

Determining Theme Lesson Plans for 5 Book Club Meetings

Guided Reading Level

Key Vocabulary by Chapter

Specific Instructional Focus

Step by Step Guided Mini Lesson

Sample Reader's Notebook Entries

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Identify the Big Ideas

Introduce Theme

Characters Respond to Challenges in Different Ways

Summarize the Plot of the Story

Identify Theme and Supporting Details

Book Club Management Materials

Book Club Calendar

Month: _____ Name: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Start the Conversation

- I think ...
- I agree ... because ...
- I disagree ... because ...
- In addition ...
- I noticed ...
- I wonder ...

- I don't understand ...
- Please say more about that ...
- Can you show me where that is in the book?
- I think the author meant ...

Book Club
Number the Stars

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Name: _____

Expectations for Book Club

Before Book Club	During Book Club	After Book Club
<ul style="list-style-type: none"> Read the assigned text Choose a reading response option from your option board then respond to the text in your reader's notebook Prepare for Book Club ahead of time: <ul style="list-style-type: none"> Choose at least one interesting, funny, or confusing part to share with your book club Mark the part you want to share with a sticky note or write the page number in your notebook Remember to support your thinking with evidence from the text (explain why the part you chose is interesting, funny, confusing, etc.) 	<ul style="list-style-type: none"> Come to Book Club on time and ready to begin discussion Bring your book, reader's notebook, and any other materials you might need for Book Club with you Participate in Book Club by sharing your thinking, listening to others, and asking questions Support your thinking with evidence from the text Ask for help if you need it Stay on topic Make eye contact with the people in your Book Club Respect the people in your Book Club: <ul style="list-style-type: none"> Try not to interrupt—wait your turn to share Use respectful language Listen carefully 	<ul style="list-style-type: none"> Reflect on your Book Club meeting. Think about these things: <ul style="list-style-type: none"> What part of the meeting made you feel good about yourself as a reader? What can you do to have a better conversation next time? Record your reading assignment on your Book Club calendar Decide when you will complete your assignment (during independent reading time, as homework, etc.)

Book Club
Number the Stars

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Student Self-Evaluation Rubric

Name: _____

How I Did in Number the Stars Book Club

Book Club Expectations	3 I did my best	2 I can do better	1 I did not try	
I read the assignment				Before I read the text
I responded to the text in my reader's notebook				
I prepared something to share with my Book Club				
I had my materials				During I participated in the meeting
I shared my thinking				
I asked someone a question				
I stayed on task, listened, and showed respect to others				After I wrote a response
I took the time to reflect				
I know when and where I will prepare for the next meeting				

Score: 27 / 30

A Note from Your Teacher: _____

Book Club
Number the Stars

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Name: _____

Write about the way this story was told. Was it told in 1 st , 2 nd , or 3 rd person? How do you know?	How do the illustrations provide you with a deeper understanding of the text?	Choose two settings from the text. Explain why each is important to the story.	What is the theme of this book? Why do you think so? Give examples.
What was the main idea of the text you read today? List at least 3 details that support your main idea.	Write about the new words you read. What do you think the words mean? Why?	How does this text compare to other books you've read? Give examples.	What are some powerful words or phrases used in the text? Why are they powerful?
Write about the reading strategies you used to help you be a better reader.	Which chapter was the most important? Why do you think so?	Write about the narrator's message and use evidence from the text to support your thinking.	Name another text with a similar theme to your text. Tell how the texts are the same and different.
Compare and contrast two characters. Tell how they are the same and different.			

Directions: Choose one of the response options from the board. Write your response in your reader's notebook. After you've written your response, color in the square on the board above.

Book Club
Number the Stars

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with 5th Grade Common Core Alignment

Book Club Assessment Materials

Name: _____

Score: _____

Number the Stars
CCSS Assessment

Complete Common Core Assessment

Directions: Use what you know about **Number the Stars** to answer each of the following questions.

When Annemarie thought, "The whole world had changed. Only the fairy tales remain the same," what does she mean?

- ☐ A The fairy tales she thought
- ☐ B The world was better than occupied Denmark.
- ☐ C She wished the world was
- ☐ D People felt discouraged

Answer Key

Number the Stars
CCSS Assessment

Directions: Use what you know about **Number the Stars** to answer each of the following questions.

What is the meaning of the saying, "It is much easier to be brave if you do not know everything?"

