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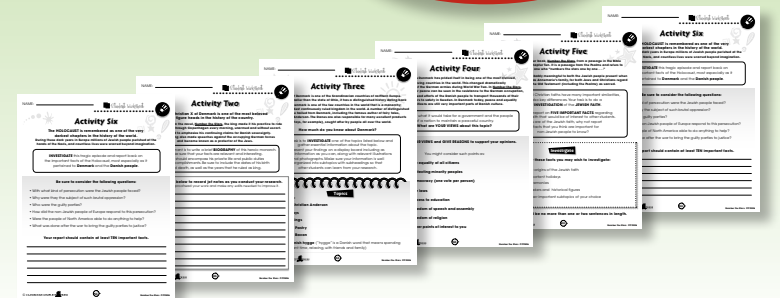
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Lois Lowry

Lowry claims that all of her novels deal with the same general theme: the importance of human connections.

Lois Lowry was born March 20, 1937 in Hawaii to a military family that moved around a great deal. After leaving Brown University to marry, she moved to Maine where she raised four children. Lois later returned to college and graduated from the University of Southern Maine. In the 1970's, Lois fulfilled a childhood dream by beginning an extremely successful writing career.



Lois Lowry has written over 30 books for young readers and has won the prestigious Newbery Medal on two occasions. Topics of her novels are varied and fascinating, including the holocaust, cancer, futuristic societies and mental illness. Her writing is characterized by realistic characters and exciting plots. Three of her most successful and popular books are the futuristic trilogy, *The Giver*, *Gathering Blue*, and *Messenger*. Lowry claims that all of her novels deal with the same general theme: the importance of human connections.

crash. One of her daughters became disabled as a result of a disease of the central nervous system. It is partially these terribly difficult life experiences that have enabled Lois to bring the characters of her stories to life so sensitively and realistically.

Today Lois lives in Cambridge, Massachusetts and enjoys hobbies that include gardening, photography and knitting.

Lowry's life has seen its share of tragedy. She lost a sister to cancer and a son in an airplane

Did You Know?

- **Number the Stars** was the winner of the coveted Newbery Medal (1989)
- Lowry's novel, **The Giver**, also won the Newbery Medal (1993)
- Among other places, Lowry has lived in Pennsylvania, Massachusetts, New York City and Japan



Chapters Five and Six

Answer the question in complete sentences.

1. Imagine that you were stranded in the wilderness without a weapon. Think of two or three ways you would get enough food to survive.

Vocabulary

Word List:

sped	German	stalk
Kirsti	win	David
uniform	suspicious	Rosen
Henrik	germ	Ellen
veil	Nazi	zoo
seldom	Lise	in
trim	Jewish	DS
oak	Danes	learn
imperious	Copenhagen	

Down

- Annemarie's oldest sister
- Hurried
- Cut one's hair
- Capital of Denmark
- Abbreviation for Dal segno in music
- Part of a bride's trousseau
- The people of Denmark
- Distrust
- Gain knowledge
- Type of tree that bears acorns
- Place for animals
- A microorganism
- Opposite of lose

Across

- Star of _____
- Overbearing
- Hardly ever
- Annemarie's friend
- Part of a plant
- Annemarie's uncle
- German political party
- People who invaded Denmark
- Opposite of out
- Ellen's last name
- The Rosens were _____
- A soldier wears this



Chapters Five and Six

Part A

1. Complete the paragraph by filling in each blank with the correct word from the chapters.

Ellen was a talented actress who played the roll of the _____ at school. Annemarie suggested to Ellen that she practice saying, "I am _____ Johansen". Ellen always wore a _____ or David chain around her neck. The first night that Ellen stayed with the Johansens, two German _____ banged on their apartment door. Before the Germans barged into the girls' bedroom, Annemarie insisted that Ellen remove her _____, which Annemarie hid in her _____. Mr. Johansen showed the Germans _____ of his three daughters. The next day they decided it would be safer to take the girls to stay with Uncle _____. He was a _____ who lived in the country. When making the arrangements with Annemarie's uncle, her father spoke to him in _____. On the train a German soldier tried to trick the Johansens by asking if they were visiting Gilleleje to celebrate the _____. Annemarie's uncle's house was in a clearing beyond the _____.

