

Student Packet

Grades 5–6

Number the Stars

Lois Lowry

NOVEL UNITS[®]



NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING



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NUMBER THE STARS

by
Lois Lowry

Student Packet

Written by
Linda Herman

Contains masters for:

- 2 Prereading Activities
- 6 Vocabulary Activities
- 1 Study Guide
- 3 Critical Thinking Activities
- 3 Literary Analysis Activities
- 2 Character Analysis Activities
- 1 Comprehension Activity
- 1 Writing Activity
- 2 Quizzes
- 1 Novel Test

PLUS

- Detailed Answer Key
and Scoring Rubric

Teacher Note

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

Note

The 2011 Sandpiper paperback edition of the novel, © 1989 by Lois Lowry, was used to prepare this guide. Page references may differ in other editions. Novel ISBN: 978-0-547-57709-8

Please note: Parts of this novel deal with sensitive, mature issues. Please assess the appropriateness of this novel for the age level and maturity of your students prior to reading and discussing it with them.

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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 _____

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 _____

Chapters 7–9

1. Why hasn't Ellen visited the ocean?
2. What country can Annemarie and Ellen see from Uncle Henrik's farm?
3. Why does Mama tell Annemarie and Ellen not to speak to anyone, including Uncle Henrik's friends?
- * 4. Where do you think Annemarie hid Ellen's necklace?
5. What does Kirsti name the kitten?
6. Why does Annemarie think Uncle Henrik and Mama's conversation about fishing is odd?
7. What does Annemarie believe about Great-aunt Birte?
8. What does Uncle Henrik say is the reason he and Mama lied to Annemarie?
9. How and why does Annemarie lie to Ellen?
10. Why is Great-aunt Birte's funeral different than Line's?
11. Where is Uncle Henrik going at night?
12. Whose arrival surprises Ellen?

Chapters 10–12

1. Why does Annemarie feel sad when she looks at Ellen?
2. Why do the Nazi officers come to Uncle Henrik's farm house?
3. How does Mama keep the Nazi officer from opening the basket?
4. How does the psalm affect the old man? How does it affect Annemarie?
5. What is in the cabinet?
- * 6. Why does Peter give the baby sleeping medicine?
7. What does Peter tell Mr. Rosen about the basket?
8. Where are Peter and Mama talking to Jews? Why?
9. According to Annemarie, what do the Rosens take with them?
10. What happens to Mr. Rosen as he leaves the farmhouse?
11. What promise does Ellen make to Annemarie?
12. Where does Annemarie find Mama?

Name _____

Story Map

Directions: Complete the story map below.

Characters	Setting	Conflict(s)
	Date: _____ Place: _____ Other: _____	
main _____ main _____ main _____ minor _____ minor _____ minor _____	<i>Number the Stars</i>	
Possible Themes (general statements the novel makes about life)	Point of View _____	Author's Style and Tone
	Genre _____	

Name _____

(Main Idea and Details)

A. True/False: Mark each with a *T* for true or an *F* for false.

- ___ 1. Kirsti displays fear of the German soldiers.
- ___ 2. *De Frie Danske—The Free Danes* reports news of sabotage against the Nazis.
- ___ 3. King Christian fought to keep the Nazis from entering Denmark.
- ___ 4. Lise died before marrying Peter Neilsen.
- ___ 5. Peter brings seashells for Annemarie and Kirsti.
- ___ 6. Annemarie declares that Denmark must protect the Jews.
- ___ 7. The Danes destroy their naval fleet on Annemarie's birthday.
- ___ 8. Ellen tells Nazi officers that her name is Lise Johansen.
- ___ 9. Papa blacks out his daughters' birth dates before showing the Nazi officers the baby pictures.
- ___ 10. Mama insists on traveling to Uncle Henrik's farmhouse without Papa.
- ___ 11. Kirsti tells the Nazi soldier about the men's New Year celebration.
- ___ 12. Annemarie and Ellen gaze at the war from Uncle Henrik's farm.
- ___ 13. The German army has taken most of Uncle Henrik's butter.
- ___ 14. Danish fishermen work according to weather conditions.
- ___ 15. Annemarie protects Ellen by not telling her the truth about Great-aunt Birte.

(Main Idea and Details)

B. Fill in the Blanks

- 16. Peter sometimes delivers an illegal _____ to the Johansens.
- 17. Annemarie doesn't think ordinary people are expected to be _____.
- 18. Ellen pretends to be _____ when the Nazi officers search the Johansens' apartment.
- 19. Annemarie and Ellen can see _____ from Uncle Henrik's property.
- 20. Annemarie is suspicious of Great-aunt Birte's _____ because the people attending don't bring _____.

(Cause/Effect)

C. Open-Ended Comprehension: On a separate sheet of paper, explain how the war affects Annemarie's daily life.