

NUMBER THE STARS
Lois Lowry

Chapter Book Project
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1. Synopsis

Number the Stars by Lois Lowry tells the story of ten-year-old Annemarie Johansen and her best friend Ellen Rosen during the Nazi occupation of Denmark in 1943. The Rosens and the Johansens live in Copenhagen, and we learn early in the book about Annemarie's deceased older sister, Lise, who had been engaged to marry Peter when she was tragically killed. When word reaches the Rosens that the Nazis will begin detaining Jews, the Rosens go into hiding with the help of Annemarie's parents and members of the Danish Resistance. Annemarie, her little sister Kirsti, and Mrs. Johansen travel to the coast of Denmark to help the Rosens and other Jews escape to Sweden via the Baltic Sea. Annemarie's Uncle Henrik, a Dutch fisherman, aides in this dramatic escape, as does Peter from the Resistance movement.

The brilliant and multilayered title chosen by Lowry refers to the Star of David necklace that Ellen wears, a reference to Jewish traditions and culture. "Number the stars" is also a phrase repeated from the Bible in a psalm recited during a critical time in the narrative:

*O praise the Lord.
How good it is to sing psalms to our God!
How pleasant to praise him!
The Lord is rebuilding Jerusalem;
he gathers in the scattered sons of Israel.
It is he who heals the broken in spirit
and binds up their wounds,
he who numbers the stars one by one...*

Also, Lowry frequently references the number of stars in the sky or the starless night sky. *Number the Stars* brings to mind the six million Jews murdered over the course of the Holocaust.

Themes

- Holocaust
- Coming of Age
- Loss of Innocence
 - through Death
 - due to War
- Sacrifice and Responsibility

2. Flesch-Kincaid Readability Statistic

Chapters 1 and 2 - Shannon Davis

Beginning of the chapter 1, pg 1 Flesch-Kincaid 4.7

*Middle of the chapter 1, pg 5-6 Flesch-Kincaid 9.7

End of the chapter 2, pg 9-10 Flesch-Kincaid 3.7

Flesch-Kincaid average = 6.03

*This readability statistic is higher than the others because the passage included expository prose. The other two selections contained more dialogue.

Chapters 3 and 4 – Katherine Matha

Beginning of the chapter 3, pg 19 Flesch-Kincaid=5.4

Beginning of chapter 4, pg 27 Flesch-Kincaid=7.4

End of chapter 4, pg 37 Flesch-Kincaid=2.8

Flesch-Kincaid average = 5.23

Chapters 12 and 13 – Beth Ann Bryant-Richards

Beginning of the chapter 13, pg 101 Flesch-Kincaid=3.6

End of the chapter 13, pg 98 Flesch-Kincaid=4.7

Middle of the chapter 14, pg 109 Flesch-Kincaid=5.8

Flesch-Kincaid average = 4.7

Chapters 15 and 16 – Smitha Chandran

Beginning of the chapter 15, pg 113 Flesch-Kincaid=5.5

Middle of the chapter 15, pg 116 Flesch-Kincaid=2.9

End of the chapter 15, pg 119 Flesch-Kincaid=4.2

Flesch-Kincaid average = 4.1

Readability

Chapter	Readability
Chapters 1 and 2	6.03
Chapters 3 and 4	5.23
Chapters 12 and 13	4.7
Chapters 15 and 16	4.1

Any discrepancy is due to heavy dialogue in some passages, while other passages contained expository prose.

3. Author Study

Lois Lowry



Born in 1937, Lois Lowry professed a love of reading and writing since her childhood, which was spent traveling the world. Her father was an Army dentist, and she says she still loves to travel. Lowry married young, had four children, and did not begin writing until her mid-30s. She currently lives in Boston and Maine, and makes time to enjoy her grandchildren and her dogs. A prolific writer, she has won numerous awards, including two Newbery medals. Check out her blog: <http://loislowry.typepad.com>.

Lowry's older sister died when they were children, and early death has been a motif throughout her writing career. Lowry also suffered the loss of her son, an Air Force pilot killed in a crash. Lois Lowry writes that her books all deal with essentially the same theme: recognizing the interconnectedness of the human experience. Her books are popular with adults and children alike. Her popular titles include the Anastasia series, *Number the Stars*; *The Giver*, *Messenger*, and *Gathering Blue* (a trilogy); and *Autumn Street*.

4. Lesson Plan #1 – Advanced Word Reading

Chapters 1 and 2 – Shannon Davis

Word List #1		Word List #2		Word List #3
Affixes		/ed/ endings		/ai/ /vCv/ vowel combinations
1. Quickly		1. adjusted		1. wait
2. untied		2. pleaded		2. wailed
3. elderly		3. balanced		3. trailed
4. plodding		4. walked		4. tail
5. loudly		5. looked		5. glare
6. unimportant		6. civilized		6. face
7. description		7. hesitated		7. pale
8. uneasy				8. tale

Script for Word List #2

Instructions:

Teacher	Student Response
1. Today we are going to be learning about the -ed ending. There are three rules to the correct pronunciation of the -ed ending.	
2. The first rule is, if a word ends with a letter t or d, the -ed is pronounced /ed/. What sound does it make when it follows the letter t or do? Yes. /ed/	/ed/
3. Next rule. If a word ends in a voiceless sound, then the /ed/ is pronounced at a /t/. What sound does the -ed ending make when the end sound is voiceless? Yes. /t/	/t/
4. Last rule. When the last sound of a word is a voiced sound, the -ed ending sounds like a /d/. What is the sound of the -ed ending when it follows a voiced sound? Yes. /d/	/d/
5. Next, we are going to practice the rules we just learned. Let us look at the word, adjusted. What letter comes before the -ed ending? Yes, t. Which rule will we follow, the first, second, or third? If a word ends with a t or d, the rule says	/ed/, adjusted /ed/

we pronounce the -ed ending as an /ed/. What sound? Yes. /ed/. So how would we say this word? Yes. Adjusted /ed/.	
6. We are now going to look at the word walked. Think about what rule we will follow in order to correctly pronounce the -ed ending. Is the end sound voiced or unvoiced? Yes. Unvoiced. What would the -ed sound like in this word? Yes. /t/. So how would we say this word? Yes. Walked /t/.	unvoiced, /t/, walked /t/
7. Lastly, we will look at the word civilized. What rule will this word follow? What sound comes before the -ed ending, is it voiced or unvoiced? How would we correctly pronounce this -ed ending? Yes. /d/. If the -ed sounds like a /d/ at the end, how would we pronounce this word correctly? Yes. Civilized. /d/	/d/ civilized /d/

Error Correction:

1. If an error occurs I will use the My Turn - Your Turn pattern.
2. If the error is still occurring, I will re-explain the rules and see if the student can figure it out. If student is still having trouble, I will allow him/her to call on a friend for help and then have the student repeat it. I will then call on that student at a later period during the lesson or address his/her needs individually.

