

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Unit Plan Template

Unit Title: <u> 'Number The Stars' Novel Study </u>	Number of Lessons <u> 10 </u> ELA, Social Studies, Art	Time (in weeks): <u> 6 </u>
Name: <u> Georgina Wilson </u>	Subject(s): <u> 5/6 </u>	Grade(s): <u> 5/6 </u>

Rationale

This *Number the Stars* unit is important because it enables students to develop a deep understanding of historical events, such as World War II and the Danish Resistance, while fostering empathy, critical thinking, and literacy skills. By reading this novel, students will engage with complex themes like courage, friendship, prejudice, and morality, which are relevant both in historical and contemporary contexts. This unit helps students connect literature to real-world events, emphasizing the importance of standing up against injustice and the power of individuals to make a difference. The interactive nature of the lessons, such as the use of character analysis, discussions, and creative projects, encourages students to think critically, express themselves artistically, and engage meaningfully with the content. Students will gain a deeper understanding of historical events and their relevance to contemporary society through cross-curricular connections in social studies and art, making this unit both academically enriching and personally meaningful.

Overview:

This *Number the Stars* unit plan for Grades 5/6 focuses on developing students' reading comprehension, character analysis, and understanding of the historical context during World War II, particularly the Danish Resistance. Throughout the novel study, students will maintain an interactive notebook, which will include Character Cards, Writing Warmups for each chapter, Vocabulary Cutouts, themes such as Courage, Friendship & Unity, Prejudice, and Fantasy vs. Reality, as well as Fun Board Game activities, Novel Quote Posters, and Reading Logs. In addition to reading and discussions, students will participate in a WebQuest on the rescue of Danish Jews, reflection activities, quick write exercises, and a final creative project where they design a 12-sided dodecahedron, representing key characters, themes, and symbols from the novel. This unit promotes inquiry-based research, creative expression, and collaboration while supporting diverse learning needs through formative and summative assessments like class discussions, reflections, exit tickets, and the final dodecahedron project.

CORE COMPETENCIES

Communication	Thinking	Personal & Social
In discussions and conversations, I am focused and help to build and extend understanding. I am an engaged listener; I ask thought-provoking questions when appropriate and integrate new information. I can create a wide range of effective communications that feature powerful images and words, and I identify ways to change my communications to make them effective for different audiences. I use my understanding of the	<ul style="list-style-type: none"> Critical thinking I can ask questions and offer judgments, conclusions, and interpretations supported by evidence I or others have gathered. I am flexible and open-minded; I can explain more than one perspective and consider implications. I can gather, select, evaluate, and synthesize information. I consider alternative approaches and make strategic choices. I take risks and recognize that I may	<ul style="list-style-type: none"> Positive personal and cultural identity I understand that my characteristics, qualities, strengths, and challenges make me unique and are an important part of the communities I belong to (including people and places). I understand that what I value influences the choices I make and how I present myself in various contexts (including online). I can explain how I am able to use my strengths to

<p>role and impact of story to engage my audiences in making meaning. I acquire information about complex and specialized topics from various sources, synthesize it, and present it with thoughtful analysis.</p>	<p>not be immediately successful. I examine my thinking, seek feedback, reassess my work, and adjust. I represent my learning and my goals and connect these with my previous experiences. I accept constructive feedback and use it to move forward.</p> <ul style="list-style-type: none"> • Creative thinking <p>I can get new ideas that are innovative, may not have been seen before, and have an impact on my peers or in my community. I have interests and passions that I pursue over time. I look for new perspectives, new problems, or new approaches. I am willing to take significant risks in my thinking in order to generate lots of ideas. I am willing to accept ambiguity, setbacks, and failure, and I use them to advance the development of my ideas.</p>	<p>contribute in my home and/or communities.</p> <ul style="list-style-type: none"> • Personal awareness and responsibility <p>I have valuable ideas to share. I am willing to explore controversial issues, and I can imagine and work toward change in myself and in the world. I can set priorities; implement, monitor, and adjust a plan; and assess the results. I take responsibility for my learning, seeking help as I need it. I use strategies for working toward a healthy and balanced lifestyle, for dealing with emotional challenges, and for finding peace in stressful times. I know how to find the social support I need.</p> <ul style="list-style-type: none"> • Social responsibility <p>I am aware of how others may feel and take steps to help them feel included. I maintain relationships with people from different generations. I work to make positive change in the communities I belong to and the natural environment. I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions. I value differences; I appreciate that each person has unique gifts. I use respectful and inclusive language and behaviour, including in social media. I can advocate for others.</p>
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(multiple subject areas for integrated unit)

Subject Name	Subject Name	Subject Name
English Language Arts (5) Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.	Social Studies (6) Systems of government vary in their respect for human rights and freedoms.	Art (5) Engaging in creative expression and experiences expands people's sense of identity and belonging.

LEARNING STANDARDS

Curricular Competencies	Content
English Language Arts (5) Comprehend and connect (reading, listening, viewing) <ul style="list-style-type: none"> - Access information and ideas from a variety of sources and from prior knowledge to build understanding. - Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text. - Apply a variety of thinking skills to gain meaning from texts. - Identify how differences in context, perspective, and voice influence meaning in texts. - Use personal experience and knowledge to connect to text and develop understanding of self, community, and world. - Respond to text in personal and creative ways. - Recognize how literary elements, technique, and devices enhance meaning in texts. Create and communicate (writing, speaking, representing) <ul style="list-style-type: none"> - Exchange ideas and perspectives to build shared understanding. - Communicate in writing using paragraphs and applying conventions of Canadian spelling, grammar, and punctuation. 	English Language Arts (5) <ul style="list-style-type: none"> • Story/text • Strategies and processes • Language features, structures, and conventions

Social Studies (6) <ul style="list-style-type: none"> Construct arguments defending the significance of individuals/groups, places, events, or developments (significance). Take stakeholder's perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective). Make ethical judgements about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgement). 	Social Studies (6) <ul style="list-style-type: none"> Global poverty and inequality issues, including class structure and gender. Regional and international conflict.
Art (5) <ul style="list-style-type: none"> Explore connections to identity, place, culture, and belonging through creative expression Explore a range of cultures, and the relationships among cultures, societies, and the arts. Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art. Interpret and communicate ideas using symbols and elements to express meaning through the arts. Demonstrate increasingly sophisticated application and/or engagement of curricular content. 	Art (5) <ul style="list-style-type: none"> Visual arts: elements of design Symbolism and metaphor to explore ideas and perspective Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment.

Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> Basic Understanding of World War II: Students should have a foundational knowledge of the key events, major countries involved, and general timeline of World War II. Prior knowledge of the Holocaust and the persecution of Jewish people will help contextualize the story. Reading Comprehension Skills: Students should be able to follow a narrative, understand character development, and identify key plot points. Familiarity with reading and analyzing fiction will be beneficial. Vocabulary Building: Students should have experience working with new vocabulary, including how to infer meaning from context and use vocabulary organizers to track unfamiliar terms. Writing and Responding to Prompts: Students should be comfortable writing responses to reading questions, composing paragraphs, and expressing opinions in a structured format. Working Collaboratively: Experience in partner and group work, where students share ideas and engage in discussion, will help with group activities and collaborative projects in the unit. Basic Art and Craft Skills: For the creative projects like the dodecahedron, students should have basic skills in cutting, drawing, and assembling craft projects.

Teacher Preparation Required:

Lesson #	Teacher Preparation Required (See Unit Plan Sample)
Lesson 1	<ul style="list-style-type: none"> Have Google Slides loaded and ready (turn on projector) Make copies of KWL chart and WWII article for each student Have copy of <i>Number the Stars</i> Hand out NTS Interactive Notebook to each student

Lesson 2	<ul style="list-style-type: none"> - Have Google Slides loaded and ready (turn on projector) - Have copy of <i>Number the Stars</i> and each student's copy ready to hand out - Make copies of character analysis and thought questions for each student - Create a Novel Study folder for NTS handouts for each student
Lesson 3	<ul style="list-style-type: none"> - Have Google Slides loaded and ready (turn on projector) - Copy of <i>Number the Stars</i> book - Print handout of questions for reflection questions for each student
Lesson 4	<ul style="list-style-type: none"> - Have Google Slides loaded and ready (turn on projector) - Make copies of Multi-Layered-Timeline handout for each student
Lesson 5	<ul style="list-style-type: none"> - Have Google Slides loaded and ready (turn on projector) - Copy of <i>Number the Stars</i> book for self and students - Print handouts for every student
Lesson 6	<ul style="list-style-type: none"> - Have Google Slides loaded and ready (turn on projector) - Copy of <i>Number the Stars</i> book for self and students - Print handouts of quick write questions for every student
Lesson 7	<ul style="list-style-type: none"> - Have Google Slides loaded and ready (turn on projector) - Get Chromebooks ready for each student or 1 per pair - Copy of <i>Number the Stars</i> book for self and students - Make copies of "Rescue of the Danish Jews WebQuest" worksheet and Quick Writes
Lesson 8	<ul style="list-style-type: none"> - Have Google Slides loaded and ready (turn on projector) - Copy of <i>Number the Stars</i> book for self and students - Print comparison handout for each student
Lesson 9	<ul style="list-style-type: none"> - Have Google Slides loaded and ready (turn on projector) - Copy of <i>Number the Stars</i> book for self and students - Make copies of the Think Questions handout
Lesson 10	<ul style="list-style-type: none"> - Interactive Notebooks - Print out dodecahedron templates - Make example dodecahedron - Make copies of worksheet

Cross-Curricular Connections:

This unit has strong cross-curricular connections, particularly in Social Studies and Art. In Social Studies, students explore the historical context of World War II, focusing on Denmark's resistance and the efforts to save Danish Jews, which deepens their understanding of historical events and their impact on individuals. Through Art, students engage in creative projects like the dodecahedron, where they visually represent characters and themes from the novel. This fosters artistic expression while reinforcing comprehension of the text and its broader social and historical themes.

