e., 1, 2, 5, 6, 7, 16, 18, and 19), students must correctly answer all parts of the question.

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A.6 ASSESSMENT

End-of-Year Morphology Assessment

Read and answer each question. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

1. If you come across something that is *uncommon*, what does that mean?
A. It is not rare.
☒ B. It is rare.
C. It is well-known.
D. It is easy to find.
2. If someone is speaking in a *nonthreatening* way, describe how that person is speaking.

Answers may vary, but should demonstrate

understanding of the meaning of *nonthreatening*.

3. Which of the following words correctly completes the sentence below?

The tour guide _____ my brother with reading the map for the group during the hike.

- A. enjoyed
B. enclosed
C. endangered
☒ D. entrusted

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4. Choose the sentence that does **not** demonstrate an example of what the word *patriarch* means.
A. My grandfather is the head of our family.
B. The king is the leader of the country.
C. The archbishop is the most important leader in the Church.
☒ D. My mother is the head of our family.
5. Someone who is skilled in *calligraphy* is skilled at what?
A. writing their signature
☒ B. the art of beautiful handwriting
C. the art of making pictures to provide information
D. telling the story of their life

The following question has two parts. Answer Part A and then answer Part B.

6. **Part A:** When you add the suffix *-y* to the word *taste*, what new word do you create?
New Word: tasty

Part B: What is the part of speech of the root word *taste* and the new word from Part A?

Part of Speech of *taste*: verb

Part of Speech of new word: adjective

7. Which of the following words with the suffix *-ly* means in a way that indicates something is for a limited time?
A. easily
B. speedily
☒ C. temporarily
D. daily

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A.6 CONTINUED ASSESSMENT

8. If you *interrupt* someone while they study, what are you doing?

Answers may vary, but should demonstrate

understanding of the meaning of *interrupt*.

9. Which word pair shares the same root and means the opposite of each other?

- ☒ A. import and export
B. biography and biology
C. erupt and rupture
D. monarchy and hierarchy

The following question has two parts. Answer Part A and then answer Part B.

10. **Part A:** Circle the correct prefix to add to the root word in the following sentence.

The bus driver got _____ *patient* with me as I dug in my bag for correct change for the fare.

- A. *un-*
B. *non-*
☒ C. *im-*
D. *in-*

Part B: Identify the word you created in Part A by adding the prefix and write its meaning.

New Word: impatient

Meaning: not patient

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11. Complete the following sentence:

If my homework is *incomplete*, that means it is not complete, or not done.

12. A laptop is a portable computer. What does *portable* mean?

- A. able to be eaten
B. able to bend
☒ C. able to be carried around
D. able to be seen

13. Which of the following items is *edible*?

- A. paint
B. folder
C. poison ivy
☒ D. broccoli

The following question has two parts. Answer Part A and then answer Part B.

14. **Part A:** Which of the following roots means "life?"

- A. *rupt*
☒ B. *bio*
C. *graph*
D. *loc*

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A.6
CONTINUED ASSESSMENT

Part B: Choose the word with the root that means "life" and write a sentence using the word.

- A. disrupt
- ☒ B. biography
- C. autograph
- D. relocate

Sentence:

Answers may vary, but should demonstrate
understanding of the meaning of *biography*.

15. Which of the following demonstrates the meaning of the word *purposeful*?

- A. having the TV on in the background while you finish math homework
- ☒ B. working hard to finish a science project so you can go to a friend's house the next day
- C. asking your dad if you can ride your bike to the park
- D. throwing your backpack on the floor by the door

16. Circle the correct suffix to add to the root word in the following sentence.

-y -ly -ful ☒ -less -able -ible

There were *end* _____ possibilities for who to choose as the topic of the biography project.

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17. Complete the following sentence:

She accidentally Answers may vary, but should demonstrate
understanding of the meaning of *accidentally*.

18. If someone disrupts something, what do they do?

- A. They make something messy.
- B. They send out rock, lava, and ash in a sudden explosion.
- C. They break or burst something.
- ☒ D. They stop something from happening.

19. Explain what the following statement means.

The house was still visible from the top of the hill.

You can still see the house from the top of the hill.

20. Which of the following words with the root *bio* means "able to be broken down naturally"?

- A. autobiography
- ☒ B. biodegradable
- C. biography
- D. symbiotic

End-of-Year Morphology Assessment total _____/20 points
To receive a point for a two-part question (i.e., 6, 10, and 14), students must
correctly answer both parts of the question.