- ☐ A You aren't really deciding to lie if you don't really know what's happening.
- ☐ B Bravery requires knowledge.
- ☐ C Some people don't tell the truth, and they are not brave.
- ☐ D A and C

One essential question for each of the 5th grade Reading Literature standards

How does this passage refer to the theme of the story? "All of Denmark was afraid."

- ☐ A The King is very powerful.
- ☐ B No one wants to admit to being afraid.
- ☐ C The Danish people are brave.
- ☐ D All of the above.

How are Annemarie and Ellen different?

- ☐ A They are both Jewish.
- ☐ B They are both courageous.
- ☐ C They both love their father.
- ☐ D Both B and C.

What is the purpose of the Afterword in this story?

- ☐ A The author explains what happened to the Rosens after the story ends.
- ☐ B The author explains what is real and what is imaginary in the novel.
- ☐ C The author explains how she decided to write about this topic.
- ☐ D Both B and C

What is the point of view of this story?

- ☐ A First person (from Annemarie's point of view)
- ☐ B Third person (from a narrator's point of view)
- ☐ C Omniscient (from an all-knowing point of view)
- ☐ D None of the above

Practice with multiple choice questions

Name: _____

Number the Stars
Book Club Focus Assessment

Determine Theme

Directions: Use what you know about **Number the Stars** to answer each of the following questions.

In one sentence, write what you believe to be the theme of this novel.

How did Annemarie and Peter respond to the problems caused by the Germans? Choose all correct answers.

- ☐ A They both helped bring people to safety.
- ☐ B They both were killed for their work saving the Jews.
- ☐ C Neither of them were willing to help the Jews get to safety.
- ☐ D They were both brave.

What are the topics that the reader learns about in this novel? Choose all that are correct.

- ☐ A How the Jews were treated by the Germans during World War II.
- ☐ B How the Danish people helped to save many Jews from being killed or relocated.
- ☐ C How the Jews were grateful to the Germans for helping them get to Sweden.
- ☐ D How the King of Denmark even blew up his own ships so the Danish people wouldn't provide any help to the Germans.
- ☐ E None of the above.

Number the Stars Book Club | @BookPages.com

Focus Assessment for Determining Theme

Answer Keys

Answer Key

Number the Stars
Book Club Focus Assessment

Determine Theme

Directions: Use what you know about **Number the Stars** to answer each of the following questions.

Compare and contrast the ways that Annemarie and Ellen responded to the challenges they faced.

Answer: Annemarie was proactive, she took the necklace and she brought the envelope to Uncle Henrik. Ellen was quiet and more passive, probably because she was afraid and didn't have her family there to reassure her.

Which of the following were major conflicts in the story? Choose all that are correct.

- ☐ A Peter was part of the Resistance, bringing Jews to safety.
- ☐ B Mama fell and hurt herself while returning home.
- ☐ C Annemarie found the envelope Mr. Rosen was supposed to bring to Uncle Henrik on the ground.
- ☐ D The soldiers stopped Ellen and Annemarie while they were walking home.

Which of the following quotes describe Annemarie reflecting on the problems she sees?

- ☐ A "Why was Papa speaking that way, almost as if he were speaking in code?"
- ☐ B Outside she knew, the sky was speckled with stars. How could anyone number them one by one, as the Psalm said? There were too many. The sky was too big.
- ☐ C It was one more time, when they protected one another by not telling. If Mr. Rosen knew, he might be frightened. The Jews, he might be in danger.
- ☐ D All of the above
- ☐ E None of the above

Number the Stars Book Club | @BookPages.com

Determining Theme Focus Assessment Rubric

Student: _____ Date: _____

CCSS Reading Literature Text Standard 5.2
Determine a theme of a story from details in the text, including how characters in the story respond to challenges; summarize the text.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 - 1 Correct	2 - 3 Correct	4 - 5 Correct	6 Correct
Specific Skill: Determine Theme	Was not able to show how events are related to the big idea of the story.	Is able to show how events are related to the big idea of the story some of the time.	Is able to show how events are related to the big idea of the story most of the time.	Is able to show how events are related to the big idea of the story all of the time.