Indigenous Connections / First Peoples Principles of Learning:

- **Learning involves recognizing the consequences of one's actions:** Students reflect on the bravery and choices made by characters in the novel, much like First Peoples' teachings about responsibility and understanding the impact of one's decisions on the community.
- **Learning is embedded in memory, history, and story:** The novel explores significant historical events and personal stories, allowing students to make connections between historical narratives and the experiences of those involved, which parallels the oral traditions and storytelling of Indigenous cultures.
- **Learning involves patience and time:** As students progress through the novel, they build understanding of complex themes such as prejudice, resistance, and courage, emphasizing that deep learning takes time—mirroring the First Peoples' emphasis on learning through lived experience and reflection.
- **Learning is holistic, reflexive, and relational:** The unit encourages students to connect emotionally with the characters, fostering empathy and a sense of interconnectedness, which aligns with the First Peoples' view of learning as a process that considers emotional, mental, spiritual, and physical dimensions.

Universal Design for Learning (UDL):

Multiple Means of Representation:

- **Text, Visuals, and Audio:** The novel is presented through reading, teacher read-alouds, and visual aids like maps and character charts. This caters to diverse learning preferences and strengths.
- **Interactive Notebook:** Students engage with materials using graphic organizers, vocabulary cutouts, and visual representations to support comprehension.
- **WebQuest:** Provides varied methods of accessing information through online research, accommodating digital learners.

Multiple Means of Action and Expression:

- **Choice in Demonstrating Learning:** Students express understanding through writing, drawing, and completing interactive notebook activities, including character cards and creative tasks like building a dodecahedron.
- **Collaborative and Independent Work:** Opportunities for students to work in pairs (WebQuest), independently (writing prompts and character analysis), or engage in whole-class discussions.

Multiple Means of Engagement:

- **Building Background Knowledge:** The unit incorporates contextual history (World War II, Denmark, Jewish resistance), helping students engage deeply with the content.
- **Relevance and Choice:** Personal connections to themes of bravery, resistance, and prejudice engage student interest, with opportunities for self-expression in projects like the final dodecahedron activity.

Differentiate Instruction (DI):

Content:

- The lesson content is modified for different learners by offering leveled reading support (teacher read-alouds, partner reading, independent reading). The WebQuest and final project allows students to research at their own pace.
- D and K will have myself or another teacher work with them.

Process:

- Students have varied ways to engage with content, from discussions and brainstorming to independent and pair activities (WebQuest, comprehension questions, timeline creation). This allows students with different learning preferences to engage meaningfully.
- D and K will work with a teacher or be in two groups of 3 rather than in pairs.

Product:

- Flexible output options like drawing, writing, and constructing a dodecahedron provide students with choices in how they demonstrate their understanding, meeting the needs of visual, verbal, and kinesthetic learners.
- D and K will have someone scribe for them, they can also draw instead of writing.

Learning Environment:

- Group discussions, independent work, and interactive activities create a balanced learning environment that accommodates social learners as well as those who work best individually.
- K can work in the quiet area of the classroom on a rocking chair when needed, D can work at the back table with a teacher.

Overview of Lessons:

Lesson 1

Name & Time (Minutes Allotted):	Introduction to <i>Number the Stars</i> (40 min)
Learning Standards: Curricular Competencies	<p>Social Studies (6)</p> <ul style="list-style-type: none"> Construct arguments defending the significance of individuals/groups, places, events, or developments (significance). Take stakeholder's perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective). Make ethical judgements about events, decisions, or actions that consider the conditions of a particular time and place and assess appropriate ways to respond (ethical judgement). <p>ELA (5)</p> <ul style="list-style-type: none"> Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text. Access information and ideas from a variety of sources and from prior knowledge to build understanding. Exchange ideas and perspectives to build shared understanding.
Learning Standards: Content	<p>Social Studies (6)</p> <ul style="list-style-type: none"> Global poverty and inequality issues, including class structure and gender. Regional and international conflict.
Instructional Objectives	<p>SWBAT make predictions about the content of <i>Number the Stars</i> based on the title and front cover.</p> <p>SWBAT activate and organize their prior knowledge about WWII by completing the "Know" and "Want to know" columns of the KWL chart.</p> <p>SWBAT highlight key information from the article and demonstrate their understanding of the historical context by completing the "Learn" column of the KWL chart.</p>
Assessment:	<p>Observation: I will observe how students engage during class discussions. They will be assessed on their ability to actively participate, think critically, and collaborate with their partners. I will pay attention to their body language, focus, and engagement during each activity, especially in how they process new information.</p> <p>Conversation: I will engage students in discussions throughout the lesson. I will ask open-ended questions and listen to their reasoning behind their predictions and why they highlighted specific sentences from the article. I will assess students on their ability to explain and justify their choices and discussions should reveal their level of understanding and the connections they are making between the text and historical context.</p> <p>Product: I will review students' written work, for the KWL charts I will assess students on the depth of prior knowledge in the "Know" column, the relevance of the questions in the "Want to know" column, and the accuracy and completeness of the "Learn" column after reading the article. I will also evaluate whether students correctly identified key information and whether the highlighted sentences of the article reflect a good understanding of the most important details in the text.</p>

Teaching Strategies:	<ul style="list-style-type: none"> - Think-Pair-Share to give students time to encourage individual thinking, collaborative discussion, and greater student participation. - KWL charts supports metacognition by encouraging students to reflect on their learning progress. - Modeling how to identify informational text features of the article (e.g., headings, subheadings, bolded words) and how to highlight key information provides clear examples and guidance, especially for students who struggle with reading comprehension or analyzing non-fictional texts. - Reading the article out loud ensures all students, including those with reading difficulties, stay engaged and understand the content. - Partner work promotes collaboration, critical thinking, and peer support, allowing students to learn from each other. - Facilitating a class discussion at the end of the lesson helps solidify new knowledge and provides a space for students to reflect on their learning collectively. - Scaffolded instruction supports students through each stage with clear instructions and demonstrations to help manage complex tasks by providing structured, gradual support.
Materials:	<ul style="list-style-type: none"> - <i>Number the Stars</i> book - KWL chart handout - WWII article handout - Google Slides
Lesson Activities:	
Introduction/Hook:	<p>First, I will explain to the students that we will be beginning a new novel study today.</p> <p>Without showing them the book, I will introduce the title “Number the Stars” and ask them to make predictions of what they think the book may be about. I will have them think-pair-share where students can first think individually about what the book might be about based on the title, then share their thoughts with a partner before discussing as a class. After a few students have shared their predictions, I will show the class the front cover and ask them to make some more predictions. I will then tell them that to prepare to read this book, some building and activating of background knowledge is required.</p>
Body:	<p>I will pull up the slides for this lesson for students to follow along, including the explanation of a KWL chart.</p> <p>I will pass out “World War II KWL” graphic organizer to students and give them 5 minutes to complete the first two columns, writing down what they already “Know” about WWII and what they “Want” to know (questions) about WWII.</p> <p>After they complete the K and W columns of the worksheet, I will explain that they are going to continue learning about World War II, specifically as it affected the country of Denmark (I will show them Denmark on the map in the slides) as that is the setting of our new novel, <i>Number the Stars</i>.</p> <p>I will pass out the “Denmark and World War II” article to students. Prior to reading, I will ask students to identify several of the informational text features that they see and explain how they are helpful in reading non-fiction.</p> <p>I will have students follow along as I read the article out loud to the class to assist students who struggle with reading.</p>

	<p>After, I will have students work with a partner to underline or highlight (they can use a yellow crayon) the most important sentences in each section of the article.</p> <p>We will then discuss what was learned from the article together as a class – this is when students will add to the “Learn” section of their KWL graphic organizer.</p>
Closure:	<p>I will close with a recap of what they learned about WWII, and I will also ask students if any of the questions they put in the “Want” to know column were answered after reading the article.</p> <p>I will ask them to make further predictions of what they think the book will be about – what challenges they think the main characters may face based on the time and setting.</p> <p>I will tell them that we will begin reading the book next lesson.</p>

