

TABLE OF CONTENTS

Introduction	3
How to Use This Book	4
A Custom Resource — Keeping Novel Logs — Complete Lesson Plan	
Novel Information	7
Book Summary — About the Author — Make It a Text Set!	
Pre-Reading Activities	8
Judging a Book — Thoughts on Themes	
Interactive Novel Logs	10
The Summaries of Its Parts — Why That Name? — A Dynamic Protagonist — Major Minors — All About Conflict — Untruth Be Told — Choice Words — Crystal Ball	
Sections from <i>Number the Stars</i>	
<i>Section I: Chapters 1–3</i>	18
Teacher Instructions — <i>Individual: “Action and Exposition”</i> — <i>Individual: “Mood Swings”</i> — <i>Individual: “Neighbors at War”</i> — <i>Collaborative: “Discussing the Changes”</i> — <i>Individual: “Section I Log-In”</i>	
<i>Section II: Chapters 4–5</i>	24
Teacher Instructions — <i>Individual: “What Might It Mean?”</i> — <i>Individual: “Two Nights, Two Impressions”</i> — <i>Collaborative: “Kept from Kirsti”</i> — <i>Individual: “Storyboard of a Scene”</i> — <i>Individual: “Section II Log-In”</i>	
<i>Section III: Chapters 6–8</i>	30
Teacher Instructions — <i>Collaborative: “Speaking in Code”</i> — <i>Individual: “The House by the Sea”</i> — <i>Individual: “Sunlight and Cream”</i> — <i>Individual: “Section III Log-In”</i>	
<i>Section IV: Chapters 9–12</i>	35
Teacher Instructions — <i>Individual: “Painting a Picture”</i> — <i>Individual: “Another Unwelcome Visit”</i> — <i>Collaborative: “Doing What Must Be Done”</i> — <i>Individual: “Who Are the Stars?”</i> — <i>Individual: “Something Gone”</i> — <i>Individual: “Section IV Log-In”</i>	
<i>Section V: Chapters 13–14</i>	42
Teacher Instructions — <i>Individual: “The Package”</i> — <i>Individual: “Three Paths in One”</i> — <i>Collaborative: “Exploring Each Path”</i> — <i>Individual: “Section V Log-In”</i>	
<i>Section VI: Chapters 15–17</i>	47
Teacher Instructions — <i>Individual: “The Structure of a Scene”</i> — <i>Collaborative: “The Ultimate Test”</i> — <i>Individual: “From Danger to Safety”</i> — <i>Individual: “Sweden’s Freedom”</i> — <i>Individual: “And In Conclusion...”</i> — <i>Individual: “Section VI Log-In”</i>	

TABLE OF CONTENTS (CONT.)

Post-Reading Activities	54
Teacher Instructions — <i>Individual</i> : “Add It Up” — <i>Individual</i> : “Antagonist Analysis” — <i>Collaborative</i> : “Points of View” — <i>Individual</i> : “A New Point of View” — <i>Collaborative</i> : “A Novel Poster” — <i>Individual</i> : “An Alternate Ending” — <i>Collaborative</i> : “Trying on a Symbol” — <i>Individual</i> : “Historical Fiction” — <i>Individual</i> : “Spreading the News” — <i>Individual</i> : “Scripting the Rosens’ Return” — “Write a Persuasive Letter” — <i>Individual</i> : “My Book Rating”	
Words to Know	74
Teacher Instructions — Novel Vocabulary	
Answer Key	76
Meeting Standards	78



INTRODUCTION

Read through the Common Core Standards for “Reading: Literature,” and you will find that the work expected of students is expressed using such academic terminology as *describe*, *determine*, *develop*, *support*, and *cite*. Requirements such as these cannot be met via the comprehension-question worksheets and culminating quizzes that have long been the staples of literature guides designed for classroom use. The primary objective of those traditional activities was to make sure that students were keeping track of what was happening in the section of the novel that they had just read. Very little rigor and synthesis was asked of students—and usually none until the entire novel was read.

From a teacher’s standpoint, this style of classroom analysis misses multiple opportunities to delve deeply into the details that make a specific piece of literature a classic. From a student’s standpoint, this way to reflect on literature is monotonous and inflexible, and it fails to nurture the momentum experienced when one is invested in a compelling work of art. That is why the guides in the *Rigorous Reading* series aim to do much more: they aim to transform the reading of a great novel into a journey of discovery for students.

