

Determining Theme Lesson Plans for 5 Book Club Meetings

The following preview shows all of the Book Club Meetings for Number the Stars by Lois Lowry

4 Part Lesson Plans

Book Club
Number the Stars
By: Lois Lowry
Grade Level: 5 / Guided Reading Level: U

Discussion Questions and New Vocabulary

Final Meeting #5
A Note About the Discussion Questions and Vocabulary
Suggested discussion questions and new vocabulary words are listed below to help guide the conversation. Some of the questions are open-ended and have more than one right answer.

New vocabulary words can be reviewed prior to assigning the reading or as a group after reading the selection. In either instance, remember to model problem solving strategies (context clues, Greek/Latin roots, prefixes/suffixes). Depending on your students' needs, you may find that you need to add the discussion of the meaning of other words within each of the chapters.

Chapters 14 – 17 Discussion Questions:

1. What fairy tale was Annemarie reminded of as she ran through the woods?
Answer: Little Red Riding Hood (page 108)
Why did Uncle Henrik call Annemarie brave?
Answer: Because she thought of others and did what she had to do—bring the envelope to the ship. (page 123)
3. What was in the handkerchief?
Answer: A drug that ruins the scent of the dogs. (page 125)
4. What happened to Peter?
Answer: He was killed by Nazis for his role in the Resistance. (page 129)
What does Annemarie find out about her sister Lise?
Answer: She was part of the Resistance, too, and she was killed when a car ran over her on purpose. (page 130)

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Discussion Questions by Chapter

Key Vocabulary by Chapter

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

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Introduce Theme

Meeting #1 Continued
Time to Teach: Introduce Theme

- Theme is the central, underlying, and controlling idea or insight of a work of literature. It is the idea the writer wishes to convey about the subject—often representing the writer's view of the world or a revelation about human nature.
- Universal themes are themes that we see in lots of different stories or poems. (Give some examples, or have students come up with them, such as "It is Important to forgive others"). They tell us something important about life.
- Themes are stated in a complete sentence.
- In order to figure out the theme, the reader must first understand what is happening in the story and what happens to change the characters.

Model How to Respond to Reading

- Read **chapter 1** aloud.
- Stop at critical points to help students find evidence for key aspects of plot and setting:
 - Where the story occurs. Copenhagen, Denmark (page 2)
 - What is Nazi occupation? Explain that in World War II the Germans sent soldiers to other countries to control people's actions. (page 6)
 - What is the Resistance? Explain that countries sometimes tried to secretly resist the Nazi soldiers but it was very dangerous. (page 7)
 - What must Danish people do without? Coffee, butter, sugar, (page 9) and leather. (page 30)
 - How do the girls look and why might that be relevant? Annemarie is blonde, Ellen is dark haired; blonde is similar to the German soldiers. (page 9)

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Sample Reader's Notebook Entries

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Introduce Theme

Meeting #1 Continued

Sample Notebook Entry: Two-Column Notes

Evidence	What do you think this means:
Annemarie and Kirst are blonde. The Soldier says "She is pretty, like my own little girl." "There hasn't been any butter or sugar or cupcakes for a long time. A year, at least." "It is important to be one of the Crowd. Be sure they have no reason to remember your face."	The Danish people look like the Germans. The war has made it difficult for Danish people. The soldiers are dangerous.

Show students how to use the evidence they find to begin to understand the meaning behind the story and

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

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Summarize the Plot of the Story

Meeting #4 Continued
Take Time to Reflect (2 minutes)

- Distribute the **Student Self-Evaluation Assessment**.
- Ask students to reflect on the work they did in Book Club by completing the self-evaluation form.
- Collect the evaluation forms (the forms will be sent home on the last day of Book Club along with any notes from the teacher).

Wrap Up: Book Club Meeting

- Assign students to independently read **pages 106 – 132 (Chapters 14 – 17)**.
- Determine as a group when the Book Club should meet again.
- Model how to record the assignment on their Book Club Calendar.

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Introduce Theme

Identify the Big Ideas

Characters Respond to Challenges in Different Ways

Summarize the Plot of the Story

Identify Theme and Supporting Details

Respond to Reading

Answer any questions about Judaism, Sabbath (Shabbat), with-lighting of the menorah, and Jewish New Year (Rosh Hashana, which occurs usually in mid-September).
Note: You may wish to reference the resource page at the end of the super pack during the discussion.

What do they think the topics are in the book so far to their answer, which may include: are being mean to Jews by taking away their freedoms from their families? (page 2) or about their family, need to help their friends escape, may have shorter hair and eyes than other people.
Using two-column notes to provide evidence being discussed in the book. Examples follow:

Sample Notebook Entry: Two-Column Notes

What do you think the topics are in the book so far to their answer, which may include: are being mean to Jews by taking away their freedoms from their families? (page 2) or about their family, need to help their friends escape, may have shorter hair and eyes than other people.
Using two-column notes to provide evidence being discussed in the book. Examples follow:

Sample Notebook Entry: Two-Column Notes

Identify Theme and Supporting Details

Cumulative Discussion:

- What do you think might be the theme of the story? Have your mind open, come up with one theme to share with the class. Consider:
 - How is war difficult.
 - People need to help each other.
 - Sometimes you have to be courageous, and it is hard.
- Why do you think you see it as an important one? (Have students quote the text to show evidence for their theme suggestion).
- Characters say things that point to theme. Find a few examples of things that Annemarie says which helped you understand the theme.

Quote Examples:

Page, pg. 34
Not knowing answers to things, pg. 91
(tell them, I will wear it myself, pg. 132
leaves pg. 133

• In the Prologue that is read, page 87, we see evidence of theme. Find parts of the reading that you think represent the big idea in the story. For example:

- How have the Danish people "headed the broken in spirit" and "bound up their wounds"?
- The metaphor of counting them one by one can apply to each and every person, one by one.

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