Lesson 2

Name & Time (Minutes Allotted):	Chapter 1 – <i>Why Are You Running</i> (40 min)
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> • Apply a variety of thinking skills to gain meaning from texts. • Identify how differences in context, perspective, and voice influence meaning in texts. • Use personal experience and knowledge to connect to text and develop understanding of self, community, and world.
Learning Standards: Content	<ul style="list-style-type: none"> • Story/text • Strategies and processes • Language features, structures, and conventions
Instructional Objectives	<p>SWBAT analyze characters in the first chapter by identifying indirect characterization.</p> <p>SWBAT make connections between the historical context from the article on Denmark and WWII and the events or details in chapter 1.</p> <p>SWBAT respond to thought questions by reflecting on the chapter’s themes and character developments.</p>
Assessment:	<p>Observation: I will observe how students engage during class discussions and pay attention to their attentiveness while I am reading chapter 1 and how they are working on their worksheets.</p> <p>Conversation: I will engage in discussions with students as they share what they wrote in their character analysis and thought question worksheets. I will ask questions like “what actions or words from the character show you what kind of person they are” and “how does this connect to what we learned about Denmark and WWII?”. I will assess students on their ability to think critically about how their understanding of the book is developing.</p> <p>Product: I will review student’s worksheets and assess students on their ability to respond thoughtfully, reflecting on character traits and themes. I will collect these handouts as exit tickets to evaluate overall comprehension and analytical thinking for the lesson.</p>
Teaching Strategies:	<ul style="list-style-type: none"> - While reading chapter 1 aloud, I will model how to identify indirect characterization by thinking aloud. For example, I will pause after a character action or line of dialogue and say, “this shows us that Annemarie is brave because...”, highlighting indirect characterization. This will demonstrate critical thinking for students, showing them how to infer traits from character’s actions, dialogue, and interactions. - After reading the chapter, I will have students discuss their answers with a partner before sharing with the whole class. This encourages

	<p>peer-to-peer learning, allowing students to clarify their understanding and refine their answers before the class discussion.</p> <ul style="list-style-type: none"> - Exit tickets provides a quick, formative assessment of student understanding and informs future instruction.
Materials:	<ul style="list-style-type: none"> - <i>Number the Stars</i> book (and a copy for each student) - Character analysis and thought question handouts - Interactive Notebooks
Lesson Activities:	
Introduction/Hook:	<p>I will ask students to recap what we learned last class about WW2 and Denmark, then I will tell them that today we are going to read the first chapter from <i>Number the Stars</i>.</p> <p>I will hand out a copy of the book to each student as well as the character analysis and thought question worksheets for them to complete as I read chapter 1 "Why Are You Running?".</p> <p>I will go over each question on the worksheets.</p> <p>I will also hand out an interactive notebook to each student where they will document what they have learned in the book so far and to keep track of what they have read.</p>
Body:	<p>Before I start reading, I will start with a writing warm up where students will have to complete the writing warmups in their interactive notebooks before I read the chapter and for them to keep the question in mind while reading.</p> <p>I will also tell the students to pay attention to how what they read in the article last class connects to this chapter and how the author develops the characters through indirect characterization -which is when the author reveals details about a character without stating them explicitly. Instead of describing a character in a straightforward way, the author shows their traits through that character's actions, speech, thoughts, appearance, and how other characters react to them.</p> <p>I will read chapter 1 to the students as they complete the character analysis handout.</p> <p>After I have read the first chapter, I will give the students time to complete the thought question handout.</p>
Closure:	<p>To close this lesson, I will have students share a couple things they wrote on their handouts and finish with a class discussion about the book and whether their initial predictions for what they thought the book was going to be about was correct or not.</p> <p>I will collect the handouts as an Exit Ticket but will give them back to students later so they can keep them in their interactive notebook.</p> <p>Students will fill out their reading log for the chapter(s) read in class today.</p>

Lesson 3

Name &Time (Minutes Allotted):	Ch. 2-3 Reflection (40 min)
Learning Standards: Curricular Competencies	<p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text

	<ul style="list-style-type: none"> • Use personal experience and knowledge to connect to text and develop understanding of self, community, and world
Learning Standards: Content	<ul style="list-style-type: none"> • Story/text • Strategies and processes
Instructional Objectives	<p>SWBAT recall and summarize key events from chapter 1, focusing on character development and conflict.</p> <p>SWBAT identify and analyze emerging conflicts in chapters 2 and 3.</p> <p>SWBAT explain how characters are affected by past events and changes in their environment.</p> <p>SWBAT connect character's emotions and reactions to the broader historical context of World War II.</p>
Assessment:	<p>Observation: I will observe if students are actively following along and responding to the guiding questions during reading. I will watch for student's focus and thought process as they discuss the questions with their partners. I will assess them on their ability to identify and analyze conflicts.</p> <p>Conversation: I will assess understanding during class discussions, listening to how students explain the connections between character emotions, conflicts, and the historical context. I will evaluate the depth of their responses when they share answers to questions like how Peter has changed or the significance of Mrs. Johansen's concerns.</p> <p>Product: I will review the exit ticket responses for comprehension, checking whether students can explain character changes (e.g., Peter's transformation) and connect the closure of Mrs. Hirsch's shop to larger historical themes. I will look for evidence of critical thinking in their written answers to the questions, focusing on whether they demonstrate understanding of both the personal and societal conflicts.</p>
Teaching Strategies:	<ul style="list-style-type: none"> - Think-Pair-Share to encourage all students to participate, deepen their understanding through peer interaction, and activate prior knowledge. - As I read chapters 2 and 3 aloud, I will pause at strategic points to ask guiding questions about the conflicts that arise. This is to help students stay focused and think critically while reading. - Exit ticket to ensure accountability and provide a quick assessment of comprehension. - I will end with a class discussion, prompting students to share their thoughts about the conflicts and how they connect to WWII. I will use open-ended questions to encourage deeper thinking. This engages students in critical thinking and helps them articulate their understanding in a group setting.
Materials:	<ul style="list-style-type: none"> - <i>Number the Stars</i> book - Question handout for each student. - Interactive Notebooks
Lesson Activities:	
Introduction/Hook:	<p>I will begin this lesson by reviewing key events from chapter 1.</p> <p>I will ask students to recall what we know about the main characters (Annemarie, Kirsten, Ellen, etc.) and the conflicts introduced in the first chapter. I will first implement Think-Pair-Share to have students briefly discuss with a partner what they remember and then lead a class discussion where students will share their answers, focusing on the personalities and relationships of the characters so far.</p>

	Then, I will have students begin to fill out their character cards to put in their notebooks after each character is introduced.
Body:	<p>Before I start reading chapters 2 and 3, students will be completing their writing warm up for chapter 2 and 3 in their interactive notebooks. Then, I will tell students to pay close attention to the conflicts that arise. While I am reading out loud, students will be following along in their books. I will pause occasionally to ask guiding questions, such as:</p> <ul style="list-style-type: none"> - "What challenges are Annemarie and her family facing?" - "How is the situation in Denmark influencing the character's actions?" <p>After reading, I will have students answer the following questions, writing their answers on a handout, using complete sentences:</p> <ul style="list-style-type: none"> - "Why does thinking of her sister Lise make Annemarie sad?" - "How has Peter changed since Lise's death?" - "Why was Mrs. Johansen concerned about the closing of Mrs. Hirsch's button shop? What might this mean?" <p>Students will have 15 minutes to answer the questions.</p>
Closure:	<p>I will allow students a few minutes to discuss their answers with a partner, focusing on how these conflicts relate to what we know about Denmark during WWII.</p> <p>I will then facilitate a brief class discussion where students share their thoughts about the conflicts, particularly focusing on how the historical context (Nazi occupation) is impacting the characters.</p> <p>I will then collect the written answers as exit tickets for the day. These will be returned later to add to their novel study folders.</p> <p>Students will fill out their reading log for the chapter(s) read in class today.</p>

Lesson 4

Name & Time (Minutes Allotted):	Ch. 4-5 Exploring Major Events in <i>NTS</i>
Learning Standards: Curricular Competencies	<p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Apply a variety of thinking skills to gain meaning from texts. • Exchange ideas and perspectives to build shared understanding.
Learning Standards: Content	<ul style="list-style-type: none"> • Story/text • Strategies and processes
Instructional Objectives	<p>SWBAT summarize the key events from chapters 4 and 5 of <i>Number the Stars</i>.</p> <p>SWBAT analyze the causes and significance of major events in the story, explaining why they occurred and their impact on the characters.</p> <p>SWBAT make predictions about future events in the novel, using evidence from the text to support their reasoning.</p> <p>SWBAT organize events from the reading into a Multi-Layered-Timeline, demonstrating an understanding of cause-and-effect relationships in the narrative.</p>
Assessment:	<p>Observation: During the reading of Chapters 4 and 5, I will observe students to ensure they are focused and following along in their books. As I guide them through the <i>Multi-Layered Timeline</i> activity, I will watch how well they grasp the process of identifying key events and their causes. I'll also pay attention to their participation in the class</p>

