Pictures for Vitamin Mat
Vitamins Nutrients that help the Body

- Helps to fight off the common cold, heal wounds, build strong bones and teeth
- Foods with Vitamin C:
  - Citrus Fruits (oranges)
  - Melons
  - Tomatoes
  - Strawberries

Vitamin A
- Helps with growth, keeps skin healthy, and prevents infection
- Foods with Vitamin A:
  - Carrots
  - Spinach
  - Broccoli
  - Cabbage

Vitamin C
- Helps to fight off the common cold, heal wounds, build strong bones and teeth
- Foods with Vitamin C:
  - Citrus Fruits (oranges)
  - Melons
  - Tomatoes
  - Strawberries

Iron
- Builds healthy blood cells to carry oxygen all over the body
- Foods with Iron:
  - Red Meats
  - Poultry
  - Whole Grains
  - Nuts
  - Shellfish (Crab)
Lesson Plan Science-Holocaust
Day 14

Concept
Comparison of diet in work camps to healthy diet

State Academic Standard
4.4.9-Explain that food provides energy and materials for growth and repair of body parts. Recognize that vitamins and mineral, present in small amounts in foods, are essential to keep everything working well. Further understand that as people grow up, the amounts and kinds of foods and exercise needed by the body changes.

Objectives
Students will be able to compare the diet of a prison inmate in the German work camps to that of a healthy diet.

Prerequisite knowledge
3.4.7 Explain that eating a variety of healthful foods and getting enough exercise and rest help people stay healthy.

Science Safety
Listen to all directions given.

Materials List
Computer, PowerPoint, journals, pencils, worksheets

Engagement
At the beginning of the lesson, the teacher will go over the food pyramid with the students. The teacher will ask students, “What are the sub groups under the Food Pyramid?”, “What kinds of foods are grains?”, “What kinds of foods are meat and beans?”, “What kinds of foods are fruits?”, “What kinds of foods are vegetables?”, “What kinds of foods are dairy?”, and “What kinds of foods are salts/fats?”. The teacher will ask, “What other component is connected to the food pyramid (that is not food) that is necessary to have a healthy diet?” (The response should be exercise.) The teacher will explain that a healthy person needs about 2,000 calories a day.

The teacher will show a PowerPoint Slide provide information on a typical diet of a prisoner in a work camp in Germany during WWII. The teacher will then have a slide with a comparison of a healthy diet and that of the prisoners. The teacher will ask, “What kind of health conditions were the prisoners were in if they were not able to eat enough?” and “What are some similarities/differences between the two diets?”

Exploration
The teacher will pass out two copies of a blank food journal entry. In groups of four, students will try to come up with a plan for a prisoner in the work camps and one of a healthy, young person. Students will use the comparison to create their food proposals. Students will also pull out the PowerPoint presentation over the nutrients that they
completed the day before. The students will also have to explain what nutrients they are missing and why it was unhealthy for the prisoners to miss these nutrients. The teacher will walk around the classroom to check on the groups’ work.

**Explanation**

The teacher will direct the students to go back to their seats when the activity is finished. The teacher will call on each group to give their answers and reasoning why they put the foods for each type of diet. The teacher will ask, “What are the major differences between the two diets?”, “What kinds of foods were they missing?”, “What nutrients were they missing?”, and “Why was it unhealthy to miss those nutrients (what did they do for the body)?”

**Evaluation**

Students will be evaluated by their responses to the Exploration section of the lesson. The teacher will check the foods being used and the validity of the students’ answers.

**Gearing Up**

Students will create a poster advocating the importance of a healthy diet.

**Gearing Down**

If the class is having a completing the journal evaluation, the entire class will complete the EXPLORATION part together.
Comparison of Diet Assessment

Directions: Use the blank copies of the journals to make a sample journal of a healthy diet for one day and a sample journal of a diet of a work camp inmate. Answer the questions below.

1. What are the major differences between the two diets?

2. What nutrients are missing from the inmate diet?

3. Why was it unhealthy to miss those nutrients (what did they do for the body)?
## Comparison of Diets

<table>
<thead>
<tr>
<th>Ghettos and Work Camps</th>
<th>Healthy Diet</th>
</tr>
</thead>
<tbody>
<tr>
<td>350 calories a day</td>
<td>2,000 calories a day</td>
</tr>
<tr>
<td>Grain - 2 oz. a day</td>
<td>Grain - 6 oz. a day</td>
</tr>
<tr>
<td>Meat and Beans - 2.25 oz a day</td>
<td>Meat and Beans - 5.5 oz a day</td>
</tr>
<tr>
<td>No fresh fruits or vegetables available (watery jam was the closest thing)</td>
<td>Fruits - 2 cups a day</td>
</tr>
<tr>
<td></td>
<td>Vegetables - 3 cups a day</td>
</tr>
<tr>
<td></td>
<td>Milk - 3 cups a day</td>
</tr>
</tbody>
</table>
Reading- Day 1

Grade: 4

Concept: characteristics of historical fiction

State Academic Standard:

5.3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.
Example: Analyze an author’s purpose for writing, whether it is to inform, to teach, to entertain, or to elicit an emotional response, and tell how well that purpose is achieved by the type of writing the author has produced. After reading a nonfiction, instructional manual, such as *Computer Basics for Non-Techies: Course 1, Understanding the Basics*, use a graphic organizer to compare this to a humorous portrayal of the same subject, such as the humorous poem “A Dragon Is in My Computer” by Jack Prelutsky.

4.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) with fluency and accuracy and with appropriate timing, changes in voice, and expression.

Objectives: Students will be able to identify the key characteristics of the historical fiction genre.
Students will choose a World War II historical fiction novel to read in literature circles.

Materials List: *Jacob’s Rescue* by Malka Drucker and Michael Halperin
*Good Night, Maman* by Norma Fox Mazer
*Lily’s Crossing* by Patricia Reilly Giff
*Sheltering Rebecca* by Mary Baylis-White
*Number the Stars* by Lois Lowry
*Nine Spoons: A Chanukah Story* by Marci Stillerman
*The Butterfly* by Patricia Polacco
*The Cats in Krasinski Square* by Karen Hesse
*Rose Blanche* by Roberto Innocenti
*The Harmonica* by Tony Johnston
*The Feather-Bed Journey* by Paula Kurzband Feder
*Star of Fear, Star of Hope* by Jo Hoestlandt
Chart paper
Markers

Engagement: Write the words *fiction* and *history* on the board. Ask students to brainstorm what they think of when they hear those two words. They can write down words, phrases, examples, draw a picture, etc. The students will have two or three minutes to do this cooperatively. Upon completion, bring the students whole class and record their findings on large chart paper- one for the word *history* and another for the word *fiction*. Make sure to clarify any misconceptions as they occur. The lists should at
least include that history is something that happens in the past and fiction is a book that is made up or not true. If students do not come to these conclusions independently, ask questions such as, “Is fiction fact or made up?” and “Is history what is happening right now, will it happen in the future or did it already occur.” Then ask the students, “Based on what we know about history and about fiction, what do you think historical fiction is?”

**Exploration/Explanation:** Tell the students that there are some very important characteristics of historical fiction. If a book has all of these characteristics then readers know that it is historical fiction. Read *Nine Spoons: A Chanukah Story* aloud to the class. Then go over the characteristics of historical fiction (set in the past, main characters are fictional although may interact with famous, nonfiction figures and the historical details must be correct, meaning research often is done) writing each on a large piece of chart paper as it is introduced. After introducing each ask students for an example of that characteristic from the story.