Adaptations:

1. I will have students get out a blank piece of paper and pencil. I will call out words ending in -ed and have them write down which way it is being pronounced; /ed/, /t/, /d/.
2. Students will be given a worksheet where there is a word written down with an -ed ending. Next to each word will be three responses; /ed/, /t/, or /d/. Students must circle which response is the correct one.

Extensions:

1. Students will go through a chapter and highlight all the words that end in -ed. They will then write down each word and the correct pronunciation of the -ed ending next to it.
2. Students will look at music lyrics that I have available for them. They will highlight the words that end in -ed. They will need to figure out the correct -ed pronunciations because they will tape themselves reading the lyrics. I will listen to the recording and they will also to see if they are pronouncing the words correctly.

Chapters 3 and 4 – Katherine Matha

Word List #1		Word List #2		Word List #3
Affixes		/ed/ endings		/ea/ vowel combinations
Unruly		Passed		Teacher
Relaxed		Relaxed		Fearful
Outgrown		Opened		Thread
Improvement		Pouted		Learning
Submerge		Walked		Leather
Return		Managed		Tears

Script for Word List #2

Instruction:

Teacher	Students
1. Today we are going to learn three rules about the pronunciation of the letters –ed at the end of words. The first rule is that if a word ends in a t or a d, the e-d is pronounced /ed/. What sound does the ed make when it follows a t or a d? (teacher signals for a response and students give it). Yes!	/ed/
2. The second rule is that if a word ends in a voiceless sound, the -ed is pronounced /t/. What sound does the -ed make when it follows a voiceless sound?(teacher signals for a response and students give it). Yes!	/t/
3. You are doing great! The final -ed rule is that if a word ends in a voice sound, the -ed is pronounced /d/. What sound does the -ed make when it follows a voice sound? (teacher signals for a response and students give it). Yes! /d/	/d/
4. Great! Now let's apply these rules to some of the vocabulary words. Let's look at the first word, pouted. What letter comes before the -ed? (teacher signals for a response and students give it). Good, t! So which rule do we follow? If a word ends in a t or a d, the -ed is pronounced /ed/.	/t/
5. Let us now look at the word walked. What is the last letter before the -ed? Good, K. Is that a voiced letter? No, good. So let's practice pronouncing that according to its rule /t/. Walked /t/. You are all doing great!	/k/ No Walked /t/

6. Let's look at the word managed. What is the last letter before -,ed? (Students are signaled to answer). G, good! Let's all practice saying managed according to the rule /d/. Managed /d/.	/g/ Managed /d/
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Error Correction:

If an error occurs, I will use the My Turn, Your Turn Pattern. If this is not successful, I will re-explain the rules and we will practice with a larger list of words.

Adaptation:

1. I will give students a list with 5-10 more words. I will have them write next to the word if it is a /t/, /d/, or an /ed/ rule.
2. I will have students write down 3 voiced letters and 3 unvoiced letters and give an example of words that have these sounds.

Extension:

Students will be given a short story relating to the book that we are reading such as a short history of the war. They will circle -ed words. I will ask that they find 2 words that fall under each category.

Chapters 12 and 13 – Beth Ann Bryant-Richards

Word List #1		Word List #2		Word List #3
Affixes		/ee/ vowel combinations		/ed/ /t/ /d/ endings
		/ea/ vowel combinations		
1. unnecessarily		1. sleep		1. tripped /t/
2. unfamiliar		2. breeze		2. wiped /t/
3. unused		3. trees		3. grasped /t/
4. invisible		4. dreams		4. hurried /d/
5. discolored		5. lean		5. blurred /d/
		6. cream		6. pulled /d/
		7. reach		7. faltered/ed/
		8. gleam		

Script for Word List #2

Instructions:

Teacher	Student Response
1. There are two spellings for the long e sound. The first one we will work with is spelled “ee” as in “seek.”	
2. My Turn. Point to the “ee” with finger to the left of the letter. “My turn. Here’s our new sound for today.” (loop signal) “/long e/” (loop back to starting point).	
3. Your Turn. (finger to the left of the letter) “Your turn. What sound?” (loop signal) (answer) (loop back to starting point) “Yes, /long e/.”	/long e/
4. Individual Student Checkout (finger to the left of letter) “Individual turns. What sound? Bobby.” (loop signal) (answer) (loop back to starting point) “Yes, /long e/.”	/long e/
5. Remember, there are two spellings for the long e sound. The second one we will say is spelled “ea” as in “treat.”	
6. My Turn. Point to the “ea” with finger to the left of the letter. “My turn. Here’s our new sound for today.” (loop signal) “/long e/” (loop back to starting point).	

7. Your Turn. (finger to the left of the letter) “Your turn. What sound?” (loop signal) (answer) (loop back to starting point) “Yes, /long e/.”	/long e/
8. Individual Student Checkout (finger to the left of letter) “Individual turns. What sound? Bobby.” (loop signal) (answer) (loop back to starting point) “Yes, /long e/.”	/long e/
9. Your Turn to Read the Row Starting at the first letter combination, move through the row of letters in the words on the list, signaling for each letter combination just as you did in Steps 3 and 7. As you move through the list say, “What sound?” for each letter combination.	/long e/
10. Point to random letters. Starting at the first letter combination, move across the row of letters on the list, signaling for each letter combination as you did in Step 9. As you point to random letter combinations on the list say, “Individual turns. What sound? Timmy.”	/long e/

Error Correction:

If an error occurs in Steps 3 or 7, immediately return to a My Turn-Your Turn Pattern.

If an error occurs at Steps 4 or 8, immediately return to a My Turn-Your Turn Pattern. Then alternate between the missed letter and familiar letters until students identify the missed letter correctly three times.

Adaptations:

1. If students continue to make errors after the Error Correction procedure outlined above, make a Podcast using Garage Band with your script for the letter combinations so that they may practice it on their own or at home. Include a sheet for students about how to use the scripted Podcast, along with a list of the words.
2. If you anticipate difficulty with distinguishing both “ee” and “ea” as /long e/, or if students continue to make errors after the Error Correction procedure outlined above, adapt the lesson to teach only “ee” vowel combinations as /long e/ and save the lesson on “ea” vowel combinations for later. Once students have mastered “ee” vowel combinations, then move to “ea” vowel combination words.