Instead of merely asking students what happened in any given section, this resource asks questions that require closer reading and deeper analysis—questions such as, “Why did the author choose to include this information?” and “How does this information further the plot or offer more insight into the themes, characters, settings, etc.?” And instead of waiting until the end of the novel to put the pieces of the puzzle in place, students will learn to add to and alter their understanding of the novel *as they are reading it*. The various activities in this resource systematically prompt students to consider and appreciate the many ingredients the author has combined to form the novel as a whole.

A CUSTOM RESOURCE

This in-depth guide has been written specifically for Lois Lowry's *Number the Stars*. The lessons and activities have been structured and scaffolded to maximize the experience of reading and teaching this novel.

To prepare your students for their reading of *Number the Stars*, utilize the **novel information** and **pre-reading activities** included on pages 7–9 of this guide. Included in this section is information about the book and its author, along with activities designed to acclimate students to the themes and/or concepts present in the book they are about to read.

This resource provides activities that help foster comprehension and reinforce knowledge of literary elements as students read *Number the Stars*. These **section activities** allow students the opportunity to process short sections of the novel individually, laying a strong foundation for their ability to engage more deeply with the chapters to come. For each section of the novel, students will complete individual and collaborative activities that encourage close reading, referencing textual evidence, and drawing their own conclusions about the text.

Additionally, this resource provides students with another avenue through which they can reflect on recurring literary elements, while also connecting personally with the novel. Each student maintains his or her own **Interactive Novel Log**, using it as a way to consider and then reconsider various aspects of the novel.

Upon completion of the entire novel, students can synthesize their ideas about the novel by completing several individual and/or collaborative **post-reading activities** on pages 54–73. This section of the resource includes such larger assignments as group projects and writing assignments.

On pages 74–75, **vocabulary** lists are provided for each section of the novel, along with suggestions for ways to teach vocabulary during reading and after completing the novel.

At the end of this guide, an **answer key** is provided for activities that require specific answers, and a list identifies how each activity correlates to **Common Core State Standards**.

Key Notes

For a description of Interactive Novel Logs and how to use them in your classroom, see page 5 of this guide.

An ideal way to use this resource would be to follow the complete lesson plan given on page 6 of this guide.

The use of multiple texts can help build and extend knowledge about a theme or topic. It can also illustrate the similarities and differences in how multiple authors approach similar content or how an individual author approaches multiple novels. See the bottom of page 7 for suggestions about using *Number the Stars* as part of a text set.

When teaching other novels in your classroom, consider using the specific ideas and also the general approach presented in this resource. Ask students to mine small sections of a novel for clues to theme and characterization. Examine the craft, structure, and purpose of select passages. Explore inferences and encourage connections.

This guide is designed for use in grades 4–6, and the standards correlations on pages 78–80 reflect this range. This leveling has been determined through the consideration of various educational metrics. However, teacher discretion should be used to determine if the novel and guide are appropriate for lower or higher grades, as well.

KEEPING NOVEL LOGS

Great works of literature are complex texts, and complex texts are multilayered. They enrich and reveal as they go along. Successful readers are those who “go along” with the novel, too. Interactive Novel Logs give students a place and a space to record their thoughts and observations as they journey through the book. After each section of the novel is read, students use their Interactive Novel Logs to track the introduction and development of such literary elements as plot, setting, theme, characterization, craft, and structure, while also choosing their own ways to connect the novel to their own life experiences.

Materials needed for each student:

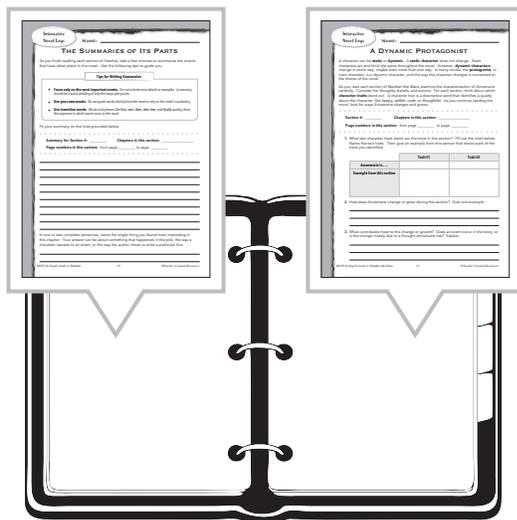
- ✦ a three-ring binder or presentation folder
- ✦ a blank sheet of plain paper with holes punched for the title page
- ✦ two or three sheets of blank lined paper for the Table of Contents
- ✦ several extra sheets of paper (both lined and plain) for student’s responses to the “Ideas for Your Interactive Log” prompts at the end of each section

Key Notes

One Interactive Novel Log can be kept for multiple novels, in which case a larger three-ring binder will be needed. If it will be used only for the activities included in this guide for *Number the Stars*, a ½-inch binder or presentation folder will be adequate.