**Evaluation:** Then tell the students that they are going to practice identifying the characteristics of historical fiction. Place the students into groups of four. Each group will be given a historical fiction picture book relating to World War II and/or the Holocaust. As a group the students will be required to read the picture book aloud carefully listening for the characteristics of historical fiction. After reading the story, the students will use large chart paper to record the name of their book, its author, each of the characteristics of historical fiction and an example from their book. Once completed, these posters will hang in the classroom for the duration of the unit as a reminder of the historical fiction genre. Once the posters are completed, the students will return to their desks. The teacher will give a short one minute book talk on each of the following historical fiction books to be read in literature circles that the students will be allowed to choose from.

**Lily’s Crossing** - Lily is a young girl and constant liar who lives in the United States with her father and grandmother during World War II. Lily’s father is called to fight in the war, leaving her with her grandmother for the summer. To make things worse, her best friend moves away. A new boy named Albert comes to town and Lily’s grandmother desperately wants them to be friends. Lily isn’t so sure though. Will they end up friends?

**Good Night, Maman** - This is a story of a young girl named Karin and her older brother, Marc. They are Jewish and sail to the United States on a ship to be safe from the war after their father dies and their mother becomes very, very sick. Once in the United States, Karin and Marc live in New York at a refugee camp. They are all alone, without any parents. Karin misses them dearly! Life in America, especially in the camp, is very different for Karin and Marc. Will they adjust to life in the United States and maybe end up liking it?

**Jacob’s Rescue** - Jacob is an eight-year-old Jewish boy living in Poland during World War II. His family is forced to live in the bad part of town with the other Jewish people. Jacob, however, is taken in by a nice family who isn’t Jewish. This family agrees to hide Jacob and keep him safe. To keep him safe, however, he isn’t allowed to go outside and
must hide whenever people come to the house. It is very dangerous. Will Jacob ever get caught or will he remain safe until the end of the war?

Sheltering Rebecca- Sally is a young girl living in England right before the beginning of World War II. A new girl named Rebecca comes to school and Sally is asked to look out for her and help her adjust to life in the United States. This is not an easy task since Rebecca only speaks German at first and is always unhappy. Sally can't understand why though. She is living with the richest family in town, meaning she lives in a very large house and gets driven to school in a car! Why is Rebecca so unhappy? Will the two girls ever become friends?

Number the Stars- Annemarie is a ten year girl living in Denmark during World War II. Her best friend, Ellen's, family is Jewish and it is no longer safe for them to live in Denmark. Annemarie’s family hides Ellen one night to protect her from being taken away. Will Annemarie’s family be able to keep Ellen and her family safe? Will they be able to help them leave the country safely?

After the book talks, the students will write down their first, second and third book choices down a sheet of paper to be turned into the teacher. The teacher will review the students’ preferences and assign each student to a literature group based on their reading ability and book preference.

Gearing up: If the students already know what historical fiction is and its key characteristics, the teacher will ask the students to provide the characteristics as opposed to the teacher introducing them.

Gearing down: If the students appear to have difficulty grasping the characteristics of historical fiction and identifying examples in books, a second example will be done as a class before the students are asked to evaluate a book on their own.
Reading- Day 2

Grade: 4

Concept: Prediction in fictional reading

State Academic Standard:
4.2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations.

Example: While reading a mystery, such as Encyclopedia Brown: Boy Detective by Donald Sobol, predict what is going to happen next in the story. Confirm or revise the predictions based on further reading. After reading an informational text, such as Camouflage: A Closer Look by Joyce Powzyk, use information gained from the text to predict what an animal might do to camouflage itself in different landscapes.

Objectives: Students will be able to work cooperatively in assigned groups. Students will be able to make predictions related to historical fiction novels.

Materials list: novel for each student (Lily's Crossing, Number the Stars, Jacob's Rescue, Sheltering Rebecca, and Good Night, Maman)
Prediction boxes-
- Lily's Crossing box- stuffed orange cat, picture of the ocean, sheet of piano music, handwritten letter, key
- Number the Stars box- embroidered handkerchief, Star of David necklace, Little Red Riding Hood picture book, tennis shoes, picture of ocean
- Jacob's Rescue box- picture of a couch, deck of cards, written math problem, picture of hospital, map with Warsaw circled
- Sheltering Rebecca box- textbook, best friends necklace, map of England, picture of air raid shelter
- Good Night, Maman box- handwritten letters, United States flag, toy boat, alarm clock, small rubber baby doll

Paper
Pencils
Literature Circle job sheets- illustrator, discussion director, connector, and vocabulary enricher

Engagement: The teacher will show the students a black and white stuffed kitten. The teacher will ask the students what this kitten has to do with the story started yesterday during read aloud, Behind the Bedroom Wall. (Answer: Korinna's father brought a black and white kitten home for her in the first chapter of the book.) Next, the teacher will show the students some blank paper and colored pencils. "What do these have to do with our story, Behind the Bedroom Wall?" (Answer: There hasn't been anything about paper and colored pencils yet.) I will ask the students to make a prediction about what paper
and colored pencils could have to do with the story. After hearing a few answers, the teacher will then model making a prediction as well. “I think that maybe Korinna wants to be an artist when she grows up. Maybe that is what paper and colored pencils have to do with the story. This is called making a prediction, when you make an educated guess about what will happen in the future. Each literature circle is going to receive a box of objects. As a group you will discuss each object and make a prediction as to what that object might have to do with your book. You will record your prediction for each object in your reading journal.” Students will be told what book they are reading and who their group members are. The students will move to sit with the other students in their literature circle.

**Exploration/Explanation:** Each literature circle will receive their shoe box (prediction box) with numerous items inside relating in some way to the novel. As a group, the students will go through their box and come up with predictions about the story based on their objects as previously modeled.

**Evaluation:** The students will write their group predictions down in their reading journals, as they will return to them as they read. These will be turned into the teacher at the end of the literature circle unit.

Once the students are done with their initial predictions, the literature circle jobs will be reviewed including the expectations and responsibilities of each position. The groups will be told that they will have nine literature circle discussions- the last being the third Monday of the unit. It is up to each group to plan accordingly so that they have the book read on time. Each group then will be given a few minutes to decide what pages they will read for the next day, as well as to assign jobs for that section of reading.

**Gearing up:** If the students make good, quality predictions, decide which pages to read and assign jobs quickly, the students will be permitted to start their reading assignment for the next day.

**Gearing down:** If the students are having trouble deciding what pages to read and what job each person will do, the teacher will step in and help the students decide on an appropriate number of pages and help assign jobs.
Blackline Master

Literature Circles Role Sheet

Discussion Director

Name ____________________________ Circle _______________________

Book __________________________________________________________

Meeting Date _________________ Assignment: Pages ____ to ____

Discussion Director: Your job is to develop a list of questions that your group might want to discuss about this part of the book. Don’t worry about the small details; your task is to help people talk over the big ideas in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read. You can list them below during or after your reading. You may also use some of the general questions below to develop topics for your group.

Possible discussion questions or topics for today

1. __________________________________________________________

2. _________________________________________________________

3. _________________________________________________________

4. _________________________________________________________

5. _________________________________________________________

Sample questions
• What was going through your mind while you read this?
• How did you feel while reading this part of the book?
• What was discussed in this section of the book?
• Can someone summarize briefly?
• Did today’s reading remind you of any real-life experiences?
• What questions did you have when you finished this section?
• Did anything in this section of the book surprise you?
• What are the one or two most important ideas?
• What are some things you think will be talked about next.

Topic to be carried over to tomorrow: ____________________________________

Assignment for tomorrow: Pages _____ to _______
Illustrator: Your job is to draw some kind of picture related to the reading. It can be a sketch, cartoon, diagram, flow chart, or stick figure scene. You can draw a picture of something that is discussed specifically in your book, something that the reading reminded you of, or a picture that conveys any idea or feeling you got from the reading. Any kind of drawing or graphic is okay. You can even label things with words if that helps. Make your drawing on this paper. If you need more room, use the back.