Extensions:

1. For word list #1, explain that the prefixes in for each word change the meaning of the base word. The prefixes are: un-, dis-, and in-. Remind students that a prefix comes *at the beginning* of the base word. Ask students to make a list of as many words (or to tell you a

list of words) using these prefixes as they can think of. Give them a homework pass or a prize for the longest list.

2. For word list #2, ask students to identify words at school or home that contain the vowel combinations “ee” and “ea.” They can find words in their science or social studies textbooks, on a billboard, on the classroom word wall, or in a newspaper or magazine. Give them a homework pass or prize for the longest list.

Chapters 15 and 16 – Smitha Chandran

Word List #1	Word List #2	Word List #3
Irregular Words	Suffix –ly	Vowel –Consonant-E
1. said	1. carefully	1. time
2. laugh	2. suddenly	2. like
3. soldier	3. intently	3. absolute
4. relief	4. sadly	4. surprise
5. through	5. softly	5. safe
6. she	6. simply	6. escape
7. there	7. completely	7. hate
	8. absolutely	8. aside, inside
	9. quickly	9. hide
		10. choke

Script for Word List #3

Instruction:

Teacher	Student Response
1. Write a CVC word that can be converted into CVCe word, (e.g. hat) on the blackboard “What word?” Yes “hat. What’s the vowel?” “Yes a”. “What sound does “a” make in hat?” “Yes /ă/ as in h/ă/t”	“hat” “a” “ă”
2. Add the letter ‘e’ to the word hat on the blackboard. Teach the students the rule of VCe – the magic ‘e’. “In the word hate the magic ‘e’ is silent and ‘e’ becomes a helper and makes the vowel ‘a’ stronger. The vowel ‘a’ says its name now (makes the ‘a’ long). “What does the magic “e “do?” “Yes. Well done!”	“The magic ‘e’ is silent and becomes the helper.....”
3. Practice one syllable words from word list #3	
4. Advanced Organizer VCe can be combined with open and closed syllables to form multi-syllable words. Teach students to read these words using segmentation e.g. ab/sol/ute	
5. Individual Student Checkout Write the word ‘absolute’. “Can you find the the VCe in ‘absolute’? “Yes ‘ute’ ”. Write “ab/sol/ute”. Point to each segment and ask the	“ute” “ab/sol/ute” “<u>absolute</u>”

individual student to read -Loopback to the first letter and ask the student to read the whole word “Yes absolute”	
6. Practice the multi-syllable words in word list #3	

Error Correction:

If an error occurs at any step, repeat steps 1 and 2. Practice more examples.

Adaptations:

1. Use color-coded letter tiles to make words. For example, red tiles for vowels and blue for consonants and green for consonant blends.
2. Make a list of most common VCe words (Word list is available at www.resourceroom.net) for everyday practice.
3. Highlight the VCe part of the words in the chapter and mark long and short vowels with symbols. This serves as a visual cue.

Extensions:

1. Pair students and give them a page from the chapter book to read. They are to identify as many VCe words as possible in a minute. Then each pair will read their words to the class. Errors will be corrected and practiced immediately.
2. Watch a movie that shows adding the silent ‘e’ to the end of a word can change a short vowel into a long one. www.brainpopjunior.com

5. Lesson Plan #2 – Direct Fluency Instruction

Chapters 1 and 2 – Shannon Davis

Fluency Activities:

1. **Taped Readings** – Give students text that they can accurately read at least 95% of the words. I will give students the book and allow them to go over to the computer and begin recording their readings. Once they are finished, they will need to listen to the tape and list out the mistakes that they made. Ask students to repeat these steps several times, each time trying to get better. Once they are happy with their final product, they will turn it in to me. This activity allows students to practice their fluency skills, work with technology, and self-monitor their own work.
2. **Haiku** – Instruct students to write a haiku about *Number the Stars*. Assign students partners (one reader, one struggling reader) and create their own haiku. I will have already taught students how to make up a haiku in 5-7-5 format. Once they have completed their haikus, students will practice reading it until they share their masterpiece with the rest of the class. This activity focuses on fluency as well as syllables, writing, and comprehension.

Chapters 3 and 4 – Katherine Matha

Fluency Activities:

1. **Buddy Reading**—Students will partner up with someone and sit side by side. Together they can read the assigned chapter(s). They will encourage each other to ask questions and to point out details. Buddy Reading can help when someone else reads with them. When they learn the sounds of the words better, they are able to figure out the pronunciation of the words. The better reader can help the struggling reader as they read together. The readers can take turns reading or read the words together. The stronger reader can help with the pronunciation, the meaning of words, and understanding the story. They can ask questions as they read. The buddy can give clues when the other student gets stuck on a word. When they are finished reading, they can ask each other about his or her favorite part or characters.

Questions:

- What sound does the word start with?
 - What word would make sense there?
 - What problem does the character have?
 - Who are the characters?
 - How is the problem fixed?
 - Tell me what is happening in the story so far.
2. **Secret Story Words** -- Put names of people, places, things, and vocabulary words from the story on note cards and tape them to the student's backs. Let them wander around the room asking their classmates yes or no questions. When they've figured out what their word is, they return to their seat and write down the significance of their word to the story. When everyone is finished we can review the words or the teacher will check their sentences for assessment. (I did this in junior high and remembered that I loved this activity.)
 3. **Title Predictions** -- To help students with comprehension, have them make predictions about what events might take place in the story based on the title of the chapter. Once they make predictions, the teacher gives a short summary of what the chapter is about and the children write down some questions that they want answered when they read the chapter (this obviously is easier to do after the first few chapters after a plot has been realized). Have students give answers and write them on the chalkboard. I feel that giving the students a summary of what the chapter is about, especially the at-risk students, boosts their enthusiasm. They will less likely get bored and lose interest.

Chapters 12 and 13 – Beth Ann Bryant-Richards

Fluency Activities

1. **Newscaster**—After reading the chapter, students will work in groups to write a newscast to recap the events of the chapter. They should work to summarize the plot from the chapter. Students can watch a few newscasts to find some newscasters to model. They should take turns reading the newscast they have written together until they can read it expressively and fluently. To take this activity further, groups could divide all the chapters in the chapter book and videotape their newscasts, putting each on a final DVD, demonstrating their commitment to quality.
2. **Word Wizards**—Choose distinctive words from the chapter and write each in large letters on 4” x 6” index cards. Have students work in pairs to take turns flipping the cards so that their partner can read the words aloud. (Words: sped, coast, creep, morning, dreams, snuggle, sleep, stars, winced, meadow, kneeling, dashed, faltered.)
3. **Poetry Slam**—Working with the words from the second activity above, students should each write a poem using words that rhyme. Students will revise their poems and then practice reading them aloud with a focus on fluency, prosody, and inflection. Designate a day for a poetry slam in the classroom so that each student can show off his or her reading fluency.

