Integrated Novel Unit

*Number The Stars*

By: Lois Lowry

Evan Williams

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| **Overall Learning Objectives:** |

1. After reading *Number The Stars*, students will be able to understand and interpret it by summarizing the major ideas and themes of the novel.

2. Students will be able to relate new information from the text to that learned through additional reading and media used in Social Studies class.

3. Students will make responsible assertions about the ideas from *Number The Stars* by completing chapter journals, activities throughout the lesson, and the final writing prompt.

4. Students will be able to extend on ideas found in the text through various activities and projects.

5. Students will have extended their reading vocabulary by correctly using and identifying words throughout *Number the Stars*.

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| **Social Studies Integration:** |

While reading Number the Stars, we will begin discussing the Holocaust in Social Studies class. I will explain that *Number The Stars* is historical fiction; meaning it is based in a real time period and includes actual events but is told through the point of view of made up characters, like the Rosens and Johansens. Then we will begin discussing the ideas and events in the book that are historical but the author does not go into detail about. We will begin by learning about why the Germans occupied Denmark and who Hitler was. We will discuss the Danish resistance and how they were brave by banning together to fight the Nazis - just like Peter did. Another key topic we will discuss is why the Germans were arresting the Jews (compare to the Rosens) and where they were taking them. We will then talk about what concentration camps without going into great detail because of their age. Finally, we will discuss how the Holocaust ended.

For each of these topics, I will use the internet, pictures and trade books to give the students a better understanding of the Holocaust. We will also spend a class period watching a clip from *Anne Frank* so students can get a feeling of just how devastating the Holocaust was. We will invite a Holocaust rescuer and survivor to come into the classroom and speak. Students will complete a K-W-L chart and then have the opportunity to ask the speaker the things they want to know about the Holocaust.

Each of the topics in the social studies lessons will be centered around the themes of bravery, sacrifice, and hope to make sure students are making a connection with the novel. During the unit, we will focus on distinguishing fact from fiction, and comparing and contrasting actual events to the fictional events in the novel.

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| **Activity used throughout Reading the Novel:** |

While reading *Number The Stars*, students will be filling out chapter journals I have prepared for them. For each chapter, students are to identify the characters and setting of the chapter. Next, they will write down any words they are unfamiliar with and note when they come across a vocabulary word. After that, they will write a three sentence summary of what happened in the chapter. Finally, they will have to answer two inferential questions and one opinion question about each chapter. Example

*Number The Stars*

Chapter Journal

**Chapter 1:** Why are you Running?

Characters:

Setting:

Summary (At least 3 sentences):

Words or ideas I am unfamiliar with:

Inferential Questions:

1) Why isn’t Kristi afraid of the soldiers?

2) Why was the “Free Danes” newspaper important during the war?

Opinion Questions:

1) How would you feel if you were stopped by a solider?

The day following the completion of a chapter, we will go over the chapter journals together. This will give me the opportunity to assess whether or not students are comprehending what they are reading. We will also discuss unknown words or ideas they were unsure about. I will choose a couple students to share their responses to the questions as well. Chapter Journals will be graded sporadically throughout the unit to assess whether or not students are meeting the learning objectives.

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| **Writing Prompt:** |

Annemarie compares herself to Little Red Riding Hood in the book. You are now very familiar with both of their journeys. Using your graphic organizer you just completed, compare and contrast Annemarie to Little Red Riding hood. Be sure to include how both showed bravery, the main theme of *Number the Stars*.

* Include an introduction, two similarities, two differences and a conclusion
* Proof read your paper. Are all the sentence complete and easy to understand?
* Check for spelling, capitalization and punctuation
* Compare your final draft to the rubric to make sure you are turning in your best work!

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| **Length of Final Lesson:** |