	<p>discussion, noting which students actively engage, ask questions, and make connections between events in the story.</p> <p>Conversation: Throughout the lesson, I will engage in conversations with students, I will assess how effectively students explain their reasoning for selecting particular events and their ability to articulate why those events occurred and how they affected the characters. I will also listen carefully as students share their predictions, noting whether they can provide sound evidence from the text to support their ideas, and evaluate how well they can relate the events to the larger historical context.</p> <p>Product: After collecting the <i>Multi-Layered Timelines</i>, I will review each one to assess how well students selected five significant events from Chapters 4 and 5. I will evaluate their ability to clearly explain the causes and significance of each event and how it influenced the story. Additionally, I will assess the strength of their predictions, looking for logical connections to the text and the use of evidence to support their reasoning. Through these timelines, I will gauge their comprehension of the chapters and their critical thinking skills.</p>
Teaching Strategies:	<ul style="list-style-type: none"> - I will start the lesson by reviewing what has happened so far in the novel, including key character developments to activate prior knowledge and set a foundation for new learning. - I will use Google Slides to present background information on the upcoming chapters, guiding students' understanding of historical context before reading. - I will demonstrate how to complete the timeline by guiding students through the first example on the slides, ensuring they understand the process. - I will encourage students to work together to brainstorm significant events, fostering discussion and peer learning. - I will facilitate a discussion after reading to help students analyze the events and their significance, reinforcing key themes and character development. - I will use the timeline as an exit ticket to assess student understanding.
Materials:	<ul style="list-style-type: none"> - <i>Number the Stars</i> novel for myself and each student - Timeline handout for each student - Slides - Projector/whiteboard - Interactive Notebooks
Lesson Activities:	
Introduction/Hook:	<p>I will begin by reviewing with students what has happened thus far in the novel. Then I will go through the Google Slides for this novel study, I will begin discussing slides 2-6 to help students' background knowledge prior to reading chapters 4-5.</p> <p>I will then set a purpose for reading by asking students to pay attention to the major events of these two chapters as well as why they occurred. This will help prepare students for their post-reading activity.</p> <p>Students will complete their writing warm up for chapters 4 and 5 before I start reading.</p>
Body:	I will read chapters 4-5 of <i>NTS</i> and have students follow along in theirs.

	After reading, I will handout the “Multi-Layered Timeline”. I will use slide 8 as guided practice to show students how to complete the various parts of the timeline. I will tell them to choose five of the most important events of chapters 4-5, explain why the events happened and then make a prediction, based on evidence from the text.
Closure:	<p>To close the lesson, I'll first give students a few minutes to finish working on their <i>Multi-Layered Timeline</i>. Once most students have completed their timelines, I will ask for a few volunteers to share one event they selected, along with their explanation of why it was important and their prediction for what might happen next.</p> <p>Next, I will facilitate a class discussion where we collectively reflect on the major events of Chapters 4-5. I'll guide students to connect the events they chose to the larger context of the novel and the historical events we've been learning about.</p> <p>Finally, I'll wrap up by reminding students of the importance of analyzing cause and effect, and how the events they chose set the stage for what's to come in the novel. As an exit reflection, I will ask them to think about what these chapters reveal about the characters' challenges and motivations, and how these insights might impact future events in the story.</p> <p>I'll collect their <i>Multi-Layered Timelines</i> to review their understanding and provide feedback.</p> <p>Students will fill out their reading log for the chapter(s) read in class today.</p>

Lesson 5

Name &Time (Minutes Allotted):	Ch. 6-8 Understanding Setting
Learning Standards: Curricular Competencies	<p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text • Respond to text in personal and creative ways.
Learning Standards: Content	<ul style="list-style-type: none"> • Story/text • Strategies and processes
Instructional Objectives	<p>SWBAT identify and describe key events and settings from Chapters 6-8 of <i>Number the Stars</i>.</p> <p>SWBAT analyze the significance of the two main settings (the Johansen's apartment and Uncle Henrik's farm) by comparing and contrasting them.</p> <p>SWBAT visualize and illustrate Uncle Henrik's farm, using textual evidence to support their understanding of the setting.</p> <p>SWBAT explain how the setting influences the characters and the unfolding of the plot in the novel.</p>
Assessment:	<p>Observation</p> <p>Throughout the lesson, I will observe how well students stay engaged during the reading, noting their focus and ability to follow along in their books. I will also observe their progress on the comprehension check</p>

	<p>handout, particularly during the drawing portion, to assess their ability to visualize and interpret the setting based on the text. During the compare/contrast activity, I will watch for students' understanding of the two settings and how they approach the task.</p> <p>Conversation</p> <p>During class discussions, I will engage students in conversations about the setting and its role in the story. I will assess their ability to articulate the differences and similarities between the Johansen's apartment and Uncle Henrik's farm, as well as their understanding of how these settings impact the characters and plot. I will listen for thoughtful contributions that demonstrate comprehension and connection to the text.</p> <p>Product</p> <p>I will assess the completed comprehension check handouts, focusing on two key areas: the detailed drawing of Uncle Henrik's farm and the accuracy of their descriptions based on the text, and the written comparison between the two settings. I will evaluate how well students explain the similarities and differences between the settings and whether their written responses reflect a deeper understanding of how the setting shapes the events in the novel.</p>
Teaching Strategies:	<ul style="list-style-type: none"> - I will start by reviewing the previous chapters with the class, asking them to recall key events to get them thinking about what's happened so far. - I will use visual aids like maps on the slides to help students understand where things are taking place in the story, giving them a clearer idea of the setting. - By reading aloud while students follow along in their own books, I will be supporting those who might struggle with reading comprehension and help them stay engaged. - I'll model how to complete the comprehension check handout, especially for the compare/contrast section, making sure everyone understands the task before they start. - I'll use a Think-Pair-Share strategy, encouraging students to talk with a partner about the similarities and differences between the two settings. This will give them the chance to discuss their thoughts before writing. - After the reading, I will lead a class discussion on how the different settings impact the story and the characters, getting them to think critically about the role of setting in the novel.
Materials:	<ul style="list-style-type: none"> - <i>Number the Stars</i> novels - Handout for each student - Projector/whiteboard for slides - Interactive Notebooks
Lesson Activities:	
Introduction/Hook:	<p>I will begin this lesson by reviewing what has happened thus far in <i>Number the Stars</i>, asking the students to share.</p> <p>I will then open the Slide deck for chapters 6-8 where I will use the maps on the slides to help students gain an understanding of where things are happening in the novel.</p> <p>Students will complete their writing warm up for chapters 6-8 before I start reading.</p>

Body:	<p>I will read chapters 6-8 of the novel.</p> <p>I will give students 2 minutes to do a quick Think-Pair-Share with their table partner to help with brainstorming.</p> <p>After reading, I will pass out the comprehension check handout:</p> <ul style="list-style-type: none"> • Part 1: Setting: draw a detailed picture of Uncle Henrik's farm and write a 1-2 sentence caption describing the scene. • Part 2: Compare/Contrast: using the information from <i>Number the Stars</i>, describe several ways that the two settings of the Johansen's apartment and Uncle Henrik's farm are alike and different. <p>Students will have 20 minutes to complete their worksheet.</p>
Closure:	<p>Once everyone is done their comprehension worksheets, I'll ask a few volunteers to share their drawings of Uncle Henrik's farm and their caption describing the scene.</p> <p>We will take some time to discuss how the setting of the farm compares to the Johansen's apartment, encouraging students to share their observations from the compare/contrast section of the handout.</p> <p>Next, I will guide a brief class discussion about how the changes in setting affect the story and the characters' experiences. I'll ask students to consider how moving from the city to the countryside might impact the tension in the novel, and we'll explore how the author uses these settings to develop the plot.</p> <p>Finally, I'll preview the next chapters, giving students something to look forward to in the story, and remind them to keep thinking about how different settings can shape the characters' actions and the overall mood of the novel.</p>

Lesson 6

Name & Time (Minutes Allotted):	Ch. 9-10 Quick Write
Learning Standards: Curricular Competencies	<p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text. • Respond to text in personal and creative ways.
Learning Standards: Content	<ul style="list-style-type: none"> • Story/text • Strategies and processes
Instructional Objectives	<p>SWBAT define and reflect on the concept of bravery through a personal Quick Write.</p> <p>SWBAT identify examples of bravery and courage demonstrated by characters in Chapters 9 and 10 of <i>Number the Stars</i>.</p> <p>SWBAT analyze how the characters' bravery impacted the storyline and speculate on how the outcomes might have changed if the characters had not been brave.</p> <p>SWBAT engage in a class discussion to share insights about the characters' actions and the theme of courage in the novel.</p>
Assessment:	Observation