Chapters 15 and 16 – Smitha Chandran

Fluency Activities:

1. **Bingo Word Game** -- Choose high frequency words to make Bingo sheets. The teacher calls out each word and the student places the chip on the appropriate word. Other simple games such as hangman can also help teach words.
2. **Different but the Same** -- The teacher models reading the same sentence differently depending on the final punctuation. After modeling with exaggerated intonation, provide an audiotape of the book for tape-assisted reading.
3. **Tape-assisted reading** -- In tape-assisted reading, students read their books along with a fluent reader on an audiotape. For the first reading, the student should follow the tape, pointing to each word in her or his book with the reader. Next, the student should try to read aloud along with the tape. Reading along with the tape should continue until the student can read the book independently without the support of the tape. Teachers can make their own recordings of books so that they can select materials that are of high interest to students and to control the pace of reading.

6. Vocabulary Instruction

Chapters 1 and 2 – Shannon Davis

Vocabulary Instruction:

Word List #1		Word List #2	
Indirect Instruction Definition		Direct Instruction Context Clues	
1. Civilized		1. Rucksack	
2. Pout		2. Halt (Halte)	
3. Scurried		3. Giraffe	
4. Landscape		4. Rifles	
5. Sabotage		5. Prodded	

Advanced Organizer:

Today we are going to be learning some new words and what they mean. I am going to tell you the definition and you will tell me the synonym.

Script for Word List #1:

Teacher	Student
1. The first word is civilized. What word? Yes. Civilized. Civilized means to bring into an advanced stage of social development. People act as if they have been educated and not like monkeys. What does civilized mean? Yes. Can anyone tell me a synonym for the word civilized? Yes. Educated and humanlike.	Civilized means to move into advanced stages of social development. To act like humans not animals. A synonym for civilized is educated and humanlike.
2. Next word. The next word is pout. What word? Yes, pout. Does anyone know what pout means? Yes. Pout means to show displeasure by pushing out the lips. What does pout mean? Can anyone show me a visual representation of what pouting looks like? Yes. What is a synonym for pout? Yes. Frown.	Pout. Pout means to show displeasure by pushing out the lips. Frown.
3. This same process will be repeated for the rest of the word list: scurried, landscape, and sabotage.	

Error Correction:

If students are struggling with the definitions I am giving them, I will keep re-explaining the words meaning until students understand it. If I can show them a visual representation of the word then I will model it for students. I will use the My Turn - Your Turn method to assist students until they have a clear understanding.

Script for Word List #2:

Teacher	Student
1. Today we are going to be learning some new vocabulary words that you will encounter during your reading. You will be given words that you must use the context clues around or the dictionary to find the meaning. My suggestion would be to use the book first by finding the word and then reading the passage around it to use the context clues. Then move onto the dictionary to find the word and then get the definition. If a word has multiple meanings in the dictionary, use the context clues from the story to figure out the appropriate definition. Here is the list of words; rucksack, halt, giraffe, rifles, and prodded. What are the words you will be looking up? Yes. Rucksack, halt, giraffe, rifles, and prodded. All of the words are located in the first chapter of your book. It is necessary that you learn the meaning of these words before you begin reading, so you can comprehend better.	rucksack, halt, giraffe, rifles, and prodded
2. I will do the first word with you to show you what I expect. The first word is rucksack. What word? Yes. Rucksack. Rucksack is located on the first page of the book. Can anyone find it on the page? Yes. 4th paragraph 2nd line. Can someone read the sentence? Yes. What do you think rucksack means after reading the context clues? Yes. Rucksack can mean a backpack. Let's go to the dictionary to look up the meaning to make sure we are correct. Where will we begin? Yes. In the R section. Everyone, let's find the word rucksack in the dictionary. What is the definition in the dictionary? Yes. A type of knapsack that is carried by hikers. What is the definition class? Yes. Now you will go on to finish the word list by yourselves. Follow the steps that we just went through for the word rucksack. If you have any questions please raise your hand and I will come assist you. Good luck.	Rucksack, 4th paragraph 2nd line, a backpack, Rucksack, a type of knapsack that is carried by hikers

Error Correction:

I will walk around and monitor students' work. If a student is making an error and I see it, I will guide them on the right path to find the answer. We will go over the terms aloud before we begin reading the chapter. At this point, if someone gives an incorrect answer, I will have him/her open the book and locate the word. We will then go over the word with its context clues to better understand the meaning of the word. If a student is still struggling, he or she may phone a friend for some guidance.

Activities:

1. Semantic Maps
If a student comes across a word that is extremely difficult for them to understand, I will ask that they complete a semantic map. With the above words, one word that might give students some trouble is the word civilized. We could do a semantic map to better understand the meaning of the word.
2. How to use Google or dictionary.com to look up the words-
In today's age, there is a dependency on the internet. Being able to teach students how to look up words will make life a little easier on the students. It is important that they know how to look up a word in a dictionary as well as an online internet source. If a student goes home, he or she might not have a dictionary but have access to the internet and will be able to look the meaning up that way.
3. Students can write a summary of the chapter they have read and include the five vocabulary words that they have learned.
4. Bingo game
I will have boards with the vocabulary words on it. I will call out the definitions and students will need to identify the word that goes with the definition on their boards. There will also be vocabulary on that students have already learned to get some additional practice.

Chapters 3 and 4 – Katherine Matha

Vocabulary Instruction:

Word List #1		Word List #2	
Direct Instruction (Synonyms)		Indirect Instruction (Context and Dictionary)	
1. Dawdled		1. Haughtily	
2. Rationed		2. Sophisticated	
3. Delight		3. Swastika	
4. Sprawled		4. Exasperated	
5. Scoffed		5. Synagogue	

Advanced Organizer:

Today we are going to be learning some new words and what they mean. I am going to point out some new words and you will tell me the synonym.

Script for Word List #1:

Teacher	Students
1. Let's read the sentence with the word "dawdled" in it and think of a synonym try to define it. Who can tell me what the term "dawdled" means in the sentence. You said it could mean dally? Lets replace dawdle with dally and see if it makes sense. Does it? Yes? Good, yes it fits there.	
2. Repeat the above process for all the words in the list in which you can define using a synonym.	
3. Let's use an example of "rationed" using the context clues. They had a loaf of bread so they needed to ration the bread to feed everyone. What does that mean? What kinds of things do you ration at home? Money? Yes. Food? Yes. Good.	
4. Repeat the above process for the words in which you can demonstrate the word.	