30 Minutes

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|  | | Daily Lesson Plan | |  | | |
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| NAME: Evan Williams | **DATE:** November 30, 2009 | | **SUBJECT:** Reading | **TOPIC:** Number the Stars | | **Grade:** 3 |
| HOW MUCH TIME DO YOU EXPECT THE LESSON TO TAKE? | | | | | | |
| 30 Minutes | | | | | | |
| LEARNING GOAL(S): | | | | | | |
| 1. TSWBAT compare the use of literary elements (characters, plot, setting and theme) among *Number the Stars* and *Little Red Riding Hood*.  2. TSWBAT write a well developed information piece comparing and contrasting Annemarie and Little Red riding Hood.  3. TSWBAT edit their writing response using the conventions of language and following the rubric. | | | | | | |
| PA STANDARD(S) YOUR LESSON ADDRESSES: | | | | | | |
| 1.3.5.A. Read and understand works of literature  1.3.5.B. Compare the use of literary elements within and among texts including characters, setting, plot, theme and point of view  1.4.5.B.Write multi-paragraph informational pieces  1.5.5.B Write using well-developed content appropriate for the topic  1.5.5.F. Edit writing using the conventions of language | | | | | | |
| MATERIALS/RESOURCES/TOOLS: | | | | | | |
| 1. Five copies of *Little Red Riding Hood*  2.Character Compare/Contrast graphic organizers  3. Writing prompt handouts (with rubrics attached) | | | | |  | |
| GROUPING: | | | | | | |
| * Whole group instruction will be used to introduce the lesson and read *Little Red Riding Hood* * Students will be divided into 5 groups to complete the character compare/contrast graphic organizer * Students will respond to the writing prompt individually. | | | | | | |
| LESSON OPENING: | | | | | | |
| * Introduction/Launch:   1. Launch the lesson by having an interactive discussion with the students using the following prompts:  “What fairy tale is mentioned in the story when Annemarie is taking the handkerchief to her uncle?”  “Does anyone remember why?”  “Right - Annemarie compares herself to Little Red Riding Hood.”  “Comparing and contrasting is a very important strategy as a reader. Paying close attention to details will help you better understand what you read. I’m going to read *Little Red Riding Hood* now and I want you to be thinking about the similarities and differences between her journey to her grandma’s, and the journey Annemarie had to take.”  Be thinking about the two questions written on the board:  Uncle Henrik said, “That’s all that bravery means—not thinking about the dangers. Just thinking about what you must do.”  What are some things Annemarie and Little Red Riding Hood do that shows their bravery?  How is this fairy tale similar to Annemarie’s situation and why might thinking about it comfort her? | | | | | | |
| DURING THE LESSON: | | | | | | |
| * Teaching/Learning/Monitoring:   1. Read to the class *Little Red Riding Hood*.  2. Next, divide the students into five groups and give each group a copy of *Little Red Riding Hood* that they can refer to.  3. Hand out the graphic organizer. Students are familiar with it and should already not how to fill out items the characters have in common, as well as their differences. Each student gets a copy and it will give them a visual of the similarities and differences between Annemarie and Little Red Riding Hood when they respond to the writing prompt.  4. Walk around and make sure students are correctly identifying elements of the two stories. Provide scaffolding and clues when necessary.  5. Bring the students back together and pass out the writing prompt.  6. Explain the directions and grading rubric very thoroughly.  7. Review with the students the process of writing comparison and contrast pieces. Explain to them that this is their chance to show what they have learned about *Number the Stars* and about writing a compare/contrast piece! | | | | | | |
| END OF THE LESSON: | | | | | | |
| * Conclusion/Closure: * Before having students respond to the writing prompt, ask students if anyone has questions about *Number the Stars*, *Little Red Riding Hood* or the writing assignment * Have students recap what happened in *Number the Stars* and what happened in *Little Red Riding Hood* * Have students recap the structure of a compare and contrast piece * Tell students they have till the end of the week to complete the assignment * Assessment:   - The students’ compare and contrast pieces will be graded to determine if the students have met the learning goals. The following rubric will be used:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Task Component** | **4 Points** | **3 Points** | **2 Points** | **1 Point** | **Total** | | Opening | Creatively begins with an appropriate opening that fully identifies that two people are being compared and contrasted | Begins with an appropriate opening that fully identifies that two people are being compared and contrasted | Begins with an opening statement but does not identify what is being compared/contrasted | Does not have an opening |  | | Organization | Successfully and accurately follows the layout of a compare and contrast piece | Follows the layout of a compare and contrast piece | Does not use the layout of a compare/contrast piece throughout entire piece | Does not use the layout of a compare/contrast at all |  | | Support | Provides two accurate similarities and two accurate differences | Provides three accurate examples of similarities/differences | Provides two similarities/differences | Provides one similarity/difference |  | | Conclusion | Writes a complete conclusion that refers back to the opening | Writes an appropriate conclusion | Has a conclusion | Does not have a conclusion |  | | Mechanics | All sentences are complete using correct capitalization, spelling and punctuation | Sentences are complete but contain a few mechanical errors | Most sentences are complete and contains mechanical errors | Few sentences are complete and there are many mechanical errors |  | | Total Score | | | | |  | | | | | | | |