Connections: What did today's reading remind you of?

* Adapted from Literature Circles: Voice and Choice in the Student-Centered Classroom by Harvey Daniels (Stenhouse Publishers: York, Maine, 1994. Published in Canada by Pembroke Publishers, Markham, Ontario, 1994).
Connector: Your job is to find connections between the book your group is reading and the world outside. This means connecting the reading to your own life, happenings at school or in the community, similar events at other times and places, or other people or problems that this book brings to mind. You might also see connections between this book and other writings on the same topic or other writings by the same author. There are no right answers here. Whatever the reading connects you with is worth sharing!

Some connections I found between this reading and other people, places, events, authors:

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________

4. ________________________________________________________________

Topic to be carried over to tomorrow: ___________________________________

Assignment for tomorrow: Pages _____ to _______
Literature Circles Role Sheet

Vocabulary Enricher*

Name __________________________________ Circle ____________________________

Book ________________________________________________________________

Meeting Date _______________ Assignment: Pages _____ to _____

**Vocabulary Enricher**: Your job is to be on the lookout for a few especially important words in today’s reading. If you find words that are puzzling or unfamiliar, mark them while you are reading, and then later jot down their definition, either from a dictionary or from some other source. You may also run across familiar words that stand out somehow in the reading — words that are repeated a lot, are used in an unusual way, or provide a key to the meaning of the text. Mark these special words, and be ready to point them out to the group. When your circle meets, help members find and discuss these words.

<table>
<thead>
<tr>
<th>Page No. &amp; Paragraph</th>
<th>Word</th>
<th>Definition</th>
<th>Plan</th>
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</table>

**Topic to be carried over to tomorrow:** ______________________________________

**Assignment for tomorrow**: Pages _____ to _______

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*Adapted from *Literature Circles: Voice and Choice in the Student-Centered Classroom* by Harvey Daniels (Stenhouse Publishers: York, Maine, 1994. Published in Canada by Pembroke Publishers, Markham, Ontario, 1994).
Reading- Days 3-10

Grade: 4

Concept: interaction with historical fiction through cooperative, interactive discussion groups
Validation and/or revision of predictions in fictional text
Identification and evaluation of characters and main events in fictional text

State Academic Standard:

4.7.1 Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.

4.3.2 Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action. Example: After reading *Sarah, Plain and Tall* by Patricia MacLachlan, discuss the causes and effects of the main event of the plot, when the father in the story acquires a mail-order bride. Describe the effects of this event, including the adjustments that the children make to their new stepmother and that Sarah makes to living on the prairie. Plot the story onto a story map, and write a sentence identifying the major theme.

4.3.3 Use knowledge of the situation, setting, and a character’s traits, motivations, and feelings to determine the causes for that character’s actions. Example: After reading *The Sign of the Beaver* by Elizabeth George Speare, tell how the Native American character’s actions are influenced by his being in a setting with which he is very familiar and feels comfortable, as opposed to the reactions of another character, Matt.

4.2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations. Example: While reading a mystery, such as *Encyclopedia Brown: Boy Detective* by Donald Sobol, predict what is going to happen next in the story. Confirm or revise the predictions based on further reading. After reading an informational text, such as *Camouflage: A Closer Look* by Joyce Powzyk, use information gained from the text to predict what an animal might do to camouflage itself in different landscapes.

4.2.4 Evaluate new information and hypotheses (statements of theories or assumptions) by testing them against known information and ideas. Example: Compare what is already known and thought about ocean life to new information encountered in reading, such as in the book *Amazing Sea Creatures* by Andrew Brown.

Objectives: Students will be able to work cooperatively in literature circle discussion groups.
Students will be able to foster comprehension and critical thinking through group discussion and response to historical fiction literature.

**Materials List:**
- Literature circle novels
- Reading journals
- Pencils
- Literature circle job assignment sheets

**Engagement:** Students will move into their literature circle groups and share initial reactions about the previous evening’s reading assignment. The previous day’s predictions will also be discussed. Were the group’s predictions correct?

**Exploration/Explanation:** Each person in the group will then share their previous night’s work with the discussion leader leading the group. After everyone has shared, the discussion leader will pose questions to be discussed by the group. Predictions will also be made concerning the next reading section. The group will then decide upon the next reading assignment.

**Evaluation:** The teacher will circulate throughout the room, informally assessing students’ comprehension and identifying possible misconceptions. Students will also be required to turn in their literature circle assignment sheets for grading upon completion of the novel. The teacher will sit in and listen to various groups as they share and discuss, providing input and posing questions as necessary. If a group is off task, the teacher will ask questions to redirect the students. Also, if students appear to missing a major point from their reading section, the teacher will ask questions directly correlating with that point. Questions from each book are included with the lesson plan.

**Gearing up:** If students appear to have a good grasp of their reading section and finish early, the teacher will join the group and ask higher level thinking questions not previously discussed. If time still remains, the students will be allowed to begin reading their next reading assignment and/or write in their reading journals.

**Gearing down:** If a group appears to have trouble discussing the book (and not because they didn’t read) the teacher will sit with the group and become a member of their discussion helping to lead and guide students toward comprehension and understanding. The teacher will pose questions and invite students to revisit important passages in the text. The teacher will also work to promote higher levels of thinking through in depth interaction with the text.
Good Night, Maman Questions

Chapter 1-
Based on what Karin tells us about herself and her actions in the first chapter, describe Karin. Support your description with examples from the book.
Why is it important for Karin, Marc and their mother to be completely silent?
Even though Karin knows she has to be quiet, why is it hard for Karin to obey sometimes?

Chapter 2-
On page 10 Karin says, “Here was what I’d learned about sadness- it was catching. Get in the way of someone else’s sadness, and before you knew it, you had it, too... That’s when I learned something else- to turn away from Maman’s eyes. Away from the sadness.” Do you agree with Karin, that you can become sad when another person is sad? Why or why not?
Explain what Karin means when she says on page 10, “That’s when I learned something else- to turn away from Maman’s eyes. Away from the sadness. Away from the thoughts of Papa and Grand-mere, of home and our little cat, Minot, and of friends and school. Yes, just turn away. But then there was the other thing I learned- that sometimes I couldn’t do it. I had to look at Maman. I couldn’t live without looking at her.”

Chapter 3-
To see about how big the closet is where Karin and her family is living in, put one foot directly in front of the other and measure seven of your feet. Turn and measure four in the other direction. How big is their closet? Is your bedroom bigger than that? Do you think you could live in a space that small by yourself? Imagine living there with two other people, one an adult. Describe what you think it would be like living in that small space. How would you feel? What problems or discomforts would you have?
Describe what we know about Madam Zetain. Why do you think she is letting Karin and her family live upstairs?
Comment on Karin’s question on page 14, “If I wasn’t who I was and where I was, would I want to think about such things?” Are you more interested in things that directly affect you? Why or why not?

Chapter 4-
Why does it appear that Karin is unable to write a happy, true story? Would it be easier for you to write a true happy story or a true sad story? Why?
We have learned more about Karin through her thoughts, words and actions since the end of chapter one. What else have we learned about her and her character? Support your answer with examples from the story.
What effects has living in hiding had on Karin and her family?

Chapter 5-
What caused Madam Zetain to tell Karin and her family to leave?
Based on Madame Zetain’s actions in this chapter and what we already know about her, do you think she was glad to tell Karin and her family to go? Why or why not?
What do you think Karin and her family will do? Where do you think they will go?