Error Correction:

For error corrections, students can use alternate methods to define the words.

Advanced Organizer:

Today we are going to be learning some new words and what they mean. I am going to point out some new words and you will tell me the meaning based on the context or the dictionary.

Script for Word List #2:

Teacher	Students
1. Using the context clues in the text, what do you think “sophisticated” means? Let’s read the sentence together. “(Insert sentence using particular vocabulary word)”As a group please discuss this definition. Ok, so what do you think (SOPHISTICATED means?	
2. Repeat script using all vocabulary words that you can use context clues for.	
3. Swastika is a word we are going to use the dictionary to define. Let’s take out our dictionaries and look up the word. (Give students 2 or 3 minutes to find the definition in the dictionary) Ok, who can read the definition from the dictionary? “This figure as the official emblem of the Nazi party and the Third Reich.” Teacher responds, yes this is correct! I will show you an example of a photograph of the swastika.	
4. Repeat script using all vocabulary words that should be defined using a dictionary.	

Error Correction:

If errors persist, students should use different methods to define term.

Activities:

1. Create a semantic map.
2. Teach students how to use online dictionary.

Chapters 12 and 13 – Beth Ann Bryant-Richards

Vocabulary Instruction:

Word List #1		Word List #2	
Direct Instruction		Indirect Instruction	
1. scampering		1. unfamiliar	
2. shivered		2. sure-footed	
3. knarled		3. unnecessary	
4. murmured		4. dimness	
5. squinted		5. invisible	
6. faltered		6. unopened	
		7. discolored	
		8. underneath	

Advance Organizer

Today we're going to learn some new vocabulary that we will encounter in our chapter. We will use (definitions, context clues, synonyms, etc.) to learn the meanings of these words before we read.

Script for Word List #1: Instructions for Direct Instruction-Definitions

Teacher	Students
1. "We are going to learn a new definition. The word is: <i>scampering</i> . Say it."	"Scampering"
2. "Again."	"Scampering"
3. "The definition of <i>scampering</i> is: running with quick, light steps, due to fear or excitement. Say it."	"Running with quick, light steps, due to fear or excitement"
4. " <i>Scampering</i> is running with quick, light steps, due to fear or excitement. Say it."	"Scampering is running with quick, light steps due to fear or excitement"
5. "Now I am going to ask some questions based on the definition you just learned. The turtle slowly made his way across the pavement. Did the turtle <i>scamper</i> ?"	"no"
6. "Why not?"	"Scampering is running with quick, light steps due to fear or excitement. Turtles are slow moving"
7. "On Halloween, the 5 year old dashed quickly up to the door to say 'trick or treat.' Did the little boy <i>scamper</i> ?"	"yes"
8. "Why?"	"Scampering is running with quick, light steps due to fear or excitement. A little boy would be excited and move quickly on Halloween"
9. "Now I'll ask a few more questions. When the gardener saw the bunny in her garden, she waved her arms and the scared bunny ran away. Allison, did the bunny <i>scamper</i> ?"	"yes"

10. "Why, Allison?"	"Scampering is running with quick, light steps due to fear or excitement. A bunny would run away in fear from the gardener"
11. "Class, tell me once more what <i>scampering</i> means."	"Scampering is running with quick, light steps due to fear or excitement"
12. Teach the rest of the words in the list in a similar fashion.	

Error Correction:

If an error occurs in any of the steps, immediately return to a My Turn-Your Turn Pattern. Then, alternate between the missed definition or the missed answer to the questions about the definitions or both until students correctly identify the missed item three times.

Script for Word List #2

Instructions for Indirect Instruction-Morphemic Analysis

Teacher	Student Response
(teaching "unfamiliar")	
1. "This word part says <i>un</i> , what does it say?"	un
2. " <i>un</i> means not. What does <i>un</i> mean?"	not
3. "So what does this part say?" Point to <i>un</i> .	un
4. "What does it mean?"	not
5. "The word parts in <i>unfamiliar</i> are <i>un</i> and <i>familiar</i> . What are the word parts in <i>unfamiliar</i> ?"	un and familiar
6. So, <i>unfamiliar</i> means not familiar. What does <i>unfamiliar</i> mean?	not familiar
7. Listen to this sentence. Tommy was unfamiliar with jazz music. So, what are the word parts in <i>unfamiliar</i> ?	un and familiar
8. What does <i>unfamiliar</i> mean?	not familiar
9. Andrew, tell me a sentence that has <i>unfamiliar</i> in it.	I am unfamiliar with opera music.
10. Let's do another word, <i>unopened</i> . The word parts of <i>unopened</i> are <i>un</i> and <i>opened</i> . What are the word parts of <i>unopened</i> ?	un and opened
11. <i>Unopened</i> means not opened. What does <i>unopened</i> mean?	not opened
12. The door was <i>unopened</i> when they arrived. The door was not open when they got there, so what does <i>unopened</i> mean?	not opened
13. Sally, tell me a sentence that has <i>unopened</i> in it.	The gift was unopened before the birthday party.
14. Teach the rest of the words in the list in a similar fashion.	

Error Correction:

If an error occurs in any of the steps, immediately return to a My Turn-Your Turn Pattern. Then, alternate between the missed morpheme or the missed meaning or both until students correctly identify the missed item three times.

Activities for Additional Vocabulary Practice

1. **Classroom Glossary** -- Have students keep an index card box with all their vocabulary words on the front of index cards and the definitions on the back. They can file the vocabulary words in alphabetical order so that they can look up the words easily when necessary.
2. **Summary Activity** -- Have students use the weekly vocabulary words in a summary of the story, a summary of their weekend activities, or a summary of school activities. They can write their summaries during computer classroom time or in their writing journals.
3. **Points for Participation** -- As you move through the vocabulary lessons described above give out small prizes or use a point system to reward students who are actively participating. This will show that you are cognizant of students who take learning vocabulary seriously and reward students for their attention.
4. **Volume Up-Vocabulary** -- Tell students that you will reward them if they correctly use the weekly vocabulary aloud in class. Keep the weekly vocabulary list on the wall in the room to remind them. You can give out a homework pass, a small prize, or you can give tokens for redemption for a larger prize at the end of the week.

Chapters 15 and 16 – Smitha Chandran

Vocabulary Instruction:

Word List #1 Direct Instruction (Definition and Modeling)		Word List #2 Indirect Instruction (Context and Dictionary)
1. Exasperated		1. Strident
2. Insolently		2. Lunged
3. Intently		3. Conceal
4. Choked		4. Cramped
5. Warily		5. Seasick

Advanced Organizer

My turn

Provide a definition for the word and model one or two examples and non-examples in the direct instruction. If possible role play the action verb/adverb

Your turn

Ask questions about the examples and non examples. Review the definition of the word.