If student is less than secure, he or she needs to work on the following:

- ☐ Tracking conflicts through a text
- ☐ Tracking character development through a text
- ☐ Identifying topics in the text
- ☐ Showing how conflicts are related to the big idea
- ☐ Identifying possible themes in the text

Book Club
Number the Stars

CCSS.ELA-LITERACY.RL.5.2 Number the Stars Book Club | @BookPages.com

Rubric with optional Common Core Alignment

Running Record

Title: Number the Stars Guided Reading Level: U Word Count: 100

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words)

Error Rate: (# of incorrect words/100 words)

Self-Correction Rate: (# of words self-corrected/100 words)

Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60)

Easy	Instructional	Hard
95% - 100% Accuracy	70% - 94% Accuracy	50% - 69% Accuracy
E	I	H
SC	SC	SC
MSV	MSV	MSV

Page 1

"Trace you to the corner, Ellen!" Annemarie adjusted the thick leather pack on her back so that her schoolbooks balanced evenly. "Ready?" she looked at her best friend.

Ellen made a face. "No," she said, laughing. "You know I can't beat you - my legs aren't as long. Can't we just walk like clubbed people?" She was a stocky ten-year-old, unlike slim Annemarie.

"We have to practice for the athletic meet on Friday - I know I'm going to win the girls' race this week. I was second last week, but I've been practicing every day. Come on, Ellen," Annemarie pleaded.

Analysis and Comments:

Tested By: _____ @BookPages.com

Running Record

Vocabulary Connections Resources

Important Words to Know and Understand in *Number the Stars* Word List

Vocabulary Connections

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

Important Words to Know and Understand in "Number the Stars"

Kroner (pg. 20)
A basic unit of money that is used in Denmark and Norway

Latticed (pg. 106)
A frame or structure made of crossed wood or metal strips

Narrow-minded (pg. 137)
Not willing to accept opinions, beliefs, or behaviors that are unusual or different from your own

Psalm (pg. 86)
A song or poem used in worship from the Bible

Sabotage (pg. 8)
To destroy or damage (something) deliberately so that it does not work correctly

Specter (pg. 69)
Something bad that might happen in the future

Star of David (pg. 41)
A six-pointed star that is used as a symbol of Judaism and of Israel

Ration (pg. 19)
A particular amount of something (such as gasoline or food) that the government allows you to have when there is not enough of it

Urgency (pg. 81)
Very important and needing immediate attention

Vocabulary Word List | @BookPages.com

Vocabulary Connections			Number the Stars By: Lois Lowry Grade Level: 5 / Guided Reading Level U
Kroner	Latticed	Narrow-minded	Step 1: Read Questions 1. Circle the boldface word. 2. Fold on this line.
A basic unit of money that is used in Denmark and Norway.	A frame or structure made of crossed wood or metal strips.	Not willing to accept opinions, beliefs, or behavior that are unusual or different.	

Vocabulary Connections			Number the Stars By: Lois Lowry Grade Level: 5 / Guided Reading Level: U
Star of David	Ration	Urgency	Step by Step Directions: 1. Cut out the vocabulary cards. 2. Glue on the back of the card. 3. Glue, Tape or Staple the top of each card to cover the top of the book.
A six-pointed star that is used as a symbol of Judaism and of Israel	A particular amount of something (such as gasoline or food) that the government allows you to have when there is not enough of it	Very important and needing immediate attention	

Word and Definition Sorting Cards

<h2 style="text-align: center;">Vocabulary Connections</h2> <p style="text-align: center;">By: Lok Lowery Grade Level: 5 / Guided Reading Level: U</p>			<p>Number the Stars By: Lok Lowery</p>
<p>Psalm is a/an noun verb adverb adjective</p> <p>Definition of Psalm:</p> 	<p>Sabotage is a/an noun verb adverb adjective</p> <p>Definition of Sabotage:</p> 	<p>Specter is a/an noun verb adverb adjective</p> <p>Definition of Specter:</p> 	<p>Number the Stars By: Lok Lowery</p>
<p>Psalm looks like this:</p> 	<p>Sabotage looks like this:</p> 	<p>Specter looks like this:</p> 	<p>Number the Stars By: Lok Lowery</p>
<p>Psalm reminds me of:</p> 	<p>Sabotage reminds me of:</p> 	<p>Specter reminds me of:</p> 	<p>Number the Stars By: Lok Lowery</p>
<p>I saw this word in</p> 	<p>I saw this word in</p> 	<p>I saw this word in</p> 	<p>Number the Stars By: Lok Lowery</p>

Interactive Vocabulary Notebook Cards | [@BookPages.com](#)

Word Games

with Words from **Number the Stars**

Directions: Using your crayons, match the word to its definition by shading the 2 matching stars with the same color.