	<p>I will observe how engaged students are during the Quick Write and while listening to the read-aloud. I'll pay attention to how they respond to the themes of bravery, noting which students are making connections between the characters' actions and the concept of courage. Additionally, I'll observe how students work on their "Character Bravery Analysis" handout, monitoring their focus and critical thinking.</p> <p>Conversation</p> <p>During the partner sharing and class discussion, I will listen for thoughtful reflections on bravery, both in the characters and from students' personal experiences. I'll assess their ability to articulate how the characters' actions influenced the story and how they connect those actions to the overarching theme of courage. Their contributions will show their depth of understanding and engagement with the novel.</p> <p>Product</p> <p>I will assess the "Character Bravery Analysis" handout, focusing on how well students analyze the characters' bravery and how they predict alternative outcomes if the characters had not been courageous. I'll look for detailed and thoughtful responses that demonstrate comprehension of both the text and the theme of bravery. The Quick Write will also be reviewed to assess their personal reflection on the concept of bravery.</p>
Teaching Strategies:	<ul style="list-style-type: none"> - I will start with a quick recap of the previous chapters to refresh students' memories and reinforce their understanding before diving into the new content. - I will implement a Quick Write activity, allowing students to reflect on their personal understanding of bravery, encouraging individual thought before group discussions. - I'll read Chapters 9 and 10 aloud while students follow along in their copies, which will help maintain engagement and provide support for those who may struggle with reading fluency. - I will encourage focused listening by asking students to pay attention to specific instances of bravery as I read, preparing them for the analysis task later. - I'll provide a structured handout for the "Character Bravery Analysis," guiding students through the process of analyzing characters' responses and considering alternative outcomes. - I'll lead a class discussion to allow students to share insights from their analysis, encouraging them to listen to different perspectives and deepen their understanding of the theme of bravery.
Materials:	<ul style="list-style-type: none"> - Copy of the novel for myself and the students - Handouts for each student - Projector/white board for slides presentation - Interactive Notebooks
Lesson Activities:	
Introduction/Hook:	<p>We will begin this lesson with a quick recap of what has happened in the novel in the chapters we read last class.</p> <p>Then, I will tell students to pay attention to how the characters demonstrate courage and bravery in the novel.</p> <p>I will ask them to think about how the situation would be different if any of the characters did not show bravery.</p> <p>Students will complete their writing warm up for chapters 9 and 10 before I start reading.</p>

Body:	<p>Before reading, I will have students complete a Quick Write on bravery:</p> <ul style="list-style-type: none"> - "What does it mean to be brave? Why might a person need to exhibit bravery? When was a time that you had to be brave? What happened? How did you face your fears?" <p>They will have 10 minutes to write. When they are finished, they can quietly share with a partner.</p> <p>Next, I will read chapters 9 and 10, first asking the students to pay attention to the ways that the characters choose to be brave throughout these chapters.</p> <p>I will then read the chapters aloud while students follow along.</p> <p>After reading, I will ask students to complete the "Character bravery Analysis" section on the handout where they will consider each character's response to the dangerous situations, and how did each character exhibit courage or bravery. The final question is: "How different would this part of the story have been if any of these characters failed to be brave in the face of danger? How would the outcomes have changed?"</p> <p>They will have 25 minutes to complete the bravery analysis.</p> <p>We will then have a quick class discussion where students can share some of their answers.</p>
Closure:	<p>I will invite a few students to share their thoughts from the "Character Bravery Analysis" handout. We'll discuss how different characters showed bravery and how their actions impacted the story. I'll encourage students to consider the importance of courage in tough situations and how it influenced the outcome of the chapters we just read. After a few students share their ideas, I'll bring the discussion back to the final question on the handout: "How would the story have changed if the characters hadn't been brave?" This will lead to a reflective conversation about how bravery shapes the plot and the choices the characters make.</p> <p>Finally, I'll ask students to reflect on the lesson's key theme by tying it back to their own quick write from earlier. I'll remind them that courage isn't just something found in books, but it's something we all experience in different ways.</p> <p>Students will fill out their reading log for the chapter(s) read in class today.</p>

Lesson 7

Name & Time (Minutes Allotted):	Ch. 11-13 Chromebooks and Quick Write
Learning Standards: Curricular Competencies	<p>ELA 5</p> <ul style="list-style-type: none"> - Access information and ideas from a variety of sources and from prior knowledge to build understanding. - Apply a variety of thinking skills to gain meaning from texts. <p>Social Studies 6</p>

	<ul style="list-style-type: none"> - Make ethical judgements about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond
Learning Standards: Content	<p>ELA 5</p> <ul style="list-style-type: none"> - Story/text - Strategies and processes - Language features, structures, and conventions <p>Social Studies 6</p> <ul style="list-style-type: none"> - Global poverty and inequality issues, including class structure and gender
Instructional Objectives	<p>SWBAT use online resources to gather key historical information about the rescue of the Danish Jews during World War II, building knowledge to support understanding of the novel.</p> <p>SWBAT identify how the character's actions in the novel relate to real historical events.</p>
Assessment:	<p>Observation: I will observe students' participation and collaboration during the WebQuest, ensuring they are engaged in the task and working effectively with their partners.</p> <p>Conversation: During the class discussion following the WebQuest, I will listen to student responses, paying attention to their understanding of the historical context and connections to the novel.</p> <p>Product: I will assess the completion of the "Rescue of the Danish Jews WebQuest" worksheets and the Quick Write exit tickets for understanding and insight into the role of ordinary people in making a difference.</p>
Teaching Strategies:	<ul style="list-style-type: none"> - I will guide students in understanding how to complete the WebQuest worksheet, providing examples of how to use online resources effectively. - Students will work in pairs to complete the WebQuest, promoting peer collaboration and support. - I will read aloud, modeling fluent reading and helping all students follow along. - I will encourage students to make connections between historical events and the actions of characters in the novel, linking fiction to real-world events. - I will use a reflective writing prompt to encourage deeper thinking about the themes of the novel, helping students synthesize their understanding through writing. - I will facilitate a review discussion to reinforce key points from the WebQuest and the novel, engaging students in verbal reflection and sharing.
Materials:	<ul style="list-style-type: none"> - <i>Number the Stars</i> novel - Projector/white board for slides - Chromebooks - Handouts - Interactive Notebooks
Lesson Activities:	
Introduction/Hook:	<p>I will explain the purpose of the lesson: to build background knowledge about the rescue of the Danish Jews, which will help students understand what the characters in <i>Number the Stars</i> are trying to accomplish in the next few chapters.</p>

	Then, I will pass out copies of the "Rescue of the Danish Jews WebQuest" worksheet and explain that students will use their Chromebooks to complete the activity, working in pairs but filling out their own sheet.
Body:	<p>WebQuest Activity (30 minutes):</p> <ul style="list-style-type: none"> Students will work in pairs to complete the WebQuest on their Chromebooks, gathering historical information. They will have 30 minutes to work on this. As they work, I will circulate around the room to provide guidance and support as needed. <p>Review of WebQuest and Novel Recap (10 minutes):</p> <ul style="list-style-type: none"> After the WebQuest, I will lead a short review, discussing the main points students gathered and ensuring they understand the significance of the rescue of the Danish Jews. I will also review what happened in the previous chapters of <i>Number the Stars</i> to provide context for the upcoming reading. <p>Students will complete their writing warm up for chapters 11-13 before I start reading.</p> <p>I will then read Chapters 11-13 of <i>Number the Stars</i> aloud to the class, asking students to pay attention to how the characters' actions in the novel are connected to what they learned in the WebQuest.</p> <p>Quick Write.</p> <p>After reading, I will hand out the Quick Write prompt: "How can ordinary people make a difference in the world? What are some ways we have seen this happen in what we have read today? What if all of us 'ordinary people' did what we could to make the world a better place? How might this be different?"</p> <p>Students will write a well-developed paragraph in response, and I will collect the Quick Writes as an exit ticket.</p>
Closure:	<p>To close this lesson, I will lead a quick discussion about both activities and ask a few students to share what they wrote for their quick writes.</p> <p>Students will fill out their reading log for the chapter(s) read in class today.</p>

Lesson 8

Name & Time (Minutes Allotted):	Ch. 14-15 Comparing NTS and Little Red Riding Hood
Learning Standards: Curricular Competencies	ELA 5 - Identify how differences in context, perspectives, and voice influence meaning in texts - Recognize how literary elements, techniques, and devices enhance meaning in texts
Learning Standards: Content	ELA 5 - Story/text - Strategies and processes
Instructional Objectives	SWBAT identify and describe the inherent dangers faced by the characters in the novel