Script for Word List #1: Instructions for Direct Instruction-Definition and Modeling

Teacher	Student
1. Write the word ‘exasperated’ on the board. Have students look at the word and repeat the word until they can easily say it.	
2. Provide a synonym. “Exasperated means greatly annoyed or irritated.”	
3. Have the students repeat the synonym until they can say it easily	“Exasperated means irritated or annoyed”
4. Provide an example: “The children let out an exasperated sigh and asked “are we there yet?””. The teacher repeats the above sentence with the appropriate expression and tone of voice. Have the students follow.	“Are we there yet?” in an exasperated tone
5. Provide a non-example: “The children asked calmly “are we there yet?””. Have the students follow. Explain that in the above sentence the children were calm and patient and not exasperated.	“Are we there yet?” in a calm tone
6. Test the students. The teacher says (with an impatient tone) “You forgot to do your homework again!” Ask the students “Did I sound exasperated?”	“Yes”
7. Test the students. The teacher says (in a calm voice) “Please do not forget to bring your homework tomorrow.” Ask the	

students "Did I sound exasperated?" "How did I sound?" "Yes calm"	"No" "Calm"
8. Ask the students to say the meaning of 'exasperated'	"Exasperated means irritated or annoyed"
9. insolently, intently, choked and warily will be taught using a similar script	
10. Review word list #2	

Error Correction

If a student makes an error, review until they get it right. If a student has trouble pronouncing the vocabulary word, practice saying the vocabulary word together until they can say it correctly. Teach the students to visualize the word to make it easier to understand and remember. For example, to remember the word exasperated, the student could visualize someone with folded arms and tapping foot with an annoyed expression.

Strategy used for word list #2

1. Use context to unlock meaning of unknown words
2. Form predictions (of word meaning) based on prior knowledge
3. Use the dictionary as a reference tool to confirm or correct the prediction (of word meaning) as per the context of the word in the text

Script for Word List #2: Indirect Instruction (Context and Dictionary)

Advanced Organizer

Use context clues to figure out meanings of new words. First, present a sentence that contains the new word. Model how to use the context clues to figure out the word and then have students locate the word in a dictionary to check if the prediction is correct. Also, model how to choose the correct meaning from the multiple word meanings presented in a dictionary.

Teacher	Student Response
1. Provide an example on the board: "It was hard to hear the commentator above the <u>strident</u> cheering of the crowd." The teacher reads it aloud. Then she has the students repeat the sentence	"It was hard to hear the commentator above the strident cheering of the crowd."
2. "What is the underlined word?"	"Strident"
3. "Why was it hard to hear the commentator?"	"Because of the cheering crowd"
4. "Was it because the crowd was loud?"	"Yes"

5. "So what do you think is the meaning of strident?"	"Very loud"
6. Write "very loud" above the word strident on the board.	
7. "Let's see if 'very loud' in makes sense in this sentence."	
8. Does it make sense?	"Yes"
9. "Let's use a dictionary to check the meaning."	"Loud and harsh"
10. "Based on our context clues and the dictionary, the word strident means loud and harsh."	
11. "What does strident mean?"	"Loud and harsh"
12.	
13. Repeat the strategy for the other words in word list#2	

Error Correction

Model 'how to use' context clues to figure out the meaning of new words. Practice the context clue strategy with the students till they get the hang of it. If they have trouble with the dictionary, provide practice on finding words and then choosing the best meaning of the word in the current context. Use the buddy system where students can pair up and practice the above skills.

Activities

1. Word List#1

Model a game based on the game show Jeopardy. Divide the students into teams. Write the words in one corner of the board. Examples and non-examples may be used by the teacher to prompt the answer.

a. Teacher: "This word means greatly annoyed or irritated"

Students: "What is exasperated?"

b. Teacher: "This word is the opposite of polite"

Students: "What is insolent?"

c. Teacher: "This word means closely and watchfully"

Students: "What is intently?"

d. Teacher: Role play choked emotion or choking on food

Students: "What is choked?"

e. Teacher: "This is the opposite of careless or unconcerned"

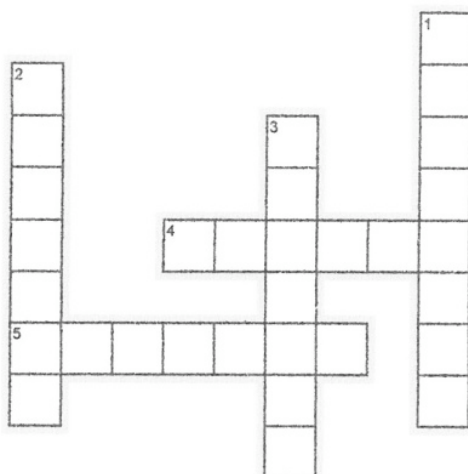
Students: "What is warily?"

2. Word List#2

Use a crossword puzzle as shown below to reinforce vocabulary.

Word List #2

Smitha



EclipseCrossword.com

Word bank

CONCEAL CRAMPED LUNGED SEASICK STRIDENT

Across

4. Pounced
5. Overcrowded or confined

Down

1. Loud and Harsh
2. Motion sickness due to a rocking ship
3. Carefully hidden

7. Direct Comprehension Instruction

Chapter 1 – Shannon Davis

Activity 1 -- Graphic/Semantic Organizer, Summarizing, and Comprehension Monitoring

Assign students the first chapter of the book. While they are reading, students will generate questions on their own and ask themselves the questions to see if they comprehend what they are reading. Before students begin, remind them that they should be able to answer the five “W” questions: who, what, when, where, and why. When students are finished reading the chapter, they will need to summarize it by illustrating a picture of what happened and answering the five “W” questions on a handout. This handout will be in the shape of a star. Each point of the star will have one of the five “W” words on it. Students will need to answer the questions under the correct headline. I will make sure to remind students that the summary needs to be in their own words and if they need help, I can assist them. Once everyone is finished, students should get with a partner to discuss the first chapter to see if they both understood the reading. Once students are finished with their worksheet, I will have a classroom discussion where students share their answers. I will write their answers on the board so students can take notes to add to their own answers.