Assembling the Interactive Novel Log:

1. On the plain paper, allow students to design and decorate their own title page. Have them write “Interactive Novel Log” and “*Number the Stars*” in the middle of the page. They should include their name and grade at the bottom.
2. Add blank lined paper for the Table of Contents. Have students write “Table of Contents” at the top. They will add to this list as they create new pages.



3. Before reading each section of the novel, photocopy and distribute new copies of the Interactive Novel Log worksheets (pages 10–17). Directions for completing these activities can be found in the “Teacher Instructions” that begin Section I (page 18).
4. For the final activity in each section, photocopy and distribute the “Section Log-In” page for the section. Follow the directions given. Students select one or more of the four topics in the “Ideas for Your Interactive Novel Log” section and create an Interactive Novel Log page that responds to that topic.

5. After the class has completed the entire novel and the post-reading activities, you may have students include the “My Book Rating” worksheet (page 73) as a final entry in their Interactive Novel Logs.

NAME: _____

WHY THAT NAME?

One technique that authors use to craft their novels is **organization**. This term refers to how the author breaks up the story—the lengths of the chapters, the way chapters begin and end, etc. One special touch that Lowry has added to the organization of *Number the Stars* is the way she names each chapter.

Write the name of each chapter in the appropriate space below. Think about why the author chose to give these particular names to these chapters. (**Note:** If the section contains four chapters, choose only three of the chapter titles to analyze. If the section contains two chapters, then leave unneeded lines blank.)

Section #: _____ **Chapters in this section:** _____

Page numbers in this section: from page _____ to page _____

Chapter #: _____ **Chapter Name:** _____

To what event in the chapter does this name refer? _____

In your opinion, what feeling or mood does this chapter name create? Explain. _____

Chapter #: _____ **Chapter Name:** _____

To what event in the chapter does this name refer? _____

In your opinion, what feeling or mood does this chapter name create? Explain. _____

Chapter #: _____ **Chapter Name:** _____

To what event in the chapter does this name refer? _____

In your opinion, what feeling or mood does this chapter name create? Explain. _____

NAME(S): _____

THE ULTIMATE TEST

Throughout the course of the novel, Annemarie learns many lessons about life and about people. She is mature for her age to begin with, but her experiences in the novel force her to grow up at an even faster rate.

Everything she experiences in the novel builds up to one point: her confrontation with the soldiers along the path to her uncle's boat. Even as she faces a life-or-death situation, Annemarie has the awareness to realize that to survive she must use what she has learned.

In groups of three or four, determine the lessons Annemarie has learned and now uses to pass this test.

- ✦ Have each member of your group select one character.
- ✦ When it is your turn, say what Annemarie learned from that character. Also write this information in the chart.
- ✦ When it is another team member's turn, record his or her thoughts on the chart.
- ✦ If there are more characters than team members, work together to complete the chart.
- ✦ At the end, have a group discussion. Agree, disagree, or add to the chart.

Member's Name	Character's Name	What Annemarie Learned	How Annemarie Used this Knowledge
	Kirsti		
	Mama		
	Uncle Henrik		
	soldiers in Chapter 10		

NAME: _____

ANTAGONIST ANALYSIS

In literature, the person or force that opposes (goes against) the **protagonist** (main character) of the story is called the **antagonist**. This word has similar origins to the word **antagonize**, which means "to cause to struggle against."

In a novel, there can be one antagonist or many. If there are many, they can be completely separate from one another, or some or all of them can belong to one group. In *Number the Stars*, there are many antagonists.

Who are the antagonists in this novel? _____

These antagonists appear mostly in five distinct chapters. For each chapter, closely read the descriptions of these antagonists. Look for information in the following categories:

- ✦ **Physical Description** — What do they look like? What are they wearing?
- ✦ **Behavior** — What are their actions? How do they treat people?

Complete the chart below and on the following page. Then answer the questions in the "Considering Characterization" section of your worksheet.

Chapter	Physical Description	Behavior
1		
5		
6		

NAME: _____

ANTAGONIST ANALYSIS (CONT.)

Chapter	Physical Description	Behavior
10		
15		



Considering Characterization

1. Compare the physical descriptions of these different antagonists. What similarities do you notice? What differences?

2. Compare the behaviors of these different antagonists. What similarities do you notice? What differences?

3. As the novel progresses (goes on), would you say that Annemarie's encounters with the antagonists change or stay the same? Use evidence from the novel to support your answer.

4. Why do you think the author uses different antagonists in each encounter Annemarie has with Nazi soldiers? How would the novel be different if the same soldier was the antagonist in each encounter?