2. Which answer best describes...

a) Ellen?

- A serious
 B chatty
 C silly
 D mean

c) Annemarie's parents?

- A selfish
 B courageous
 C rude
 D silly

b) Mama's response to the soldiers' rudeness?

- A joked a lot
 B cheerfulness
 C resentment
 D cried her eyes out

d) Mr. Johansen's code word for Ellen?

- A dynamite
 B herring
 C cigarettes
 D gasoline



Chapters Five and Six

Part B

Answer the questions in complete sentences.

- What do you think gave Annemarie the idea at the beginning of Chapter Five that Ellen should call herself Lise Johansen and not Ellen Johansen?

- These two chapters feature a couple of examples of personification (writing about inanimate objects or animals as if they were a person). One example is found in Chapter Six: "seagulls soared and cried out as if they were mourning". Find another example in Chapter Five when Ellen and Annemarie are discussing Lise's death.

- With another student, discuss Annemarie's statement about her father: "he always keeps his promises". Do you think it is possible to always keep your promises? Explain your answer.

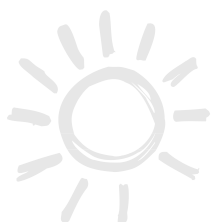
- Why did Annemarie think it wasn't a good idea that Ellen be wearing her Star of David when the soldiers came into their bedroom?

- In Chapter Five Annemarie compares the soldiers who came into their home with the two soldiers they would sometimes meet on the street. How were they different?



Journal Activity

Traveling to an unfamiliar place can sometimes be quite upsetting. Write a brief account of a time in your life when you traveled somewhere new and unfamiliar. Describe how you felt and why you think you felt that way.



Chapters 14 to 15

Hans Christian Anderson is probably the world's most famous writer of fairy tales. His tales include **The Ugly Duckling, The Little Mermaid, The Princess and the Pea, and Thumbelina.**

Investigate more of his many fairy tales, and then choose one for this assignment.

Write an imaginary news report describing the events of the fairy tale. Be sure to make it as dramatic as possible. You may also wish to leave the listeners with a cliffhanger ending for dramatic effect.



Chapters 16 to Afterword

Your assignment is to compose five questions for the game, Jeopardy, using information you learned from reading Number the Stars. The questions can be from any part of the novel. The difficulty of each question should reflect its worth (for example, the \$100 question should be quite easy to answer, whereas the \$500 question should be quite difficult).

\$100 Question	<input type="text"/>	Answer	<input type="text"/>
\$200 Question	<input type="text"/>	Answer	<input type="text"/>
\$300 Question	<input type="text"/>	Answer	<input type="text"/>
\$400 Question	<input type="text"/>	Answer	<input type="text"/>
\$500 Question	<input type="text"/>	Answer	<input type="text"/>



Word Search

Find all of the words in the word search. Words may be horizontal, vertical, or diagonal. A few may even be backwards. Look carefully!

- | | | | |
|--------------|------------|--------------|-----------|
| errand | curfew | ancient | talented |
| imagination | frightened | interrupt | civilized |
| Jerusalem | integrity | prejudice | sabotage |
| conversation | confident | congregation | urgent |
| contempt | Copenhagen | extinguish | rabbi |
| synagogue | resistance | sprawling | military |
| gnarled | cigarettes | Jewish | gesturing |

