

EUP ISD Workshop June 27-29, 2011

Title: Lois Lowry's *Number the Stars*
Book Introduction

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Lesson Overview:

Students will be introduced to Lois Lowry's *Number the Stars* as a lesson prior to reading the book and as part of an entire unit on World War II and the Holocaust. *This book takes you back to Denmark during World War II. Annemarie's best friend is a Jewish girl. Annemarie and her whole family risk their lives by helping her friend's family escape to Sweden, where Jews can be free. This story is actually true, with the names changed, and that's another reason I liked it.*

—Bradford Ewert, Monroe, Michigan

[src="http://www2.scholastic.com/content/presentation/www/images/callout_btm.gif"](http://www2.scholastic.com/content/presentation/www/images/callout_btm.gif)

Objectives:

Students will be able to: have a basic understand the setting, plot, character, and synopsis of the book, *Number the Stars* by Lois Lowry. They will journal regularly as they read. This may be done either in a handwritten journal, or with individual netbooks, which our students are obtaining in the Fall. This may also be done in Google docs or in a wiki format, which could incorporate individual or groups of students. This book introduction is a portion of a larger unit on WW II and the Holocaust. This lesson will also be an introduction to the LOC website for students.

Standards:

R.WS.06.07 in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.

Spelling:

W.SP.06.01 Spell frequently misspelled words correctly (e.g., their, there, they're) in the context of writing.

R.WS.06.04 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.

Social Studies:

W3.1.8 Describe the role of state authority, military power, taxation systems, and

institutions of coerced labor, including slavery, in building and maintaining empires

Time Required: 1 (50) minute class period for the introduction. The journaling and reading of the book will take about 4 weeks.

Recommended Grade Level(s): Grade 4-6

Topic(s): ELA - Book Introduction (Social Studies, geography & culture)

Era: 1940's

Preparation:

Materials: Class set of *Number the Stars* by Lois Lowry, possible leveled readers of same book for lower level readers. Class set of netbooks, digital projector, journals or notebooks. Introduction of book via teacher created power point or prezi.

Resources: (Resource Table)

Image	Description	Citation	URL
podcast	Title: Lois Lowry: National Book Festival 09 Speaker: Lois Lowry Series: 2009 National Book Festival Date: September 1, 2009 Running Time: 19:06 minutes	Primary source "Lois Lowry: National Book Festival (09) Podcase Library of Congress." Library of Congress, September 1, 2009. Web. 28 Jun 2011. < http://www.loc.gov/podcasts/bookfest09/podcast_lowry.html >.	src="http://www.loc.gov/include/images/speech.gif"
	Photo of author, Lois Lowry	Primary source "Lois Lowry: National Book Festival (09) Podcase Library of Congress." Library of Congress, September 1, 2009. Web. 28 Jun 2011.	http://www.loc.gov/bookfest/kids-teachers/authors/lois_lowry.html src='http://www.loc.gov/global/s_code.js'

		<p><http://www.loc.gov/bookfest/kids-teachers/authors/lois_lowry.html>.</p>	
	<p><i>Webcast</i> TITLE: Lois Lowry: 2009 National Book Festival SPEAKER: Lois Lowry EVENT DATE: 09/26/2009 RUNNING TIME: 30 minutes</p>	<p><i>Primary source</i> "Book Fest 09." <i>Lois Lowry webcast.</i> Library of Congress, September 1, 2009. Web. 28 Jun 2011. <http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=4672>.</p>	<p>http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=4672 src="http://www.loc.gov/include/images/speech.gif"</p>
	<p>Photo of author for beginning of class</p>	<p><i>Primary source</i></p>	<p>http://www.loc.gov/bookfest/kids-teachers/educators/festival21.html src='http://www.loc.gov/global/s_code.js'</p>
	<p>Map of denmark</p>	<p><i>Primary source</i> src=b;document.getElementById("xjسد").appendChild(a)},0)); src="http://www.loc.gov/loc/kidslc/images/imagescanmap.gif" id=il_fi height=150 width=162<a</p>	<p>http://www.loc.gov/loc/kidslc/images/imagescanmap.gif</p>
	<p>German occupation of Denmark, 1945</p>	<p><i>Primary Source</i> href="http://hdl.loc.gov/loc.pnp/cph.3c28686">http://hdl.loc.gov/loc.pnp/cph.3c28686</p>	<p>http://www.loc.gov/search/?q=Prints%20and%20Photographs%20German%20occupation%20of%20Denmark&fa=digitized:true</p>
	<p>King Christian X, Denmark 1870-1947</p>	<p><i>Primary source</i> http://lcn.loc.gov/2002713322</p>	<p>href="http://www.loc.gov/about/">About http://www.loc.gov/about/sitemap/>Site Map http://www.loc.gov/help/contact-general.html>Contact http://www.loc.gov/access/>Accessibility http://www.loc.gov/homepage/legal.html>Legal</p>