Chapter 6-
Describe the woman at the farmhouse when Karin, Marc and their mother knocked at the door asking for food and shelter. Why do you think she responded this way?
Describe the same woman when Karin, Marc and their mother thanked her for letting them stay. How has the woman’s attitude and character changed? Did this surprise you? Why or why not?
What do you think about the farmer offering to take Marc? Why did he offer? How would you feel if someone wanted to take you or a brother or sister away from your family?
Was your prediction from chapter five correct? In what ways was it incorrect? What do you think will happen to Karin and her family next as they walk toward southern France?

Chapter 7-
Karin talks on page 36 about living in a world of opposites and doubles. Reread that page. What does Karin mean by living in opposites? Have you ever experienced being both free and unfree at the same time? Or wanting something but also fearing it? Explain. Based on your knowledge of World War II, what would be some of the possible effects of Karin, Marc and their mother being caught as they walk and hide away?

Chapter 8-
What caused Karin to grab Maman and yell, “Let’s go” on page 39?
Why did the family not try to sell Papa’s watch along with their other possessions?
What would the possible effects be if Karin, Marc and their mother were unable to sell their possessions?
Describe Jean Taubert.
What caused Maman to go with Jean?
If you were Karin, would you have been concerned if your mother left with him? Why or why not?

Chapter 9-
Why do you think Jean takes in Jews from the streets like he did with Karin, Marc and Maman? Based on his actions in the previous chapter, would you have guessed this about him? Why or why not?
What does Maman mean when she refers to Jean on page 45 as, “A genuine human being,”?
What do you think the house to house searches for Jews will mean for everyone living in Jean’s house? Make a prediction about what you think will happen next.

Chapter 10-
What characteristics do Marc and Karin possess to be able to leave their mother behind and escape on their own?
Do you think the three will eventually be reunited? Why or why not?
What are some of the possible effects of Marc and Karin’s escape?
Chapter 11-
Compare and contrast this journey with the one Karin, Marc and Maman made earlier through France. How are they similar and how are they different?
What are some of the effects of their knapsack and Papa’s watch being stolen?
What do you think caused the boys to attack and steal from Karin and Marc?

Chapter 12-
On page 58, Karin begins to wonder how Maman will be able to find them. Do you think Karin has a reason to be concerned? Why or why not?
We are introduced to Maria Theresa. Based on her actions, describe her and give examples to support your answer.
What do you think would have happened to Karin and Marc if Maria Theresa had not pointed them to Naples and the American ship?

Chapter 13-
Compare and contrast Karin’s letter to Maman with the information written in chapter thirteen. Why do you think Karin’s letter to Maman lacks some important details?
Name at least four American things that Karin talks about that she was unfamiliar with. Are you familiar with these things? Imagine you are going to a new country and encounter things you have never seen or heard of before. Do you remember seeing chopsticks for the first time? Or seeing a car with the steering wheel on the right side of the car instead of the left? How about seeing a picture of the Eiffel Tower? Describe your first reaction to something foreign and compare it to Karin’s first reaction to American things.
Why are so many of the people on the boat excited about going to American and wish to stay there after the war but Karin does not?

Chapter 14-
Describe Karin and Marc’s relationship right now. How has it changed since the beginning of the book?
On page 75, Karin says, “I wanted my life as it used to be.” Karin realizes that is impossible. Does this statement apply to more than just Karin’s life? Has your life changed since you were a young child? Will it ever be the same as it was? Would you want it to be the same?
Describe Karin’s reaction to coming to America.
Describe Marc’s reaction to coming to America.

Chapter 15-
Why would there be high fences and barbed wire? How would that make you feel if you had to live there?

Chapter 16-
Why do you think there are reporters interviewing people from the boat?
Describe Karin and Marc’s new room. Compare it to their attic room at Madame Zetain’s.
What do you think this eighth life will bring for Karin?
Chapter 17-
Describe the recent changes in Marc. What do you think caused him to change?
What is a quarantine? Look it up in the dictionary if you are unsure of its definition.
In your opinion, what does it mean to be free? Do you think Karin and Marc are free?
Why or why not?

Chapter 18-
Describe Eva and her personality. How are Eva and Karin similar? How are they different?
In what way does Marc act differently around Eva? Why do you think he acts differently?
Why do you think the people come to the fence to talk to the people in the fort and to bring them things?
Make a prediction about Eva and Karin’s relationship in the upcoming chapters.
Make a prediction about Eva and Marc’s relationship in the upcoming chapters.

Chapter 19-
Why does Karin get upset with Marc? Do you think she has a good reason to get mad at him? Why or why not?
What reason does Marc give for acting the way he does? Is this a good reason in your opinion? Why or why not?

Chapter 20-
Describe Karin’s conversation at the fence with her new American friend, Peggy.
How do you think an American friend will affect Karin?
Name one effect of their conversation in this chapter.
Peggy is trying to help Karin sound American. Do you think she sounds American when she says, “Swell” or “Drippy”? Why or why not? Do you say those things? Do you live in America? Then why do you think Peggy is teaching Karin to talk like this? (Remember the setting of the book)

Chapter 21-
Do Marc and Karin have a normal brother/sister relationship? Why or why not? Do they remind you of yourself and your siblings? Support your answer with examples.
How are Marc and Karin and their relationship different from you and your relationship with your siblings? How is it similar?

Chapter 22-
On page 110 Karin says, “It had been years since I’d had friends my own age. I hardly even remembered how to act like a friend, but I pretended I did. I was never sure I was doing it right.” Have you ever thought about how to be a friend? Based on Karin, Trudi and Marika’s actions in the chapter, do you think Karin is being a good friend? Why or why not? Support your answer with examples.
In what ways are your friendships like Karin, Trudi and Marika’s friendship? In what ways are they different?
Describe Karin’s excitement over riding Peggy’s bike. Do you remember learning to ride a bike without training wheels? How did you feel when you were finally able to ride by yourself?
What effect does having friends appear to have on Karin?

Chapter 23-
Has Karin’s attitude toward America changed since she first arrived? How do you know?
Give examples from her letter to her mother.
What caused Karin, Trudi and Marika to stand when the teacher entered the room? How do you think they felt when the teacher told them to sit down if they didn’t need anything?
Describe the girls’ first day of school. List at least five adjectives describing how the girls might have felt throughout the day. Support each with an example from the chapter.

Chapter 24-
What effect did the insults have on Karin?
What does Maman’s advice mean at the end of the chapter? “Why be upset, even for a moment, over such stupidity? No, darling, do as well as you can; be honest, be loving, and the rest will take care of itself…” How will this advice help Karin?

Chapter 25-
What is Karin thinking about when Peggy shows her the attic?
On page 130 Karin tells Peggy, “We had a terrace.” After saying that she wonders if that was really true. Why doesn’t Karin know if she had a terrace or not?
Why does Karin say that she will always say Grand-mere instead of Grandmother?
What does Karin mean when she says on page 131, “Wasn’t it strange that when I tried to remember something, I couldn’t, but in my dreams, I remembered perfectly.” What is she referring to when she says this?

Chapter 26-
Remember your definition of being free from chapter seventeen. How does Karin describe her brother’s definition of freedom? Do you think she is correct? Why or why not?
Where do you think Marc has gone in the middle of the night?
What are the possible effects and consequences of his late night disappearance on himself and on Karin?
How did you feel when Marc said on page 135, “Never mind that. I’m responsible for you. I’m older than you. I can do things you can’t.” Have you ever said something like that to a young brother or sister? Have you ever something like that from an older brother or sister? Do you think Marc’s statement is true? Why or why not? Do you think his statement is fair? Why or why not?
Do you think that Marc and Karin will make up? Why or why not?
Chapter 27-
Why do you think Karin and Marc decided to observe the Jewish holiday this year even though they had not celebrated it before with Maman and Papa? Did this surprise you? Why or why not?
Why was Karin so miserable when she wasn’t talking with Marc? Describe how she felt when they finally made up.
What caused Karin and Marc to make up?
Why did Karin have trouble answering the questions about her life before coming to America?

