



STUDENT PACKET

GRADES 6-8

Number the Stars

Lois Lowry



READ, WRITE, THINK, DISCUSS AND CONNECT

Number the Stars

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

Number the Stars
Activity #1 • Prereading
Use Before and After Reading
(Prior Knowledge)

Anticipation and Reaction

Directions: Consider the following statements before you read the novel. Place a checkmark in one of the boxes to show whether you agree or disagree with each statement, and provide your reasoning. After you have completed the novel, mark your response again. On a separate sheet of paper, provide explanations for each of your opinions that have changed.

Response Before Reading	Statement	Response After Reading
<input type="checkbox"/> you agree <input type="checkbox"/> you disagree	Justice requires great sacrifices.	<input type="checkbox"/> you agree <input type="checkbox"/> you disagree
<input type="checkbox"/> you agree <input type="checkbox"/> you disagree	Children need to know the reasons behind adults' actions.	<input type="checkbox"/> you agree <input type="checkbox"/> you disagree
<input type="checkbox"/> you agree <input type="checkbox"/> you disagree	Freedom is a gift that belongs to everyone.	<input type="checkbox"/> you agree <input type="checkbox"/> you disagree
<input type="checkbox"/> you agree <input type="checkbox"/> you disagree	People should conceal their beliefs to stay safe.	<input type="checkbox"/> you agree <input type="checkbox"/> you disagree
<input type="checkbox"/> you agree <input type="checkbox"/> you disagree	A person should risk his/her own life to save a stranger.	<input type="checkbox"/> you agree <input type="checkbox"/> you disagree
<input type="checkbox"/> you agree <input type="checkbox"/> you disagree	Bravery is doing what is necessary despite one's fears.	<input type="checkbox"/> you agree <input type="checkbox"/> you disagree
<input type="checkbox"/> you agree <input type="checkbox"/> you disagree	Questioning a government's actions is never a good idea.	<input type="checkbox"/> you agree <input type="checkbox"/> you disagree
<input type="checkbox"/> you agree <input type="checkbox"/> you disagree	Studying history helps people avoid repeating mistakes.	<input type="checkbox"/> you agree <input type="checkbox"/> you disagree

Name _____

Number the Stars
Activity #7 • Vocabulary
Chapters 13–15

Word Map

faltered	desperately	wincing	hobbled
stricken	latticed	vivid	battered
herring	prolong	enrage	consumed
impatiently	withering	insolently	implored
scornfully	din	quavering	evident

Directions: Choose ten vocabulary words from the list above. Examine how each word is used in the novel, and then complete a word map for each.

Definition

Synonym

Antonym

Pronunciation

Part of Speech

Sentence

Name _____

Directions: Answer the following questions on a separate sheet of paper. Use your answers in class discussions, for writing assignments, and to review for tests. Starred questions indicate thought or opinion questions.

Chapters 1–3

1. In what city does Annemarie live?
2. How long have German soldiers been in Denmark?
3. Why is Kirsti's reaction to the soldiers different from Annemarie's and Ellen's?
4. What is "*De Frie Danske—The Free Danes*" (p. 7)?
- * 5. Why does Mrs. Rosen tell Annemarie and Ellen, "Be sure that [the soldiers] never have reason to remember your face" (p. 9)?
6. Why do the people of Denmark love King Christian?
7. Who is Lise? What happened to her?
8. Why does Annemarie go to Mrs. Hirsch's shop? What does she find at the shop?
9. Why is Peter's late-night visit dangerous? What does Peter bring Annemarie?
10. Who closed Mrs. Hirsch's shop? Why?
11. What does Annemarie say the people of Denmark must become?
12. Why is Annemarie glad to be an "ordinary" person?

Chapters 4–6

1. What material are Kirsti's new shoes made of? Why?
2. Why might the Germans have burned Tivoli Gardens?
3. Which holiday does Ellen invite Kirsti to attend?
4. Why is Ellen staying with the Johansens?
5. Who keeps Ellen's parents safe?
6. How do Ellen's acting skills help her?
7. Why does Papa tear his children's photographs from the album?
- * 8. Do you think Annemarie was brave or foolish for concealing Ellen's Star of David necklace? Explain your response.
9. What do Mama and Papa do for the first time in three years?
10. What does Annemarie realize about the puzzling telephone conversation between Papa and Uncle Henrik?
- * 11. Why is Mama afraid Kirsti will tell the soldier about Ellen's New Year?
12. How did the dog Mama had as a child live up to his name?

Name _____

Number the Stars
Activity #9 • Comprehension
Use During and After Reading
(Sequencing)

Create a Time Line Game

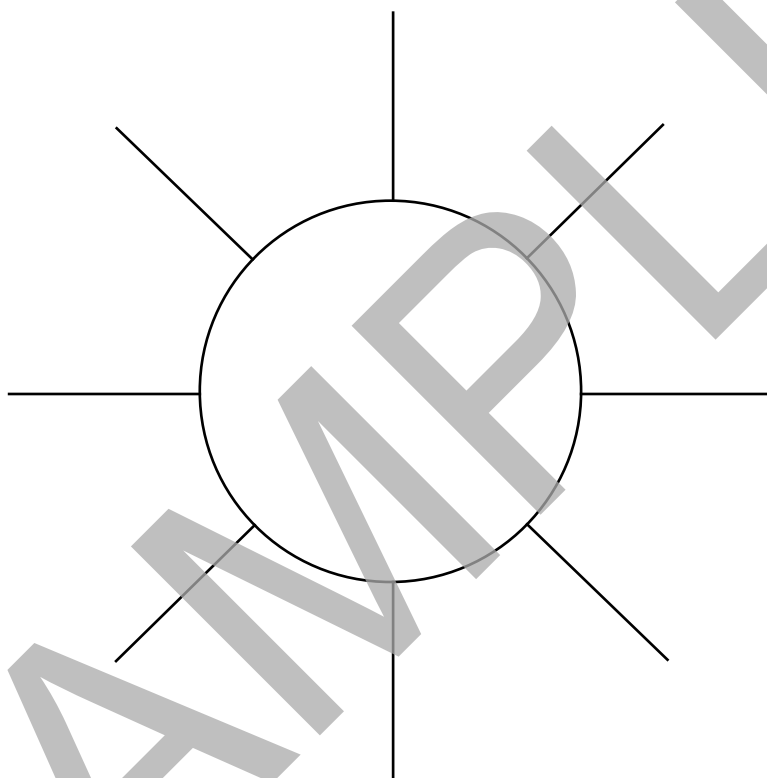
Directions: Split into groups of three, and illustrate major events from *Number the Stars* in the 12 boxes below. Cut out the boxes on the dotted lines, and mix them up. Then, switch with another group. The group to put the boxes in chronological order fastest wins! (*If two teams tie, those teams will switch time lines and race to correctly sequence the new cards.)

Name _____

Number the Stars
Activity #16 • Literary Analysis
Use After Reading
(Theme)

Thematic Analysis

Directions: Choose a theme from the novel to be the focus of your word web. On the spokes, provide examples from the novel that support the theme. Then, answer the question in each starred box. Suggested themes include friendship, bravery, prejudice, injustice, altruism, heroism, war, fear, and coming of age.



What is the author's main message?



What did you learn from the novel?