	<p>SWBAT compare and contrast elements of the novel with the fairy tale "Little Red Riding Hood."</p> <p>SWBAT make connections between fictional and real-world experiences, demonstrating understanding through written responses and class discussion.</p>
Assessment:	<p>Observation: I will observe students during the partner review activity and while they work on their handouts, ensuring they are engaged and understanding the material.</p> <p>Conversation: The class discussion will provide insight into students' ability to connect the novel to the fairy tale and express their thoughts clearly.</p> <p>Product: The completed "Little Red Riding Hood and Number the Stars" handout will be assessed for thoroughness, detail, and the ability to make relevant comparisons between the two stories.</p>
Teaching Strategies:	<ul style="list-style-type: none"> - I will be engaging students in a review of the novel's events with a partner to activate prior knowledge. - I will read chapters 14-15 aloud and model connections between the novel and the fairy tale. - I will be using the chart on the handout to visually organize comparisons between <i>Number the Stars</i> and "Little Red Riding Hood." - I will be encouraging students to share their ideas and interpretations in a whole class setting. - I will be collecting and reviewing the handout to gauge understanding of the novel's themes and connections to fairy tales.
Materials:	<ul style="list-style-type: none"> - Chromebooks - Projector/white board for slides - Novel and student copies - Handout (for each student) - Interactive Notebooks
Lesson Activities:	
Introduction/Hook:	<p>I will ask students to turn to their neighbours and review the events that have happened in <i>Number the Stars</i> up to this point. They should briefly discuss what the characters have been experiencing and the growing dangers they face.</p> <p>We will then have a quick class discussion about the dangers Annemarie and her family are encountering. I will ask students to share their thoughts about the risks involved in their journey and how it creates tension in the story.</p> <p>I will explain to the students that today's lesson will focus on chapters 14-15, which contain parallels to the classic fairy tale "Little Red Riding Hood." I will let students know that, while reading, they should think about how Annemarie's journey compares to the story of Little Red Riding Hood.</p> <p>Students will complete their writing warm up for chapters 14 and 15 before I start reading.</p>
Body:	<p>I will read chapters 14-15 of <i>Number the Stars</i> aloud to the class while students follow along in their own copies. I will pause occasionally to check for understanding, especially focusing on moments of tension and how Annemarie reflects on the fairy tale during her walk.</p>

	<p>After reading, I will pass out the "Little Red Riding Hood and Number the Stars" handout. The directions are to complete the chart by marking similarities between Annemarie's journey and the events in "Little Red Riding Hood." I will remind students to write in complete sentences and provide sufficient detail.</p> <p>Students will have 20 minutes to complete the activity.</p>
Closure:	<p>Once the students have finished their handouts, we will have a class discussion. I will ask students to share some of the similarities they found between Annemarie's adventure and "Little Red Riding Hood." We will also discuss how the fairy tale helps Annemarie cope with her fear and the significance of this comparison in the story.</p> <p>As an exit ticket, I may ask students to briefly write down how they think the story of "Little Red Riding Hood" deepens their understanding of Annemarie's bravery in this part of the novel.</p> <p>Students will fill out their reading log for the chapter(s) read in class today.</p>

Lesson 9

Name &Time (Minutes Allotted):	Ch. 16-17 Reflecting and Analyzing the Ending of NTS
Learning Standards: Curricular Competencies	<p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text • Respond to text in personal and creative ways.
Learning Standards: Content	<ul style="list-style-type: none"> • Story/text • Strategies and processes
Instructional Objectives	<p>SWBAT reflect on the key events and character development in <i>Number the Stars</i>.</p> <p>SWBAT analyze and express their opinions on the novel's conclusion.</p> <p>SWBAT compose thoughtful responses to discussion questions about the novel's themes, character growth, and ending.</p> <p>SWBAT engage in a class discussion, offering their perspectives and listening to others' viewpoints.</p>
Assessment:	<p>Observation: I will observe students during the partner discussions and class discussion, noting their participation and ability to recall key events from the novel.</p> <p>Conversation: Through the class discussion, I will assess students' understanding of the novel's themes, character development, and how they are able to articulate their thoughts about the ending.</p> <p>Product: The completed "Think Questions" handout will be reviewed for thoughtful, well-constructed answers that demonstrate deep reflection on the novel.</p>
Teaching Strategies:	<ul style="list-style-type: none"> - I will implement Think-Pair-Share during the introduction to help students activate prior knowledge and share ideas with peers before contributing to the whole class. - By reading the final chapters aloud, I will be helping students focus on the text and ensure that everyone is on the same page.

	<ul style="list-style-type: none"> - I will be walking students through initial questions about the novel's conclusion and encouraging them to think critically about their own reactions. - I will be allowing time for individual reflection on the Think Questions to give students an opportunity to develop and organize their thoughts in writing. - By facilitating a discussion about the novel's ending and characters, it enables students to share diverse perspectives and engage in higher-order thinking.
Materials:	<ul style="list-style-type: none"> - NTS novel - Projector/whiteboard for slides - Handout for each student - Pencils - Interactive Notebooks
Lesson Activities:	
Introduction/Hook:	<p>I will begin by reviewing the events of the novel so far, prompting students to recall major plot points and character moments. I will ask the following questions using the slides to guide the discussion:</p> <ul style="list-style-type: none"> • "What has happened up to this point in the novel?" • "How did the characters narrowly escape danger?" • "What dangers still persist?" • "How do you predict the story is going to end?" <p>Students will have the opportunity to discuss their answers with a partner before sharing with the class.</p> <p>Students will complete their writing warm up for chapters 16 and 17 before I start reading.</p>
Body:	<p>I will read chapters 16-17 of <i>Number the Stars</i> aloud while students follow along in their own copies. As we read, I will ask them to think about how the characters have changed and grown since the beginning of the story, particularly in terms of bravery, resilience, and relationships. After finishing the reading, I will lead a brief discussion where students share their immediate reactions to the novel's ending. Guiding questions will include:</p> <ul style="list-style-type: none"> • What did you think of the ending? • Were you satisfied with the way the author chose to end the story? Why or why not? • If you were the author, would you have done anything differently? What changes would you have made? • Would you recommend this novel to a friend? Why or why not? <p>I will then pass out the "Number the Stars Think Questions" handout. Students will be asked to read each question, carefully think about their responses, and write thoughtful, well-organized answers to each. I will remind them to write in complete sentences and provide evidence or examples from the text to support their answers.</p> <p>They will have around 20 minutes to complete the handout.</p>
Closure:	<p>After students complete the handout, we will have a class discussion. I will ask students to share some of their answers to the Think Questions, encouraging dialogue and differing perspectives. We will discuss the</p>

	<p>characters' growth, the novel's themes (like bravery, friendship, and sacrifice), and how they felt about the ending.</p> <p>As an exit ticket, students can write down one key lesson or idea they are taking away from <i>Number the Stars</i> that they think is relevant to their own lives or to the world today.</p> <p>Students will fill out their reading log for the chapter(s) read in class today.</p>
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Lesson 10

Name & Time (Minutes Allotted):	<i>Number the Stars</i> Final Project
Learning Standards: Curricular Competencies	<p>ELA 5</p> <ul style="list-style-type: none"> - Access information and ideas from a variety of sources and from prior knowledge to build understanding - Respond to text in personal and creative ways <p>Art 6</p> <ul style="list-style-type: none"> - Interpret and communicate ideas using symbols and elements to express meaning through the arts - Demonstrate increasingly sophisticated application and/or engagement of curricular content
Learning Standards: Content	<p>ELA 5</p> <ul style="list-style-type: none"> - Story/text - Strategies and processes - Language features, structures, and conventions <p>Art 6</p> <ul style="list-style-type: none"> - Visual arts: elements of design: line, shape, space, texture, colour, form (visual arts) - Symbolism and metaphor to explore ideas and perspective
Instructional Objectives	<p>SWBAT analyze and reflect on the characters, themes, and events in <i>Number the Stars</i> through written and visual responses.</p> <p>SWBAT demonstrate understanding of key themes such as bravery, family, and resistance during wartime by completing various research-based activities.</p> <p>SWBAT use research skills to gather additional information about World War II, the Danish Resistance, and relevant cultural symbols.</p> <p>SWBAT synthesize their learning by constructing a dodecahedron that visually and textually represents their understanding of the novel.</p>
Assessment:	<p>Observation: I will circulate the room to monitor student engagement and how well they are collaborating with their partners during research and construction.</p> <p>Conversation: Throughout the project, I will engage students in one-on-one conversations to check for understanding and discuss their thought process behind each pentagon.</p> <p>Product: The final dodecahedron will be assessed for completeness, depth of responses, creativity in visuals, and accuracy in research.</p>
Teaching Strategies:	<ul style="list-style-type: none"> - Students will work with partners to research and brainstorm ideas for their pentagons. - I will guide students through the construction process, ensuring they understand how to fold and glue the dodecahedron.