Chapter 28-
How does it make Karin feel when Zoey says on page 145, “...but you don’t have anybody who cares. Lucky you, you can do what you want.”? Does Zoey understand Karin and her situation? Why or why not? What causes Zoey to say this to Karin?
Why do you think Karin decides to wait for Marc to tell her about his new girlfriend?
Was your prediction about where Marc went in the middle of the night correct? In what ways was it incorrect? In what ways was it correct?

Chapter 29-
What causes Karin to tell Marc that she knows about Barbara?
Is Karin happy that Marc has a girlfriend? Why do you think Karin reacts the way she does? Support your answer with examples.
What do you think Barbara is like based on what little we already know about her? How did you come up with this description?

Chapter 30-
Was your prediction about Barbara correct?
What do we learn about Barbara in this chapter? Were you surprised about anything we learned about Barbara?
In what ways is Barbara different from what Karin thought she would be like?
How does Karin react to Barbara and Marc throughout the chapter?
Based on these actions, what is Karin thinking? Has she changed her mind about Barbara?

Chapter 31-
Why do you think Royal talked with Karin after she had already been in school for months?
Make a prediction about Royal. Do you think he will become an important character? Why or why not?

Chapter 32-
Marc says on page 167, “What difference does it make, Jewish or not? Barbara’s a person.” What does he mean by this? Using your knowledge of World War II, apply this statement to what happened during World War II to the Jews. Do you agree with Marc? Why or why not?
How do you think Marc knows that Maman is dead?
After Marc says that Maman is dead Karin says, “Calm covered me like a blanket.” What does Karin mean?
What are some of the possible effects of Maman’s death on Marc and Karin? Name at least three.

Chapter 33-
What reason does Marc give for not telling Karin sooner about their mother’s death?
Do you think this was fair to Karin? Why or why not?
What do you think will happen to Marc and Karin now that they do not have a mother?

Chapter 34-
Why has Karin written letters to Maman throughout the book?
What do you think she will do now that Maman is not alive to read her letters?

Chapter 35-
Karin says on page 176 at the end of the war, “We are free now.” What do you think being free will mean for Karin and Marc now that the war is over?
How has Karin grown and changed throughout the book? What has she learned?
What does Karin’s dream mean?
Jacob's Rescue Questions

Chapter 1 -
What is a hero? What does Marissa think of when she pictures heroes? What two people are named heroes in the first chapter? Do they fit Marissa's idea of a hero? What do you think happened to Marissa's father, Jacob, in his childhood? Make a prediction about his story.

Chapter 2 -
Compare Jacob's life in the ghetto to his life in Warsaw. What were some of the effects of the Nazis' invasion of Poland? Did any of these affect Jacob?

Chapter 3 -
What factors influence Aunt Hannah's decision to send Jacob away? In your opinion, which factor do you think was the most influential in Aunt Hannah's decision? What effect do you think this decision will have on Jacob? What effect do you think this decision will have on Aunt Hannah? What effect do you think this decision will have on Alex Roslan? What is the significance of Alex telling Jacob on page 16, "You're going to stay a Jew. You'll be part of my family, but no one will take your religion from you."

Chapter 4 -
Yurek tells us that in school he is learning that the Jews caused the trouble in Poland during World War II. Alex, Mela and Jacob correct him. What do you think about the schools teaching this idea to its students? What do you think the results were? We learn a little about Yurek in this chapter. Describe him and his actions. In what ways is he similar to Jacob? In what ways is he different?

Chapter 5 -
Why must Jacob hide during Korcek's visit? Even though the Roslan family tries to act as normally as possible during Korcek's visit, name at least two examples of unusual behavior that might arouse suspicion. Why does the Roslan family act this way during Korcek's visit? We learn the dangers of hiding a Jew and the rewards for people who turn Jews into the Germans. What does this tell us about Alex and Mela Roslan's characters? What "grand scheme" do you think Alex is embarking on at the end of chapter five? Make a prediction.

Chapter 6 -
Was your prediction about Alex's scheme correct? Jacob's uncle has to pretend he is not Jewish in order to survive. What do you think about this? Would you pretend to be someone you were not in order to keep life as you know it? Or would you continue to be yourself, even if that meant separation from family, hunger and other dangers?
Have you ever been jealous of someone as Marishka is of Jacob? If you were Marishka would you be jealous of Jacob? Do you think it is okay for Marishka to be a little jealous?

Chapter 7-
Jacob has been told not to come out of hiding until a family member comes and gets him. Why does he peek out of his hole under the sink? What effect does this one small action have? Have you ever done something that you knew you shouldn’t have? What was the consequence of your decision? Why do you think Anna decided to report the Roslans after listening to her three year old? How seriously do you think you would take a three year old? How did Jacob narrowly escape discovery this time?

Chapter 8-
For what reason is the Roslan family moving? Jacob makes the trip inside a couch. Do you think this was a good way of hiding Jacob during the move? Why or why not? How would you have tried to hide Jacob while moving? We learn much about Vladek in this chapter. Describe Vladek. What are his feelings about Jacob? How does Vladek feel about Alex and Mela risking their lives and family for Jacob? Based on these feelings, why do you think Vladek so quickly helped when the three policeman burst into the Roslan home at the end of chapter eight?

Chapter 9-
What reasons do Alex give for wanting to take in Jacob’s brother, Sholom? What reasons do Mela give for not wanting to take in Jacob’s brother, Sholom? Why do you think Mela gives into Alex and changes her mind? What does this tell us about her character? Reread the last paragraph in chapter nine on page 49. How has Mela’s attitude changed since the beginning of the chapter? What does she say that shows us she has changed her mind?

Chapter 10-
Why was Yurek able to go to the hospital but Sholom was not? While in the hospital Yurek saves some of his medication for Sholom. What does this tell us about Yurek. Why do you think he decided to do this? What are the possible effects of his actions on himself and for Sholom?

Chapter 11-
What do you think Yurek did that evening? Make a prediction. Why did Yurek decide to meet the man at midnight that night? What does this tell us about Yurek? When Yurek is missing at breakfast, what does Jacob do? Do you think this was the right thing or should he have told the truth? Why? What does this tell us about Jacob’s character?
What are some of the possible results of Yurek’s midnight outing on himself and the rest of the family?

Chapter 12-
Why does the nurse need to be bribed with money?
How does Alex raise the money to bribe the nurse?
What effect will this decision have on the Roslan family and Jacob?
Make a prediction about what will happen as a result of this decision.

Chapter 13-
What risks did Alex take in taking Jacob to the hospital? Name at least two. Why did Alex still take Jacob to the hospital?
Why were Yurek’s hands trembling after Alex talked to him about not joining the Partisans?
What are some of the possible consequences of a person joining the Partisans?
Make a prediction about what effect Yurek’s actions could have in the future.

Chapter 14-
Was your prediction about the selling of the Roslan apartment from chapter twelve correct? In what ways was it correct? In what ways was it incorrect?
Compare this new apartment with their previous one. How would you feel if you had to move into this new apartment?
Describe Mela’s reaction to the new apartment. Do you think she had the right to be upset? Why or why not?
What does Alex mean when he says on page 76, “They are fighting for their honor, son, not for their lives.”?
On page 76 the author writes, “The juxtaposition of amusement and death left him without words.” What do you think juxtaposition means? Look it up in the dictionary and compare your answer with the dictionary definition.
Comment on Yurek’s statement on page 76, “As long as nothing happens to them, they don’t care what happens to anyone else.” What does this have to do with the story? What does this have to do with World War II? Do you think there are still people today who would fit Yurek’s description? Why or why not?