Calling for prompt attention

A song or poem used in worship from the Bible

A serious disease transmitted by body lice

Psalm

Typhus

Urgency

Directions: Complete the following sentences by choosing the correct vocabulary word from the Word Bank.

Word Bank

laticed narrow-minded specter

- Our painted _____ fence compliments our beautiful garden.
- A _____ person cannot stand contrary arguments.
- The community was tentified by the _____ of hunger.

Answer Key

Number the Stars

Use word to its definition same color.

Calling for prompt attention

A song or poem used in worship from the Bible

A serious disease transmitted by body lice

Psalm

Typhus

Urgency

Use word to its definition same color.

laticed narrow-minded specter

1. Our painted **laticed** fence compliments our beautiful garden.

2. A **narrow-minded** person cannot stand contrary arguments.

3. The community was tentified by the **specter** of hunger.

Name: _____

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hunger.

Answer Key | ©BookPages.com


Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Number the Stars
 By Lois Lowry

Number the Stars

By Lois Lowry



To book this up please fill in your name &

.....

.....

.....

.....

Name: _____

Help by Step Directions
 1. Read the book.
 2. Number the vocabulary words.
 3. Add your vocabulary cards to your notebook at the end of the book.

Name: _____

Vocabulary Connections

Directions:
Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Definition:

Visualize
Draw a picture to illustrate the meaning of the word.

Connections

Write your definition that is new to you in the first column.
 Write below and after the sentence where the word appears.
 Write in the third column what the word means in the second column.
 Write in the fourth column how your definition makes sense based on the context clues in the sentence.

I Think the Word Means	Context Clues	Real Definition		Sentence
			<input checked="" type="checkbox"/>	

Connect to Your Life
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Spring Words | ©KhanPages.com

Vocabulary Word Extension Activities

[illegible]

Personalized Vocabulary Bookmark

Complete Common Core Alignment

Common Core State Standards Correlation
Number the Stars Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Number the Stars" correlate with the following English Language Arts Common Core State Standards for 8th grade.
Book Club Lesson Plan and Resources
Reading: Literature
RL.8.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.8.2 – Determine a theme or a topic, analyze how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.8.3 – Compare and contrast two or more characters, settings, or events in a story or drama; analyze how specific details in the text help how characters interact.
RL.8.4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.8.5 – Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.8.6 – Describe how a narrator's or speaker's point of view influences how events are described.
RL.8.7 – Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.8.9 – Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) or treat approaches to similar themes and topics.
RL.8.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 4–6 text complexity band independently and proficiently.
Reading: Foundational Skills
RF.8.3 – Show and apply grade-level phonics and word analysis skills in decoding words.
RF.8.4 – Read with sufficient accuracy and fluency to support comprehension.
Writing
W.8.8 – 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.
W.8.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking & Listening
SL.8.1a – Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.8.1b – Follow agreed-upon rules for discussions and carry out assigned roles.
SL.8.1c – Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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Book Club Common Core Alignment

Common Core State Standards Correlation
Number the Stars Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Number the Stars" correlate with the following English Language Arts Common Core State Standards for 8th grade.
Vocabulary Lesson Plan and Resources
Language
L.8.4 – Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.8.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.8.6 – Accurately and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
Number the Stars CCSS Alignment @BookPages.com

Vocabulary Connections Common Core Alignment

Book Club Management Materials Spanish Resources

Book Club Calendar

Mes: _____ Nombre: _____

domingo	lunes	martes	miércoles	jueves	viernes	sábado

Iniciar el Conversación

- Yo pienso ...
- Estoy de acuerdo... porque ...
- No estoy de acuerdo... porque... En adición ...
- Me di cuenta...
- Me pregunto...
- No comprendo...
- Por favor, diga más sobre eso ...
- ¿Puedes mostrarme dónde está eso en el libro?
- Creo que el autor quiso decir ...