Activity 2 -- Cooperative Learning, Answering Questions, and Comprehension Monitoring

Assign students the first chapter of the book, *Number the Stars*. To check comprehension during this activity, ask students questions while they are reading. I will have students’ names written on a star and the stars in a cup. I will randomly draw out a student’s name and that student will read a few sentences. I will repeat until the chapter is read aloud. When we come across a point that I know students will need to understand, I will ask them questions to see if they are fully understanding and retaining what they are reading. I will already have questions made up using Bloom’s Taxonomy to ensure that I am using different levels of questions. While we are reading, students should be asking themselves questions on their own to see if they are comprehending what they are reading. If a student is having trouble with a concept, I will take the time to teach the meaning of it and as a class discuss the importance of it. Once we have finished with the chapter, students will break up into small cooperative groups (I will have the groups pre-determined) and talk with one another about what they have just read. I will be walking around and monitoring groups to make sure they are staying on-task.

Bloom’s Taxonomy

Knowledge	Who is the main character of the story? Where does the story take place? When does the story take place?
Comprehension	Describe what happened when the soldiers stopped the girls.
Application	Have you ever been a situation like Annemarie and Ellen with the soldiers, where you were scared or frightened? Please explain.

Synthesis	What if the soldiers had taken the girls to their offices for further questioning? Rewrite the story Kristi told Mrs. Johansen after coming home from the run-in with the soldiers. Prepare a plan for the girls in case they were to get stopped by the soldiers again.
Evaluation	Would you recommend Annemarie's family to continue getting <i>De Frie Danske</i>? Why or why not? Explain. Assess the meaning of why the Nazi soldiers are in Denmark and not leaving? Explain why holding onto fairytales was so important to Kristi.

Chapters 3 and 4 – Katherine Matha

Activity 1 -- Cooperative Learning & Answering Questions

In groups of four, each member is given numbers 1,2,3 & 4. Questions are given to the group. Groups work together to answer the questions. The teacher gives allotted time and then calls out a number 1-4. The child assigned to the number gives the answer.

Activity 2 -- Comprehension Monitoring & Answering Questions

Have students predict what the chapter will be about using only the chapter title as well as what they have learned from previous chapters. Give students a list of questions and vocabulary for the chapter (which will also be used as a study guide) once they have written their predictions in their journal. Have students read questions before they begin their independent reading. Each student should have a dictionary available. Make sure students have highlighters to highlight unfamiliar words. Instruct students to highlight key aspects of the chapter.

Bloom's Taxonomy

Knowledge	Who are the main characters so far in the book?
Understanding	Describe the setting.
Application	Relate to a time when you felt like Kirsti as she asked Annemarie to join in on the game.
Analysis	Give three differences between your childhood and the lives of Annemarie, Ellen, and Kirsti.
Synthesis	Draw a picture of what a Copenhagen street would look like once the Nazis took over.
Evaluation	Put yourself in Ellen's family's shoes. Compare what they did to what you would have done.

Chapters 13 and 14 – Beth Ann Bryant-Richards

Activity 1 -- Graphic Organizers: Comprehension Monitoring and Characterization

A. Use the *Bookmark Graphic Organizer* (separate file, PDF format) to help students with comprehension monitoring and self-questioning as they read. Each chapter should have a separate bookmark for students to complete so that they can make note of vocabulary words, confusing passages, predictions, and literary devices used in the chapter. Teachers can use the individual bookmarks to assess students' self-questioning strategies. These bookmarks can constitute part of the final book project or portfolio.

B. Use the *Characterization Graphic Organizer* (separate file, PDF format) to help students understand the characters in the book. Teachers can use a graphic organizer for each character in the chapter. Students should understand that characterization develops over the course of a story, and they can revisit and compare the information they note about each character when they finish the book.

Activity 2 -- Cooperative Learning: Literature Circles and Group Summary Writing

A. Use a literature circle model with grouping for differing levels and student perspectives. Typical literature circle roles include: director, reporter, illustrator, vocabulary expert, and investigator. Provide response sheets for each role, and remind students that you will monitor their participation and behavior.

B. Retaining the literature circle groupings, ask each group to collaborate to write a summary of the chapter or chapters they are reading. This activity will help tease out an understanding of the text from struggling readers with their peers' assistance.

Bloom's Taxonomy

Knowledge	What injury did Annemarie's mother suffer at the beginning of Chapter 13?
Comprehension	Summarize what happens in Chapters 13 and 14. (Alternative: Distinguish between the Jewish and non-Jewish characters. How are they alike? How are they different?)
Application	Illustrate the path of the Nazi Regime through Europe.
Analysis	When Annemarie's mother is talking about what to tell the doctor she tells Annemarie, "I'll have a cup of tea and then we'll call the doctor. I'll tell him that I fell on the stairs. You'll have to help me wash away the grass and twigs" (p. 103). Explain why Annemarie's mother wants to wash away the grass and twigs.
Synthesis	What if Annemarie had met the soldiers with their sniffer dogs and she had not brought the special handkerchief? Rewrite the scene between Annemarie and the German soldiers.

Evaluation Decide how you would act if you had to decide whether or not to help a friend in a life-or-death situation, as many people faced during the Holocaust.
Demonstrate your position by writing a letter to your friend explaining how you made your judgment call.

Chapters 15 and 16 – Smitha Chandran

Materials:

Cooperative Learning Roles Sheet, Get a Clue Graphics Organizer, QAD Graphics Organizer, Peer Evaluation Sheet

Before reading the chapters, review cooperative learning roles by using students who have previously practiced with this method as role-players. Display the cooperative learning roles sheet (CLRS) on an overhead or projector screen for visual prompting or use a poster-sized version of the CLRS in the classroom and students should also be given an individual handout. The individual roles are explicitly taught by the teacher who models how the role looks (my turn). Next, students practice their roles so that the teacher can give feedback before everyone begins to work in their groups (your turn). Each student is responsible for completing the tasks related to their roles.

At this time, students should also review the Peer Evaluation Sheet (PES) that the teacher prepared in advance of the lesson. Students evaluate their own as well as their group members' participation.

Use the cooperative learning strategy for activities 1 and 2.

Activity #1: Comprehension Monitoring using Graphics Organizer and Cooperative Learning Display the 'Get a Clue' Graphics Organizer on an overhead or projector screen or use a poster-sized version and model the fix-up strategies for self-correction.

Walk students through each fix-up strategy by modeling how you use the various fix-up strategies to identify a difficult word or text.

Have students complete the top portion of the 'Get a Clue' graphic organizer while reading, applying the fix-up strategies and coordinating their work using the assigned cooperative learning roles. Monitor students' progress by walking around the room and offering assistance. At the end of this session, be sure to reinforce each of the cooperative learning roles.