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 4

Unit 10

Correlation—Teacher's Guide

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS 4.1.A	listen actively, ask relevant questions to clarify information, and make pertinent comments	
TEKS 4.1.B	follow, restate, and give oral instructions that involve a series of related sequences of action	
TEKS 4.1.C	express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively	p. 150, p. 155
TEKS 4.1.D	work collaboratively with others to develop a plan of shared responsibilities	

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate and apply phonetic knowledge by:

TEKS 4.2.A.i	decoding words with specific orthographic patterns and rules, including regular and irregular plurals	p. 171
TEKS 4.2.A.ii	decoding multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables	p. 171
TEKS 4.2.A.iii	decoding words using advanced knowledge of syllable division patterns such as VV	p. 171
TEKS 4.2.A.iv	decoding words using knowledge of prefixes	p. 171
TEKS 4.2.A.v	decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants	
TEKS 4.2.A.vi	identifying and reading high-frequency words from a research-based list	

(B) demonstrate and apply spelling knowledge by:

TEKS 4.2.B.i	spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables	
TEKS 4.2.B.ii	spelling homophones	
TEKS 4.2.B.iii	spelling multisyllabic words with multiple sound-spelling patterns	
TEKS 4.2.B.iv	spelling words using advanced knowledge of syllable division patterns	
TEKS 4.2.B.v	spelling words using knowledge of prefixes	
TEKS 4.2.B.vi	spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 4

Unit 10

Correlation—Teacher's Guide

TEKS 4.2.C	write legibly in cursive to complete assignments	p. 4, p. 6, p. 15, p. 16, p. 18, p. 33, p. 34, p. 36, p. 46, p. 48, p. 50, p. 59, p. 62, p. 64, p. 74, p. 75, p. 76, p. 81, p. 84, p. 94, p. 103, p. 106, p. 115, p. 117, p. 118, p. 123, p. 127, p. 132, p. 136, p. 139, p. 144, p. 147, p. 149, p. 150, p. 155
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS 4.3.A	use print or digital resources to determine meaning, syllabication, and pronunciation	
TEKS 4.3.B	use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words	p. 162, p. 163
TEKS 4.3.C	determine the meaning of and use words with affixes such as <i>mis-</i> , <i>sub-</i> , <i>-ment</i> , and <i>-ity/ty</i> and roots such as <i>auto</i> , <i>graph</i> , and <i>meter</i>	p. 182
TEKS 4.3.D	identify, use, and explain the meaning of homophones such as <i>reign/rain</i>	
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		
TEKS 4.4.A	use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	p. 176
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		
TEKS 4.5.A	self-select text and read independently for a sustained period of time	
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
TEKS 4.6.A	establish purpose for reading assigned and self-selected texts	p. 18, p. 23
TEKS 4.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information	p. 6, p. 10
TEKS 4.6.C	make, correct, or confirm predictions using text features, characteristics of genre, and structures	p. 50, p. 55
TEKS 4.6.D	create mental images to deepen understanding	
TEKS 4.6.E	make connections to personal experiences, ideas in other texts, and society	p. 18, p. 33, p. 34
TEKS 4.6.F	make inferences and use evidence to support understanding	p. 162, p. 163
TEKS 4.6.G	evaluate details read to determine key ideas	p. 162, p. 163
TEKS 4.6.H	synthesize information to create new understanding	p. 94, p. 103, p. 132, p. 136, p. 139, p. 140, p. 144, p. 147, p. 163
TEKS 4.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down	

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(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

TEKS 4.7.A	describe personal connections to a variety of sources including self-selected texts	
TEKS 4.7.B	write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources	p. 64, p. 74, p. 75, p. 162, p. 163
TEKS 4.7.C	use text evidence to support an appropriate response	p. 50, p. 59, p. 94, p. 103, p. 162, p. 163
TEKS 4.7.D	retell, paraphrase or summarize texts in ways that maintain meaning and logical order	p. 6, p. 15, p. 16, p. 106, p. 115, p. 117, p. 163
TEKS 4.7.E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	
TEKS 4.7.F	Use newly acquired vocabulary as appropriate	p. 162
TEKS 4.7.G	discuss specific ideas in the text that are important to the meaning	

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

TEKS 4.8.A	infer basic themes supported by text evidence	p. 50, p. 59, p. 62, p. 162
TEKS 4.8.B	explain the interactions of the characters and the changes they undergo	p. 36, p. 41, p. 76, p. 85, p. 94, p. 98, p. 132, p. 136, p. 139
TEKS 4.8.C	analyze plot elements, including the rising action, climax, falling action, and resolution	p. 64, p. 69, p. 94, p. 98, p. 106, p. 110, p. 118, p. 123, p. 127
TEKS 4.8.D	explain the influence of the setting, including historical and cultural settings, on the plot	p. 64, p. 74, p. 75

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS 4.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales	
TEKS 4.9.B	explain figurative language such as simile, metaphor, and personification that the poet uses to create images	
TEKS 4.9.C	explain structure in drama such as character tags, acts, scenes, and stage directions	

(D) recognize characteristics and structures of informational text, including:

TEKS 4.9.D.i	the central idea with supporting evidence	
TEKS 4.9.D.ii	features such as pronunciation guides and diagrams to support understanding	