	<ul style="list-style-type: none"> - The visual component allows students to showcase their creativity and personalize their learning. - I will provide feedback throughout the project to ensure students are on track and address any misconceptions.
Materials:	<ul style="list-style-type: none"> - Interactive Notebook - Dodecahedron cutouts - Worksheets - Example dodecahedron
Lesson Activities:	
Introduction/Hook:	<p>I will begin by explaining the final project for our <i>Number the Stars</i> novel study. I will show the students an example of a completed dodecahedron and explain how we will be showcasing our learning in a creative way. I will explain that each pentagon will represent a key aspect of the novel, including characters, symbols, and themes, and that their completed dodecahedrons will be hung from the ceiling to display.</p> <ul style="list-style-type: none"> • I will pass out the project guidelines, explaining the components: <ul style="list-style-type: none"> ○ A title pentagon ○ 7 pentagons for major characters (Annemarie Johansen, Ellen Rosen, Kirsti Johansen, Mrs. Johansen, Mr. Johansen, Peter Nielsen, and the Soldiers) ○ A pentagon for "Warfare" (how the novel depicts war and resistance) ○ A pentagon for "The Star of David Necklace" (symbolism in the novel) ○ A pentagon for "Family" (how family ties impact the story) ○ The final pentagon is a free-choice creative reflection piece related to <i>Number the Stars</i>
Body:	<p>Students will begin working on the first set of pentagons, starting with character analysis. I will ask students to use their novels and conduct brief research online (using Chromebooks) to help answer guiding questions for each character.</p> <ul style="list-style-type: none"> • Guiding questions might include: <ul style="list-style-type: none"> ○ What were the character's most important actions? ○ How did they contribute to the story? ○ How did they change or grow throughout the novel? ○ Students will write their answers in each pentagon and add a drawing that represents the character's role or traits. <p>I will circulate the room, checking in with students, answering questions, and reviewing their progress on the first pentagon.</p>
Closure:	<p>I will remind students that they will have several days to complete the project, and it's important to carefully think about their answers and use both the novel and research to support their understanding.</p> <p>Lesson cont.</p> <p>Once the dodecahedrons are completed, I will hang them from the ceiling and congratulate students on their hard work and creativity. We will reflect as a class on what they've learned throughout the novel and how this project helped them engage with the story.</p>

Resources:

- *Number the Stars* by Lowis Lowry
- <https://www.jewishvirtuallibrary.org/the-rescue-of-danish-jews>
- <https://www.ushmm.org/>
- <https://www.history.com/topics/world-war-ii>

Extensions to Unit:

Research Project on World War II and Resistance Movements

- Students could research other resistance movements during World War II, such as the French Resistance or the Underground Railroad during slavery. This extension deepens students' understanding of resistance, bravery, and standing up against oppression.
- Students could present their findings through presentations, posters, or digital formats like Google Slides.

Diary Writing from a Character's Perspective

- Students can choose a character from the novel (such as Annemarie, Ellen, or Peter) and write a series of diary entries that reflect that character's thoughts, emotions, and experiences during key moments of the novel.
- This activity allows students to connect personally with the characters and practice creative writing, enhancing empathy and perspective-taking.

Exploration of Jewish Culture and Traditions

- An exploration of Jewish culture, religion, and traditions would help students understand the deeper context of Ellen's character and the historical significance of Jewish identity during the Holocaust.
- This can be done through research assignments, guest speakers, or field trips to local cultural or historical centers.

Create a Class Newspaper

- Students can work together to create a class newspaper set in the world of *Number the Stars*, with articles about key events, interviews with characters, and historical reports on the occupation of Denmark.
- This integrates creative writing, research, and collaboration skills.

Reflections and Revisions

All Handouts Below

Interactive Notebook

Number the Stars
Interactive
Notebook

Name: _____



Number the Stars Reading Log

Directions: Cut & paste the reading log at the beginning of your Number the Stars Interactive Notebook.

date/ time	pg numbers/ chapters read	quick summary of what you read

**NUMBER THE STARS
THEMES**

Directions: On each flap, draw examples from the book when the theme was used or discussed. Write down the page number. Underneath the flaps, write a sentence of an example.

**Friendship
& Unity**

**NUMBER THE STARS
VOCABULARY**

lanky pg. 1	contempt pg. 3	sabotage pg. 8
Resistance pg. 7	impassive pg. 10	trousseau pg. 11
engagement pg. 16	unruly pg. 20	swastika pg. 21

Directions: Complete the writing warmups BEFORE you read the chapter. Keep the question in mind while reading!

Writing Warm-Up!
CHAPTER 1 - Why are you running?

Did you ever have to give something up for a period of time, such as an activity, meal, or game? What was it and why couldn't you have it?

Write your response underneath the flap!

Writing Warm-Up!
CHAPTER 2 - Who is the Man Who Rides Past?

Is there anyone you know that you would protect at all costs? Who is it and why?

Write your response underneath the flap!

CHARACTER CARDS

ANNEMARIE JOHANSEN
Overview: _____
Personality: _____
CHARACTER CARD

MRS. JOHANSEN
Overview: _____
Personality: _____
CHARACTER CARD

ELLEN ROSEN
Overview: _____
Personality: _____
CHARACTER CARD

CHARACTER CARD POCKET

**CHARACTER
CARDS**

Directions: After reading the "Afterword" chapter in the book, sort which events or people from Number the Stars were based on Fact or Action. Place the sorted strips in the correct pocket.

Afterword Activity

FACT	FICTION
Annemarie and her family	King Christian X
The Handkerchief that affected the dogs' sense of smell	Peter Nilsson
Danes sank their entire navy in the Copenhagen harbor	

Lesson 1 Handouts:

Name: _____

World War II – KWL Chart

Directions: Using the respective columns below, write down what you know about World War II and what you want to know about World War II. As we discuss World War II as a class, you can write down what you have learned about World War II.

What I <u>K</u> now:	What I <u>W</u> ant to Know:	What I Have <u>L</u> earned:

DENMARK & WORLD WAR II

DENMARK

Denmark is a small country located in Northern Europe in the cultural region known as Scandinavia. Denmark emerged as a nation beginning in the 10th Century. Currently, Denmark is known as a Constitutional Monarchy, with Queen Margrethe II at its head. However, the Prime Minister and Parliament are responsible for the enactment and enforcement of laws.

Denmark boasts a high standard of living and consistently ranks highly in comparison to other countries in various areas, including education, health care, democratic governance, prosperity and human development. Denmark is often ranked as one of the happiest countries in the world.



WORLD WAR II

Although numerous conflicts had already occurred, World War II officially began on September 1, 1939, when Germany invaded the country of Poland, thus prompting England and France to declare war. Later, Italy and Japan became allies with Germany in the fight against England and France, joined by Australia, Canada, New Zealand, India, the Soviet Union, China and the United States of America. Adolf Hitler, the Nazi leader of Germany, had great ambitions to acquire more land for Germany. The fighting in Europe ended on May 8, 1945, while the fighting in the Pacific ended August 15, 1945.



HITLER & THE JEWISH PEOPLE

While Anti-Semitism had existed long before the Nazis came to power, Hitler used anti-Semitic ideas to help further his purposes. Hitler and the Nazis told the German people that the Jews were responsible for many of the nation's difficult problems, including losing World War I and the country's severe economic difficulties following the war. Many people believed Hitler's lies that the Jews were in fact responsible for their problems. As a solution to the so-called "Jewish problem," Hitler wanted to "purish the Jews from all aspects of society." This began with the gradual stripping of the Jewish people's rights and privileges, which led to the deportation of Jews and internment in camps and, eventually, to what was deemed the "Final Solution" to exterminate (kill) all Jews.



GERMAN OCCUPATION OF GERMANY

As the war progressed, the armies of Adolf Hitler have seized control of most of continental Europe, including Germany's northern neighbor, Denmark. The Nazis sought to take over other countries in order to utilize their resources and industry to further the German war effort. Denmark, whose own military and naval forces were comparatively weak, was handed an ultimatum: cooperate with the Germans or else. King Christian X, the king during WW2, and the government chose to protect the lives of the Danish people and allowed the Germans to enter their country. The Danes' hope was that the war would be short and the two countries would soon be able to come to a peaceful resolution.

DANISH RESISTANCE EFFORTS

While "officially" the Danish government was cooperating with the Nazis, efforts were made to hinder the German cause. Work was slowed to prevent the rapid German seizure of Danish resources. Illegal newspapers were circulated to share information to those supporting the resistance. Underground resistance fighters also found ways to sabotage the Germans, including bombings and other violent measures. When word reached the resistance that the Nazis were "treating" the Danish Jews, the resistance fighters helped hide their Jewish friends and neighbors until they could find a way to escape the country. It is said that 7,000 of the 8,000 Danish Jews were able to escape into Sweden thanks to the Danish Resistance.



DENMARK & USA: A COMPARISON

	Denmark vs. The United States of America	
		
	Denmark	USA
Geographical Size	16,639 sq. miles	3,805,927 sq. miles
Population	5,678,343	321,605,012
Capital	Copenhagen	Washington, D.C.
Currency (money)	Krone	U.S. Dollar
Official Language	Danish	English



Lesson 2 Handouts

Name: _____

Character Analysis *Number the Stars* – Chapter 1

Directions: As you read Chapter 1 of *Number the Stars*, pay attention to the **characterization** of the three young girl characters in the story. Remember to focus on the ways an author can describe a characters (STEAL: Speech, Thoughts, Effect on others, Actions, Looks). Be sure to cite textual evidence by writing the page number where you found the details.