Chapter 15-
Why is Jacob jealous of David?
Describe a time that you have been jealous of a brother or sister or a friend.
Why do David and Marishka go out even though Jacob told them they were supposed to stay at home?

Chapter 16-
Why did Jacob say the things he said to his little brother, David? Describe Jacob’s feelings and emotions.
Why did David say the things he said to his older brother, Jacob? Describe David’s feelings and emotions.
What was the effect of their loud fight?
Chapter 17-
Why does Yurek disobey his father and leave the apartment? Based on what we already know about Yurek (his personality and actions), did this decision surprise you? Why or why not?
What effect did Yurek’s death have on Alex? On Mela? On Jacob?
Why does Alex decide that the family must leave Warsaw? What events lead up to this decision?

Chapter 18-
In your opinion, has Vladek changed since we met him earlier in the book? Why or why not?
On page 99 Mela snaps at her brother saying, “That’s not your business. We’ll leave” when he comments on Jacob and David. What does this tell you about Mela?

Chapter 19-
Do you think Jacob and Marishka will get married when they are older? Why or why not?
Why doesn’t Alex believe Sawicki?
How is the soldier’s reaction to Jacob being Jewish different from the rest of the book?
How do you think this makes Jacob feel?

Chapter 20-
List the steps the Roslan family take once they reach Berlin.
Jacob and David do not want to see their father. Does this reaction surprise you? Why or why not?

Chapter 21-
The medal reads, “Whoever saves a single life is as one who has saved the entire world.”
Do you agree with this statement? Why or why not?
Are Mela and Alex heroes? Support your answer with examples from the book.
Lily’s Crossing Questions

Chapter 1-
Who is the main character of our story?
Describe the members of her family.
Based only on the first couple of pages, what kind of relationship do you think she has with each of these people?
What do we know about her so far? Come up with at least three adjectives you could use to describe her and give an example from the text that supports your choice.
Why do you think she was peeling a gold star from her bedroom wall?

Chapter 2-
How does Lily feel about the piano?
How does her Grandmother feel about the piano?
Describe a time when you and your parents didn’t agree on the importance of something like Lily and her grandmother don’t agree about the importance of the piano. What happened? Did your parents eventually agree with you? Do you think this piano issue will be an important part of the story? What do you think will happen?

Chapter 3-
What characteristics do you look for in a best friend?
Comment on Lily’s statement on page 18, “But Margaret, who lived at the other end of Queens all winter, had no idea that she was a last-row, last-seat kid in school with terrible marks in everything except reading. Margaret didn’t know any of that. That’s what made her such a perfect friend.” Do you agree with Lily? Why or why not?
What important characteristic do we discover about Lily in this chapter? Give two examples from the text that show Lily doing this.
Have you ever had a good friend move away? Or have you ever moved away? How does it feel? How do you think Lily is feeling right now?

Chapter 4-
Do you think Lily’s nighttime adventure was foolish or harmless fun? Why?
What does this nighttime adventure tell us about Lily?
Who do you think Albert is? Where do you think he came from? Who do you think Ruth is and why is Albert looking for her?
Was your prediction about the gold stars from Chapter 1 correct?

Chapter 5-
Why do you think it upset Lily so much that Gram learned about her father leaving before her?
With Lily’s father leaving, what effect will that have on Lily? What do you think will happen as a result?

Chapter 6-
What made Lily change her mind about staying in the attic while her father’s train left? What does this tell us about Lily?
Chapter 7-
Have you ever made a decision while you were angry that you regretted later? Explain.
What did Lily do when the trainer plane flew overhead scaring Albert?
What does this tell us about Lily’s character and personality?

Chapter 8-
Were your predictions about Albert and Ruth correct?
What clues did the author give us about Albert in the first seven chapters that would have helped us figure out a little more about him?
What does it mean when the author writes on page 52, “And Lily swims like a mermaid.”
Based on Lily’s character, do you think she will teach Albert how to swim? Why?

Chapter 9-
Why do you think Lily wants to talk to Albert?
The chapter ends with Albert running toward Lily. Why do you think he is doing that?
What do you think is going to happen next?
Lily tells many lies in this chapter. Find two lies from this chapter. Why do you think she told these lies? Do you think her lying will get her in trouble in future chapters?
What happens when you tell a lie and get caught?

Chapter 10-
Describe Lily’s reaction to Albert saying on page 71, “I will feed the cat myself. You don’t have to bother.”
How would you feel if you were in Lily?
What do you think will happen now that Lily and Albert are keeping a kitten in the Dillon’s house?

Chapter 11-
What might happen as a result of Lily’s latest lie?
Has something changed in Lily and Albert’s relationship during this chapter? Why or why not? Support your answer with examples from the text.
How does Lily feel when Albert makes the comment on page 75, “I thought you were such a good swimmer.”?

Chapter 12-
How are the movies in Lily’s time different from the movies we go see at the theater today?
Did this chapter support your idea about Lily and Albert’s relationship made after reading chapter eleven? Explain why or why not.
Have you ever had an adventure with a friend like Albert and Lily did in this chapter?

Chapter 13-
Going barefoot is nothing new for Lily. Why does Albert do it for the first time in this chapter?
Albert shares his story in chapter 13, which tells us a little about World War II in Europe.
Do you think what happened to Albert was fair? How would you feel if you were Albert?
Have you ever been separated from a brother or sister for awhile? Maybe you went to visit Grandma by yourself for awhile? How did you feel? Did you miss them by the end? How would you feel if you didn’t know where your brother or sister was and if you would ever see them again?

Chapter 14-
On page 94 the author writes, “She opened her mouth, ready to lie, but raised on shoulder instead. ‘I fell asleep.’” Is this characteristic of Lily not to lie? What is Albert’s reaction to the truth? Does he get upset? Why does Lily go to meet Albert in the night, even though she knows they cannot make it to Europe? Why doesn’t Lily tell Albert the truth when he starts talking about swimming with her and making it to Europe?

Chapter 15-
What do you think Poppy’s message at the end of his letter could mean? What do you think Gram will do and say about Lily rushing out of church ahead of her? What would you have done if you were in Lily’s situation. List advantages and disadvantages of your choice.

Chapter 16-
Instead of climbing in the window and ruining her Sunday dress, what else could Lily have done? Is this a better choice than climbing in the window? Give two reasons why or why not. Albert offers Lily money. What does this tell us about his character? Have you ever given anybody something of yours to somebody who needed it? How did it make you feel? What it difficult to make that decision?

Chapter 17-
We already knew that Lily didn’t like to practice the piano. Now we learned that she asked for piano lessons. Does that change your opinion about Lily’s attitude toward the piano? Have you ever done anything intentionally to annoy someone? What did you do and did it work the way you had hoped it would? On page 116 Gram says, “You can do anything if you really work at it.” Do you agree with Gram? Why or why not?

Chapter 18-
Name two similarities between Ruth and Lily that we discover in this chapter. Why do you think Lily has decided to teach Albert to swim? What problem do Lily and Albert run into when they rip open Albert’s coat to get the money?

Chapter 19-
Why do you think Lily decided not to tell her Gram about being in Margaret’s house and why she needed money?
Albert asks his Aunt for some money and then hands it over to Lily. What does this tell us about him?
Albert’s loss of his Nagymamma reminds Lily how lucky she is to have a Gram that cares about her. What do you think her attitude toward her grandma would be if she hadn’t met Albert?

Chapter 20-
Name two things about Gram in this chapter that surprise Lily.
How do Lily’s feelings toward and about her Gram change in this chapter? What does Lily do when her Gram starts crying about her father? Is this normal for Lily? What does this tell us about her?
The chapter ends, “She had taught him to swim. And then something else. She’d have to tell him they couldn’t go to Europe.” Based on this ending, what do you think will happen next?