Activity #2: Summarize using QAD (Question Answer and Details) and Cooperative Learning Strategy

Students use the QAD sheet to reflect on what they are reading by asking themselves questions, providing answers, and noting details. Students then complete the "Get the gist" portion of the graphic organizer. Students should then do a wrap-up by reviewing the QAD graphic organizer and "Get the gist" and discuss how the cooperative learning roles worked within their groups.

Facilitate a class discussion on the main idea of chapters 15-16 and how all the strategies worked.

Bloom's Taxonomy

Knowledge	Where did all the Jewish people go?
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Understanding	Describe how Annemarie behaved when the soldiers stopped her.
Application	Trace the route that the Rosens took to escape the Germans in Denmark. What other routes could they have taken? Illustrate your answer with a map.
Analysis	Analyze what would have happened to the Jewish people on the boat if the Germans discovered them?
Synthesis	Create your own definition of bravery.
Evaluation	Is Annemarie a hero? Explain your answer.

Cooperative Learning Roles

Group Manager: Makes sure that everybody participates and shares ideas. Leads the discussion and calls on different group members to share thoughts and ensures that only one person talks at a time. Performs reviews and makes sure that everybody is on task. Asks the teacher for assistance if necessary.

Strategist: Guides the users on using the fix-up strategy. Reminds the group to follow the fix-up strategy steps when trying to figure out the stump (see below).

Gist Expert: Guides the group towards the identification of a main idea and ensures that the main idea contains the most important points without unnecessary details

Resource Manager: Looks up information, concepts, or ideas from different sources.

Group Manager: _____

Strategist: _____

Gist Expert: _____

Resource Manager: _____

Name of Book: _____

Chapters: _____

Name: _____

Words or ideas that have stumped me or I am not sure about

Stump 1: Fix-up strategy used:
Stump 2: Fix-up strategy used
Stump 3: Fix-up strategy used
Stump 4: Fix-up strategy used
Stump 5: Fix-up strategy used:

Fix-up strategies: note use dictionary, Internet, thesaurus

<u>Strategy 1</u> Read the sentence with the stump again and look for clues to help you figure out the unknown word. Substitute the stump word with what you think is its meaning and see if it makes sense in the given context.	<u>Strategy 2</u> Read the sentences before and after the stump looking for clues about the stump
<u>Strategy 3</u> Look for a prefix or suffix in the unknown word that might help you figure it out	<u>Strategy 4</u> Break the stump apart and look for smaller words that you already know

Get the Gist

Write down the most important information, or main idea, in the reading. Rephrase the main idea in your own words, using as few words as possible.

Main idea/important information

QAD Graphic Organizer

Name: _____

Formulate questions and answers about what you have read. What was the most important thing that you learned? What improved your knowledge, understanding, and memory the most? You may use the question prompts on this sheet as an example.

<u>Q</u> uestion
<u>A</u> nswer
<u>D</u> etail

<u>Q</u> uestion
<u>A</u> nswer
<u>D</u> etail

<u>Q</u> uestion
<u>A</u> nswer
<u>D</u> etail

Question Prompts

How were _____ and _____ the same or different?

What do you think would happen if _____?

How would you say this in your own words?

What was meant by _____?

How could you use _____?

Why do you think _____?

How could you change _____?

Can you predict the outcome if _____?

What is your opinion of _____?

How would you rate the _____?

What choice would you have made when _____?

How can you explain _____?

8. Extension Activities

1. *Number the Stars* Newspaper

Students will create their own newspaper in pairs. The newspaper will need to include:

- 2 paragraphs
- 3 illustrations
- 1 advertisement

Provide a list of possible topics that students may use in their newspapers. Each part of the assignment must correspond with a different topic from the list. Students will have time to complete this assignment in class. There will be construction paper, markers, crayons, scissors, and glue. Students can find pictures at home and bring them in to add to their newspapers. If resources are available, students may use computers to design and write their newspapers.

2. Social Studies: Research the Nazi Regime/World War II

Assign students a small research project. They should research the Nazi Regime and World War II. They will need to include the following:

- How many deaths were there?
- What was the Final Solution?
- When did the war take place and where?
- What is the Star of David? Why is it significant?

Spend time teaching students how to properly research on the computer and in the library. There will be class time given to students to complete research. Students will be expected to write a one-page paper and create a visual aid (poster) that they can share with the class.

3. Creative Writing: What happened when Ellen and Annemarie met again?

Students will rewrite the ending of the book or another chapter. They will need to write about when Annemarie and Ellen met again. This assignment will require students to use their imagination and come up with a proper ending. I will read students an ending that I wrote. When students have completed this project, they will have a chance to share their new ending with the class.

4. Math and Geography Extension: How far did they travel?

Provide students with a map of where the girls traveled. In small groups, students will calculate how far the girls traveled together and then Ellen with her family. I will spend some time going over where the start and end marker should be. Students must report their findings on a giant graph on the board. Once everyone has put up their data, I will make a connection as to how far it is to their general location. For example, Ellen's travel is equal to you walking around a track x amount of times.

5. Stars in Science

Our science unit will be about stars. We will be discussing what stars are, what they are made out of, where they are located, why they are important, etc. As a class, we will take a field trip to the Alder Planetarium. On the day that we discuss why the stars are important, we will make a connection to the book. I will ask the question "Why is the book titled *Number the Stars*?" We

will spend some time discussing this question in detail before we go on the field trip so students can relate what they experience there to Ellen and Annemarie.

6. Model CNN

Students will work in groups to create a television news story about some plot points in *Number the Stars*. Let students watch a couple of news stories from CNN or other network news shows. Each group should have an anchorperson to introduce the story and one or two roving reporters to report from Copenhagen or Uncle Henrik's house. The story can even be about what happened after the war when the Rosen family and the Johansen family were reunited. Give students time in class to present their new stories, or record them with a video camera.

7. Poetry Corner

Students will write poems inspired by the story or other stories of the Holocaust. They can write free verse, haiku, or rhyming couplets. Make a classroom book of poetry for display.

8. Field Trip

Arrange a field trip to the Holocaust Museum in Skokie, Illinois. Ask students to write in their journals about the field trip when they return to school.

9. Arts Connection

Students will create original artwork inspired by the story or other stories of the Holocaust. A collage project would work well for this activity. Students can draw pictures or symbols for their collage or cut pictures out of newspapers or magazines.

10. Technology Connection: Photo Essay

Students can create a photo essay inspired by *Number the Stars*. Have students perform an Internet search for images related to the book and the time in history. Students can use computer technology to create a photo essay. If time permits, students can add music to their photo essays. Have the photo essays set up for parents to view during Parent-Teacher conferences or Parent Night.