Character	Speech	Thoughts	Effect on Others	Actions	Looks	Your Sketch of the Character
Kirsti Johansen						
Ellen Rosen		X	X			
Annemarie Johansen						

Name: _____

Number the Stars Chapter 1 - Thought Question

Directions: Answer the following questions thoughtfully and completely!

- How did each of the characters' respond to the girls' encounter with the German Soldiers?

Annemarie and Ellen	Kirsti	Mrs. Johansen and Mrs. Rosen

- Mrs. Rosen states that "it is important to be one of the crowd, always." Why do you think this would be true? Do you think the soldiers will remember the girls? Why or why not?

- Why do you think each of the characters responded to the soldiers the way they did?

Lesson 3 Handout

Ch. 2-3

Number The Stars
Reflection Questions

Name:

1. Why does thinking of her sister Lise, make Annemarie sad?

2. How has Peter changed since Lise's death?

3. Why was Mrs. Johansen concerned about the closing of Mrs. Hirsch's button shop? What might this mean?

Lesson 4 Handout

Name: _____

Multi-Layered Timeline

Number the Stars – Chapters 4-5

Directions: Complete the multi-layered timeline for chapters 4-5 of Number the Stars.

Major Events (from beginning to end of chapters 4-5)

The diagram consists of three rows of five boxes each. The first row contains five empty square boxes. The second row contains five empty rounded rectangular boxes; the first box in this row has a small circle on its left side. The third row contains five empty trapezoidal boxes. Arrows point from each box in the first row to the corresponding box in the second row. Another set of arrows points from each box in the second row to the corresponding box in the third row. The text 'WHY Major Events Occurred' is centered between the first and second rows, and 'Predictions (Based on evidence.)' is centered between the second and third rows.

Lesson 5 Handout

Name: _____

Comprehension Check Number the Stars – Chapters 6-8

Part 1: Setting Sketch

In the box provided below, sketch Uncle Henrik's farm based on the descriptions found in chapters 6-8 of *Number the Stars*. Write a 1-2 sentence caption to describe your sketch.

Caption:

Part 2: Setting Similarities & Differences

Using the information from *Number the Stars*, describe several ways that the two settings of the Johansen's apartment and Uncle Henrik's farm are alike and different.

Apartment in Copenhagen v. Uncle Henrik's Farm	
Similarities	Differences
1.	1.
2.	2.
3.	3.

Lesson 6 Handout

Name: _____

Character Bravery Analysis Number the Stars – Chapters 9-10

Part 1 – Quick Write: What does it mean to be brave? Why might a person need to exhibit bravery? When was a time that you had to be brave? What happened? How did you face your fears?

Part 2 – Character Bravery Analysis: Tensions mount throughout chapters 9-10. Consider each character's response to the dangerous situations. How did each character exhibit courage or bravery?

Character:

How did this character exhibit bravery?



Anne Marie



Ellen



Mama



Uncle Henrik

Character:

How did this character exhibit bravery?



Couple with
Baby



Elderly Man



Peter



Ellen's
Parents

How different would this part of the story have been if any of these characters failed to be brave in the face of danger? How would the outcomes have changed?

Lesson 7 Handouts

Name: _____

Rescue of the Danish Jews Webquest Number the Stars – Chapters 11-13

Directions: Follow the instructions below to access the pertinent information on the Jewish Virtual Library.

1. Access the following webpage. CHECK YOUR SPELLING. If the link doesn't work try googling, "Jewish Virtual Library, Rescue of the Danish Jews."
<http://www.jewishvirtuallibrary.org/the-rescue-of-danish-jews>
2. What was the sole country to actively resist the German Nazi's plans to deport its Jewish citizens?
3. View the map, "Rescue of Danish Jews Fall 1943," and answer the questions below:
 - a. Why was Sweden a viable choice to evacuate the Danish Jews?
 - b. What is the (approximate) distance between the Northeast coast of Denmark to Sweden?
4. Who was Georg Ferdinand Duckwitz? What was his role in the rescue of Danish Jews? What might have happened if he hadn't acted?
5. How did the Danes respond to Duckwitz's warnings?
6. How many Jews were living in Denmark in 1943?
7. How many people were smuggled out of Denmark? About how long did that process take the Danish rescuers?
8. According to this webpage, what made the Danish rescue unique?
9. Fill in the blank: All but _____ Danish Jews survive the Holocaust.
10. According to this webpage, why was the number you wrote in question #7 (relatively) so small?

Name: _____

Exit Ticket: Quick Write

Consider the questions below, formulate an opinion and write a well-written paragraph response.

- How can ordinary people make a difference in the world?
- What are some ways we have seen this happen in what we have read today?
- What if all of us "ordinary people" did what we could to make the world a better place? How might things be different?

Lesson 8 Handout

Name: _____

“Little Red Riding Hood” & *Number the Stars* **Parallel Stories**

Directions: In chapters 14-15, Annemarie tells herself the story of “Little Red Riding Hood” as she is walking through the woods to Uncle Henrik’s boat. There are many similarities between the fairy tale she recites to herself and her own adventure. Complete the chart below to mark the similarities between the two stories.

	“Little Red Riding Hood”	Number the Stars
Main Character		
Objective of Main Character (What does she set out to do?)		
Setting (Where does this part of the story take place?)		
Conflict (What is the main problem for the main characters?)		
Potential Dangers for Main Character		
Antagonist of the Story (Main Bad Character)		
Resolution:		

Lesson 9 Handout

Name: _____

Think Questions *Number the Stars*

Directions: After completing the novel, read each question below, think carefully about the question and then write a thoughtful response in the space provided.

1. Uncle Henrik tells Anne Marie that being afraid doesn't mean a person can't be brave. Do you agree with this statement? Why or why not? What personal experiences helped you develop this idea?

2. How did you feel when you learned what happened to Peter? To Lise? What is your opinion about the role they chose to play during the German Occupation?

3. Consider the German soldier who said that Kirsti reminded him of his own daughter. Now consider the German soldier that ripped Lise's picture and ground the pieces into the floor. What might this comparison teach us about humans? about stereotypes?

4. How has Anne Marie changed over the course of the novel? How has Kirsti changed over the course of the novel? What would it be like to have certain aspects of your childhood cut so short like these girls did?

5. Anne Marie asks her father to fix Ellen's Star of David necklace. She then tells him that she will wear it until Ellen returns. What might this action of Anne Marie's symbolize?

6. Reread the paragraph from Kim Maltbe-Bruun's letter to his mother towards the end of the Afterword. What kind of world does he describe? Sometimes it can feel like our country and the world in general are far from realizing this ideal. What can each of us do *individually* to help create such a world?

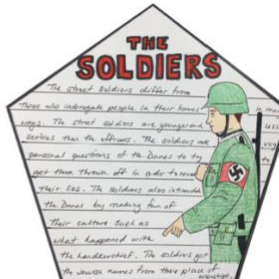
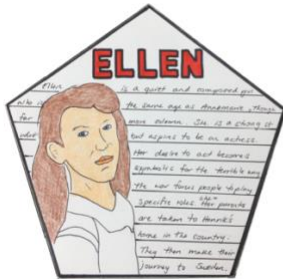
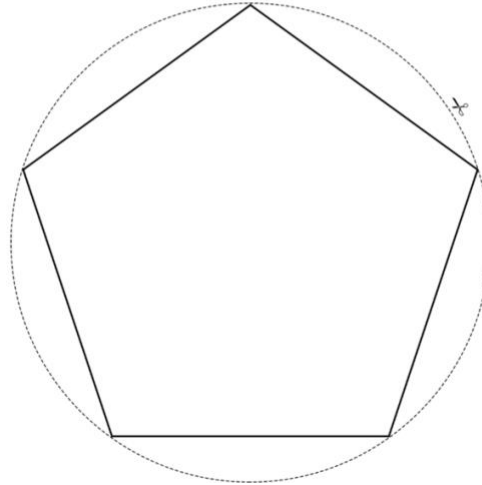
Lesson 10 - Final Project



Pentagon #2

Annemarie Johansen

For this activity, research Annemarie and show your learning in the pentagon below. Use the following questions to help guide you: 1) Describe Annemarie's appearance, personality, and motivations. 2) How has Annemarie's life changed since the German occupation of Denmark? 3) What does Annemarie admire about King Christian X? **Challenge:** Why doesn't Annemarie tell Ellen the truth about her Great-aunt Bertie?



Project Write-Up

Name: _____

Reflecting back and thinking deeply about your project is a vital step in the learning process. Questioning your decisions, assessing your successes and challenges, and evaluating your workflow will help you be more successful in the future.

1) Now that it's over, what are your first thoughts about your overall project?

2) Why did you choose this particular topic to study?

3) What was the most interesting discovery you made while working on this project?

4) What was your most powerful learning moment and what made it so powerful?

5) What was the biggest challenge you faced while working on this project?

6) What did you do to help you overcome this challenge?

7) What advice do you have to encourage people to overcome their challenges?

8) How well did you manage your time while working on this project?

9) How often would you refer back to the project criteria when completing this project?

10) What would you do differently next time if you had the chance?

11) What skills did you learn that could help you in the future?