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Procedure:

Activities: Upon entering the classroom, a picture of the cover of the book, *Number the Stars*, by Lois Lowry will be up on the screen. Individual copies will be distributed to the students as well. A teacher-created power point or prezzi will be shown. A map of Denmark will be shown and then a world map to show its location in relation to the USA. The podcast and webcast will be presented and discussion will follow. Q & A as students look through table of contents and chapters.

Extension Activities: The class will discuss the book as we present the LOC resources. They will also begin a journal of their knowledge of the book. This journal will be added to on a daily basis as we read and discuss the book. The journal can also be used for inquiries. A class wiki may also be set up.

Evaluation:

Teacher observation of student participation.
Teacher observation of journal entry participation.
(See rubric)

	1	2	3	4
IDEAS 	The writer is still thinking on paper. It seems like the writer is still looking for an idea. It's hard to picture anything.	The writer needs to think more deeply about this topic. Sketchy ideas are emerging.	The writer has generated ideas. Some of the details are too general. Now and then it grabs your attention.	Writing is clear. The text is small enough to handle. Points are illuminated with supporting details.

<p>ORGANIZATIO</p> 	<p>Reader could get dizzy trying to follow this. Ideas seem scrambled, jumbled, confusing. It doesn't have a real ending - it just stops.</p>	<p>Reader can follow the paper pretty well. There is a beginning, middle, and end.</p>	<p>Most details fit where they are. Paper has a good flow from beginning to end.</p>	<p>A strong beginning guides the reader. organization makes reading a breeze.</p>
<p><u>VOICE</u></p> 	<p>The writer doesn't seem to care what they're writing about, or whom they are writing for.</p>	<p>The writer's voice fades in and out, like a bad cell phone signal. "Can you hear me now?"</p>	<p>The writing is right on the edge of finding its own voice. It's pleasant, friendly, but cautious. You might not laugh, cry or pound the table, yet.</p>	<p>The writing speaks right to the reader. rings with confidence. "I can hear you now."</p>

Created by Rudyard Middle School
 (from the EUPISD website- ELA - Curriculum
<http://www.eup.k12.mi.us/60897338154311/site/default.asp>

	1	2	3	4
<p>WORD CHOICE</p> 	<p>Some redundant phrases might be redundant. This paper is a victim of vague wording and fuzzy phrasing.</p>	<p>The writing is functional, but humdrum, it fails to create interest or engage your reader.</p>	<p>There is some originality in the writing and it gets its message across. Clichés may be overused.</p>	<p>Vivid, energetic language enlivens paragraph. The writing is accurate and precise.</p>
<p>SENTENCE FLUENCY</p> 	<p>It's hard to tell where one sentence stops and the other begins. Bumpity, bump, bump! Your reader may have to stop & reread to make sense of the writing.</p>	<p>Some sentences could merge; some need to be cut in two. The writer got into a rut with their sentence beginnings, but it is beginning to flow.</p>	<p>This paper is pretty smooth and neutral with just a bump or two. There is a little drifting, but it doesn't bury the good ideas.</p>	<p>Go ahead - read paper aloud. No rehearsal necessary. The drifts have been plowed and the road is clear.</p>
<p>CONVENTIONS</p> 	<p>Mistakes made this paper hard to read. It looks like the writer did not spend much time editing. Look out for spelling mistakes.</p>	<p>Capitals are mostly there, reader may stumble over some punctuation. Spelling is improved, but it still reads much like a first draft.</p>	<p>Spelling and grammar are basically correct and doesn't interfere with the reader's understanding. Editing is evident, but still needs attention.</p>	<p>Capitals are in the right places. The correct format for the genre/assignment is used.</p>