Chapter 21-
Do you think it was difficult for Lily to tell Albert that she is a liar? Why or why not?
Give examples to support your answer.
Why does Lily finally tell the truth?
What do you think Albert means when he says on page 145, “Then I will tell you the truth. And you will know why I have to go on this ship back to Ruth.”?

Chapter 22-
Compare Albert’s lie to Lily’s lie about going to Europe? How are they similar? How are they different?
Why did Albert lie? What emotions is Albert feeling because of his separation from Ruth?
Lily says on page 151, “We’ll make a pact. We won’t lie. We’ll be brave.” What does Lily mean by this? Do you think it is a good idea?
What do you think is going to happen to Albert now that Lily has seen him in the rowboat during the storm?

Chapter 23-
What does Albert’s decision to take the rowboat out alone in the storm tell us about his character?
How did Lily save Albert?
How did Albert’s decision affect Lily’s actions?
Lily says on page 156 that, “…she’d never tell another lie if she could just get him back safely.” Do you think Lily will be able to keep this promise? Why or why not?
What reaction do you think Gram and Aunt Orban will have to the children’s adventure and Albert’s rescue? Why?

Chapter 24-
What was Gram’s reaction to Lily and Albert’s rescue? Was your prediction correct?
Think back to your prediction about what the end of Poppy’s letter could mean. Were you correct?
What important point does Gram make about why Albert was sent away, why his parents printed a newspaper and why Poppy went off to war? Does this make Lily think about her father’s absence any differently than before?

Chapter 25-
What important World War II event occurs in this chapter?
Why is this event so important to Lily and Albert?
Does Lily and Albert’s fight end their friendship? What does this tell you about friendship?
Have you ever been in a fight with a friend? How long did it last? Did you make up and are you still friends?

Chapter 26-
How are Ruth and Lily similar in this chapter?
Was Poppy upset about Lily not saying goodbye to him? How does Poppy’s response make Lily feel?

Chapter 27-
How is the trip to Rockaway this summer different from last summer?
Why will Rockaway never be the same for Lily and Gram?
When Lily sees Paprika, what do you think she is thinking?

Chapter 28-
How has Lily changed since we first met her in chapter one? List at least four ways she has changed.
What has this book taught us about friendship? List at least four things.
**Number the Stars Questions**

Chapter 1-
Compare and contrast Annemarie’s reaction to the soldiers with her younger sister Kirsti’s reaction to the soldiers.
How do you think you would have felt in Annemarie’s situation? Why?
On page 8 and 9, Annemarie’s mother says, “It is important to be one of the crowd, always. Be on of the many. Be sure that they never have reason to remember your face.”
What is your reaction to this statement? Do you agree with it? Why or why not?

Chapter 2-
What happened to Annemarie’s older sister, Lise? What are some of the possible effects of a death in the family?
Annemarie’s Mama and Papa never open Lise’s trunk. What does this tell you about Mama and Papa?
Why do you think Annemarie opens the trunk every once in awhile? What does this tell us about Annemarie?
We have learned a bit about Kirsti in the past two chapters. Describe Kirsti and her actions. How are Kirsti and Annemarie similar and how are they different?

Chapter 3-
On page 20 Annemarie’s mother says that she will give her some kroner. What do you think kroner is? How do you know?
Kirsti talks about missing pink frosted cupcakes. If you were living during World War II, what food do you think you would miss the most? Why?
What effect do you think the closing of Jewish shops will have on Ellen’s family?
At the end of chapter three, Annemarie says that, “…she was glad to be an ordinary person who would never be called upon for courage.” What is courage? Do you agree with Annemarie’s statement, that an ordinary person does not have to show courage? Why or why not? Can you think of a time when you had to be courageous?

Chapter 4-
What was Annemarie and Ellen’s reaction to Kirsti’s new shoes? Would you have reacted in the same way?
What does Ellen’s offer to make the shoes black tell us about Ellen?
Why is Ellen spending the night with Annemarie and her family?
Why are Ellen’s parents unable to stay with the Johansen’s too? Where do you think Ellen’s parents are? Make a prediction.
How do you think Ellen is feeling right now?
Annemarie’s father says that it is going to be a long night. Make a prediction about you think will happen during the night.

Chapter 5-
Was your prediction about what would happen during the night correct?
Why did Annemarie rip Ellen’s necklace off her neck right before the soldiers walked in?
What would some of the possible effects have been if the soldiers had seen Ellen wearing the Star of David necklace?
What caused Annemarie’s Papa to get out baby pictures of his three daughters?
If Papa had not thought to get out the baby pictures, what do you think could have happened?

Chapter 6-
Describe Papa’s phone conversation with Uncle Henrik. Did it make sense to you? Why did the two men speak in code? What do you think the two men said to one another?
Explain Mama’s reasons for wanting to go to Uncle Henrik’s alone with the girls. Does this make sense to you? Why or why not?
Why did the soldiers on the train ask Mama if she was going to her brother’s to celebrate the New Year?
Based on what we know about Kirsti, why was Annemarie afraid that she was going to tell the soldiers that Ellen was celebrating the New Year?

Chapter 7-
How is the city and Gilleleje different from one another? How are they the same?
Annemarie hides Ellen’s necklace in a safe place, “...where no one will ever find it.”
Where do you think she hid it? Where would you hide something if you didn’t want anybody to find it? Why did you choose that place?

Chapter 8-
Annemarie doesn’t remember having a Great-aunt Birte. What other things in this chapter seemed odd to Annemarie? Make a prediction about what you think will happen in the next chapter.

Chapter 9-
On page 76, Annemarie asks herself, “What did bravery mean?” What does it mean to you? Can you think of a time when you have had to be brave?
Uncle Henrik tells Annemarie that it is easier to be brave when you do not know everything. Do you agree with this statement? Why or why not? Come up with an example of when it would be easier to be brave if you didn’t know everything.
Uncle Henrik admits that he and Mama lied to Annemarie. On page 77 he says, “We did so to help you to be brave, because we love you.” Do you think it was okay for them to lie in this situation? Why or why not?
Why do you think Uncle Henrik and Mama had to lie? What do you think is really going on? Make a prediction.
Who came to the house at the end of the chapter? Why did they come?

Chapter 10-
Why did Mama lie about Aunt Birte dying of typhus? What does this tell us about Mama?
If there is not a body inside the casket, make a prediction about why Peter is opening it and what might be inside.
Chapter 11-
Was your prediction correct?
What did Peter give the baby? Why did Peter insist that the baby drink a few drops?
What would be some of the possible effects of the baby crying on the journey?
We learn that Uncle Henrik and Peter are helping people escape to free Sweden. What does this tell us about the two men?

Chapter 12-
Have you ever had to say good-bye to a friend? How did you feel? How do you think Annemarie feels after saying good-bye to her friend in the middle of the night?
On page 98 Annemarie says, “It was harder for the ones who were waiting.” Who is she talking about? Do you agree or disagree with her statement? Why?
What happened to Annemarie’s mother? Make a prediction.

Chapter 13-
Annemarie immediately offers to take the packet to Uncle Henrik even though it is very dangerous. What does this tell us about her?
Why do you think Annemarie’s mother would not tell her what was in the packet? Do you think that was a good idea or should she have told Annemarie? Why?

Chapter 14-
Why do you think Annemarie told herself a story as she ran through the woods?
Compare and contrast Annemarie and her situation and the story of Little Red Riding Hood. How are they similar and how are they different?
Make a prediction about Annemarie’s encounter with the soldiers.
We know the story of Little Red Riding Hood. Since there are many similarities between Annemarie’s situation and that story, how do you think Annemarie’s encounter with the soldiers will end?