a	n	c	i	e	n	t	o	p	j	e	r	u	s	a	l	e	m	
a	c	j	d	m	c	o	n	t	e	m	p	t	y	i	z	x	r	
b	o	e	r	r	a	n	d	e	c	u	g	n	z	l	t	a		
c	n	t	u	g	n	g	m	i	l	i	t	a	r	y	d	i	b	
p	g	h	z	y	t	l	i	n	t	e	r	r	u	p	t	n	b	
e	r	e	s	i	s	t	a	n	c	e	j	g	o	g	i	g	e	
f	e	e	c	o	p	e	n	h	a	g	e	n	a	b	c	u	r	
s	g	o	j	g	r	c	m	s	e	t	t	e	r	a	g	i	c	
y	a	w	e	u	g	h	t	s	u	r	i	h	i	s	u	s	u	
n	t	b	b	e	d	r	a	b	b	i	s	o	u	j	e	h	r	
e	i	n	o	z	y	i	j	t	i	o	n	n	o	n	u	f		
q	o	a	v	t	z	y	c	m	w	g	t	n	e	g	r	u	e	
g	n	o	i	t	a	s	r	e	v	n	o	c	o	i	m	c	w	
m	b	b	o	a	w	g	j	x	t	a	j	d	q	a	n	t	d	t
m	s	b	n	l	s	u	e	a	g	d	e	h	u	t	r	e	h	
s	m	q	b	e	p	m	a	c	o	n	f	i	d	e	n	t	o	
l	s	j	u	n	r	l	e	a	e	d	i	o	s	g	p	i	l	
i	t	u	v	r	a	m	e	t	j	e	t	r	g	r	e	o	o	
t	r	u	s	e	w	o	h	t	h	l	o	h	u	i	d	n	g	
h	i	j	l	d	l	g	l	l	a	r	n	o	b	t	p	m	i	
c	i	v	i	l	i	z	e	d	z	a	g	b	z	y	s	l	c	
r	o	m	c	r	n	s	q	s	y	n	a	g	o	g	u	e	a	
c	w	h	f	o	g	e	r	i	n	g	e	n	a	m	t	m	g	



Comprehension Quiz

Answer the questions in complete sentences.

- What was the name of Denmark's famous writer of fairy tales?

- What was the name of Denmark's King?

- How had Lise Johansen been killed?

- What had the Danes done with their own naval fleet when the Germans invaded their country?

- What role was Ellen called upon to play when she came to live with the Johansens? Why?

- What was there about the gold chain worn by Ellen that was dangerous to her and her family?

- Where did Mrs. Johansen take Ellen and her girls so they might be safe?



SUBTOTAL: /14

Flow Chart

CHOOSE ONE OF THE FOLLOWING TOPICS FROM THE NOVEL:

- Smuggling Ellen and her family safely to Sweden
- A topic of your choice

TOPIC

▼

First Event

▼

Second Event

▼

Third Event

▼

Fourth Event

▼

Last Event

NAME: _____

After You Read 



Chapters Seven and Eight

Part B

Answer the questions in complete sentences.

1. What did Ellen find different between the sea at the Copenhagen harbor and the sea where Uncle Henrik lived?

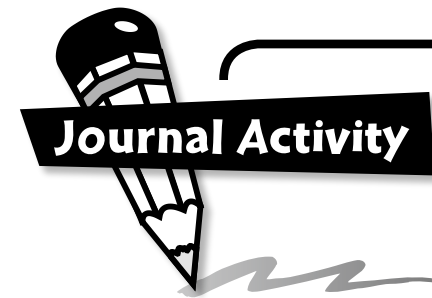
2. Why did Henrik dock his fishing boat in town instead of at his farm?

3. Why did Annemarie's mother want them to stay away from people while they were at the farm?

4. Why do you think the author does not introduce us to Uncle Henrik in Chapter Seven?

5. Invading armies often rely on scavenging the local population. Explain how this was true of the German army in this story.

6. Supposing that Uncle Henrik is once again speaking in code, what do you think he meant by the phrase, "Tomorrow will be a day for fishing"?



Journal Activity

From what you have read thus far, express your feelings regarding some the hardships of war as experienced by the two families of this novel. Give as much detail as possible.

1. It was vast and wide-open

2. They unloaded the fish there

3. To avoid attention from the Germans

4. Possible answer: suspense

5. Answers will vary (i.e. they stole the Danes' food)

6. Answers will vary

25

1. Answers will vary

2. Answers will vary

Vocabulary

1. deftly
2. alertly
3. urgent
4. reluctantly
5. recurring
6. condescending
7. extinguish

26

- a) T
- b) F
- c) F
- d) T
- e) T
- f) F

- a) 4
- b) 2
- c) 6
- d) 5
- e) 1
- f) 3

27

1. Answers will vary

2. a) Answers will vary
b) Answers will vary

3. To protect her and the families being smuggled out of Denmark

4. Answers will vary

5. By not telling her everything

28



EASY MARKING ANSWER KEY

Number the Stars

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.