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TEKS 4.9.D.iii	organizational patterns such as compare and contrast	
(E) recognize characteristics and structures of argumentative text by:		
TEKS 4.9.E.i	identifying the claim	
TEKS 4.9.E.ii	explaining how the author has used facts for an argument	
TEKS 4.9.E.iii	identifying the intended audience or reader	
TEKS 4.9.F	recognize characteristics of multimodal and digital texts	
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop their own products and performances. The student is expected to:		
TEKS 4.10.A	explain the author's purpose and message within a text	p. 76, p. 81, p. 84
TEKS 4.10.B	explain how the use of text structure contributes to the author's purpose	
TEKS 4.10.C	analyze the author's use of print and graphic features to achieve specific purposes	
TEKS 4.10.D	describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes	
TEKS 4.10.E	identify and understand the use of literary devices, including first- or third-person point of view;	p. 18, p. 23
TEKS 4.10.F	discuss how the author's use of language contributes to voice	p. 94, p. 98, p. 103
TEKS 4.10.G	identify and explain the use of anecdote	p. 36, p. 46, p. 48
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
TEKS 4.11.A	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	p. 118, p. 128, p. 132, p. 140
(B) develop drafts into a focused, structured, and coherent piece of writing by:		
TEKS 4.11.B.i	organizing with purposeful structure, including an introduction, transitions, and a conclusion	
TEKS 4.11.B.ii	developing an engaging idea with relevant details	p. 118, p. 128, p. 132, p. 140, p. 144, p. 147
TEKS 4.11.C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	p. 144, p. 147, p. 149, p. 150, p. 153

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TEKS 4.11.D	edit drafts using standard English conventions, including:	p. 144, p. 147, p. 149, p. 150, p. 153
TEKS 4.11.D.i	complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments	p. 166
TEKS 4.11.D.ii	past tense of irregular verbs	p. 166
TEKS 4.11.D.iii	singular, plural, common, and proper nouns	p. 166
TEKS 4.11.D.iv	adjectives, including their comparative and superlative forms	p. 166
TEKS 4.11.D.v	adverbs that convey frequency and adverbs that convey degree	p. 166
TEKS 4.11.D.vi	prepositions and prepositional phrases	
TEKS 4.11.D.vii	pronouns, including reflexive	p. 166
TEKS 4.11.D.viii	coordinating conjunctions to form compound subjects, predicates, and sentences	p. 166
TEKS 4.11.D.ix	capitalization of historical periods, events and documents; titles of books; stories and essays; and languages, races, and nationalities	p. 166
TEKS 4.11.D.x	punctuation marks including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue	p. 166
TEKS 4.11.D.xi	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	
TEKS 4.11.E	publish written work for appropriate audiences	
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS 4.12.A	compose literary texts such as personal narratives and poetry using genre characteristics and craft	
TEKS 4.12.B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	
TEKS 4.12.C	compose argumentative texts, including opinion essays, using genre characteristics and craft	
TEKS 4.12.D	compose correspondence that requests information	
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS 4.13.A	generate and clarify questions on a topic for formal and informal inquiry	

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TEKS 4.13.B	develop and follow a research plan with adult assistance	
TEKS 4.13.C	identify and gather relevant information from a variety of sources	
TEKS 4.13.D	Identify primary and secondary sources	
TEKS 4.13.E	demonstrate understanding of information gathered	p. 150, p. 155
TEKS 4.13.F	recognize the difference between paraphrasing and plagiarism when using source materials	
TEKS 4.13.G	develop a bibliography	
TEKS 4.13.H	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	p. 150, p. 155

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(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of their own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

ELPS 1.A	use prior knowledge and experiences to understand meanings in English	p. 100
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	p. 62, p. 71, p. 86, p. 116, p. 126, p. 137
ELPS 1.D	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	p. 137
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	p. 16, p. 58, p. 71, p. 86, p. 137
ELPS 1.F	use accessible language and learn new and essential language in the process	p. 16, p. 116, p. 126
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	p. 104
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	p. 75, p. 104

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	

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ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	p. 156
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	p. 156
ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	p. 156
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	p. 149
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	p. 129, p. 149
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	p. 33
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	p. 33, p. 48, p. 58

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ELPS 3.E	share information in cooperative learning interactions	p. 14, p. 30, p. 33, p. 48, p. 58
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	p. 100
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and gradeappropriate academic topics	p. 141, p. 149
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	p. 48, p. 141
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	p. 42
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	

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ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	p. 14, p. 30, p. 42, p. 114
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	p. 16, p. 75, p. 104, p. 114
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	
ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing central ideas from details commensurate with content area needs	
ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	p. 75
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	p. 16, p. 126
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	p. 83
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	p. 154

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ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	p. 83, p. 129
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	p. 16, p. 62, p. 71, p. 86, p. 116, p. 154

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