Book Club Number the Stars

Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Nombre: _____

Expectativas para el Club de Libros

Antes de El Club de Libros	Durante El Club de Libros	Después El Club de Libros
<ul style="list-style-type: none">Lee el texto asignado.Elige una opción de respuesta de lectura desde su panel de opciones y luego responde al texto en el cuaderno de su lector.Prepárese para el Club de Libros antes de tiempo:<ul style="list-style-type: none">Elja al menos una parte interesante, divertida o confusa para compartir con su club de lectura.Marque la parte que desea compartir con una nota adhesiva o escriba el número de página en su cuaderno.Recuerde apoyar su pensamiento con evidencia del texto (explique por qué la parte que eligió es interesante, divertida, confusa, etc.).	<ul style="list-style-type: none">Ven al Club de Libro a tiempo y listo para comenzar la discusión.Traga su libro, cuaderno de lectura y cualquier otro material que pueda necesitar para el Club de Libro con usted.Participe en el Club de Libro compartiendo sus ideas, escuchando a los demás y haciendo preguntas.Apoye su pensamiento con evidencia del texto.Pide ayuda si la necesitas.Permanecer en el tema.Haz contacto visual con las personas en tu Club de Libro.Respeto a las personas en tu Club de libro:<ul style="list-style-type: none">Intenta no interrumpir: espera tu turno para compartir.Use lenguaje respetuoso.Escucha cuidadosamente.	<ul style="list-style-type: none">Reflexiona sobre tu reunión del Club de libro. Pienso en estas cosas:<ul style="list-style-type: none">¿Qué parte de la reunión te hizo sentir bien contigo mismo como lector?¿Qué puedes hacer para tener una mejor conversación la próxima vez?Registre su tarea de lectura en su calendario del Club de Libro.Decida cuándo completará su tarea (durante el tiempo de lectura independiente, como tarea, etc.).

Book Club Number the Stars

Student Self-Evaluation Rubric

Nombre: _____

Cómo lo hice en el Number the Stars Book Club

Expectativas del Club de Libros	3 Hice lo mejor que pude	2 Puedo hacer mejor	1 No lo intenté	
Leí la tarea.				Antes Responde a las expectativas del Club de Libros.
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de Libros.				
Tenía mis materiales.				
Compartí mi pensamiento.				Durante Yo participé en el Club de Libro.
Le hice una pregunta a alguien.				
Me mantuve atento a la tarea, escuché y mostré respeto a los demás.				
Me tomé el tiempo para reflexionar.				
Leí cuándo y dónde me preparé para la próxima reunión.				Después Yo escribí una respuesta a las expectativas del Club de Libro.
Nota	Una nota de tu maestro			
/ 27				

Book Club Number the Stars

Tied to the Book Club Expectation Guide

Reader's Response Option Board

Nombre: _____

Escibe sobre la forma en que se contó esta historia. ¿Fue contado en 1ra, 2da, o 3ra persona? ¿Cómo lo sabes?	¿De qué manera las ilustraciones le proporcionan una comprensión más profunda del texto?	Elja dos configuraciones del texto. Explica por qué cada uno es importante para la historia.	¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.
¿Cuál fue la idea principal del texto que leíste hoy? Enumere al menos 3 detalles que respalden su idea principal.	Escibe sobre las nuevas palabras que lees. ¿Qué crees que significan las palabras? ¿Por qué?	¿Cómo se compara este texto con otros libros que has leído? Dar ejemplos.	¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?
Escibe sobre las estrategias de lectura que usó para ayudarlo a ser un mejor lector.	¿Qué capítulo fue el más importante? ¿Por qué piensas eso?	Escibe sobre el mensaje del narrador y use evidencia del texto para apoyar su pensamiento.	Nombra otro texto con un tema similar a tu texto. Cuéntales cómo las texturas son iguales y diferentes.
Compara y contrasta dos personajes. Cuéntales cómo son iguales y diferentes.	Haz una inferencia sobre el personaje principal. ¿Qué hace feliz al personaje? Dar ejemplos.	Escibe sobre las cosas que un lector necesita saber para entender el texto.	Elige una escena del libro. Dijo cómo sería diferente si se convirtiera en una película.
Escibe sobre la forma en que el problema principal y la solución se desarrollaron en la historia.			

Direcciones:
Elja una de las opciones de respuesta de la pizarra. Escibe tu respuesta en el cuaderno de tu lector. Después de que hayas escrito tu respuesta, colorea en el recuadro de la tabla de arriba.

Book Club Number the Stars

Common Core Aligned Book Club Reading Response Option Board

with 5th Grade Common Core Alignment