Chapter 15-
Why did Annemarie try to act like Kirsti would while talking to the soldiers?
What effect did Annemarie’s chattering and crying have on the soldiers?
Were you surprised that the package contained a handkerchief? Why or why not?
Why do you think the handkerchief is so important?
Based on Annemarie’s actions in this chapter, what adjectives would you use to describe her?

Chapter 16-
Uncle Henrik says on page 123, “That’s all that brave means- not thinking about the dangers. Just thinking about what you must do.” If that is the definition of bravery, what characters in the story were brave? Give an example of how and when each character was brave.
What caused the Rosens and the other Jews to escape discovery by the soldiers?
If Annemarie had not gotten the handkerchief to Uncle Henrik, what could have been some possible results?
Predict whether or not Annemarie and Ellen will ever see one another again. Why or why not?

Chapter 17-
What effect did the war have on Annemarie? On Kirsti? On Peter?
Give three examples from the book that show Annemarie being a faithful friend to Ellen.
Sheltering Rebecca Questions

Prologue-
Have you ever been a trip by yourself? How did you feel? Was it exciting? Scary?
What have we learned so far about Clarissa?
Nan told her story to Clarissa over two weeks? Make a prediction about what her story is about.

Chapter 1-
Look at the title of Chapter 1 and the title of the Prologue. Is this book written in the order the events happened? What does this tell you about Chapter 1? Whose story is it? Why is Sally amazed by the appearance of the car?
Describe Rebecca.
Describe Sally.
Sally’s father begins to describe World War II at the end of the chapter. How does the war relate to Rebecca?

Chapter 2-
Why do you think Sally’s father wants her to play with her other friends?
How does Sally and Rebecca’s relationship change during this chapter?
Explain why Miss Harrison said Rebecca shouldn’t be singing Christmas carols.

Chapter 3-
Sally questions her father’s attitude toward Rebecca in this chapter. In what way does she question her father? Would you question Rebecca’s father if you were her? Support your answer.
On page 21 Sally thinks to herself, “What must it be like in a foreign country, away from your family, maybe never to see them or any of your old friends again?” How would you feel if you were in Rebecca’s situation?
Rebecca says she was on a swing in a park when she said good-bye to her father. Why do you think she was on a swing? What do you think happened?
Based on Rebecca’s personality and her actions, do you think Rebecca will ever share her experiences in Germany with Sally? Why or why not?

Chapter 4-
Rebecca tells her escape story. Compare her story with your prediction. Were there any similarities? What were the main differences?
What would have been the scariest part of the journey for you?
Rebecca’s parents sent her away to safety. What does this tell you about her Mami and Papi?
What were the effects of Mami and Papi’s decision to send Rebecca to England?
What do you think the possible effects would have been if they had decided to stay together in Germany based on your knowledge of World War II and the Holocaust?

Chapter 5-
Name two effects of the incident with the three boys on the bicycles.
Have you ever had a secret place with a friend? What do you think Sally and Rebecca will do there this summer? We have met Mrs. Trevelyan several times. Based on her actions, describe her personality and support your answer with examples.

Chapter 6-
Was your prediction from chapter five correct about what Sally and Rebecca will do with their secret place? In what ways was your prediction correct? In what ways was it incorrect? Now that the war has started, do you think things will change for Sally and Rebecca? What do you think will change and why based on what you have read so far and what you already know about World War II?

Chapter 7-
What effect has the beginning of the war had on Rebecca? Why is Sally worried about staying at the Trevelyan's house for the afternoon? What would you have said if you were Sally talking to her mother to try to convince her to let you stay?

Chapter 8-
What changes have occurred as a result of the war? Was it what Rebecca and Sally expected? Support your answer with examples. How has the war affected Christmas at Sally's home? On page 58 Sally questions, "Why should people be persecuted because of their race or religion?" What is persecution? Look it up in the dictionary. What causes Sally to think about this? Based on what you know about World War II, did everyone think the same as Sally? Explain your answer.

Chapter 9-
Describe the Trevelyan's air raid shelter. Why is it necessary for houses to have air raid shelters? What is an air raid? Imagine you have to spend a night in an air raid shelter like Sally and her family. What do you think it would be like? How would you feel? Have any bombs fallen yet? Why then are there air raids many nights? What do you think about Clara and Sue wanting an air raid on page 66 after the family sets up their Morrison shelter?

Chapter 10-
Why is Grandpa coming? Why do you think Grandpa does not want to talk about the bombing? What are some of the effects of the bombing? Name at least three. Why does Sally get upset when Mrs. Trevalyan mentions her Grandpa paying rent? Do you think Sally had a good reason to get upset? Why or why not? What are some of the reasons Grandpa decides to move into the Trevalyan house?
List at least two advantages and disadvantages of Grandpa’s move to the Trevalyan house.

Chapter 11-
If Grandpa had not moved in with the Trevalyans what would have happened when the bomb fell? What is an important effect of Grandpa’s move?
Now that a bomb has fallen and Sally’s house has been affected, what do you think will happen next? Explain your reasoning.

Chapter 12-
Why do you think Sally wanted Rebecca and her Grandpa to “adopt” one another?
What does Sally mean when she says “adopt”?
Do you have a special relationship with someone that isn’t a family member? Tell about your relationship. Why is it special? Would you say that you two have adopted each other? How did this relationship start and what are its benefits?
Rebecca tells Sally on page 85, “Maybe now they are dead as well. I think Mami and Papi are, and Helmut. I think by now the Nazis will have killed them all.” Is Rebecca upset as she says this? Calm? Scared? How do you think Rebecca is feeling?
What caused Rebecca’s outburst in her English class?

Chapter 13-
How are Sally and Rebecca’s lives different from when they were younger? How are Sally and Rebecca’s lives different now from one another?
Overall, what effects did World War II have on Sally?
Overall, what effects did World War II have on Rebecca?
How do you think Rebecca’s life in England would have been different if she had not met Sally?

Epilogue-
Did the ending surprise you? What clues did the author provide in the epilogue to let you know who Grandpa was?
Why did Grandpa (Helmut) have numbers on his arm? (Think about what you know about World War II)
Reading Day 12

4th grade

Concept: comprehension and interaction with historical fiction novels

State Academic Standard:

4.3.2 Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action.
Example: After reading *Sarah, Plain and Tall* by Patricia MacLachlan, discuss the causes and effects of the main event of the plot, when the father in the story acquires a mail-order bride. Describe the effects of this event, including the adjustments that the children make to their new stepmother and that Sarah makes to living on the prairie. Plot the story onto a story map, and write a sentence identifying the major theme.

4.3.3 Use knowledge of the situation, setting, and a character’s traits, motivations, and feelings to determine the causes for that character’s actions.
Example: After reading *The Sign of the Beaver* by Elizabeth George Speare, tell how the Native American character’s actions are influenced by his being in a setting with which he is very familiar and feels comfortable, as opposed to the reactions of another character, Matt.

4.3.5 Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works.

- **Simile:** a comparison that uses *like* or *as*
- **Metaphor:** an implied comparison
- **Hyperbole:** an exaggeration for effect
- **Personification:** a description that represents a thing as a person

Example: Identify a simile, such as *Twinkle, twinkle little star... like a diamond in the sky.* Identify a metaphor, such as *You were the wind beneath my wings.* Identify an example of hyperbole, such as *Cleaner than clean, whiter than white.* Identify an example of personification, such as *The North Wind told the girl that he would blow so hard it would be impossible to walk up the steep hill.*

4.5.1 Write narratives (stories) that:

- include ideas, observations, or memories of an event or experience.
- provide a context to allow the reader to imagine the world of the event or experience.
- use concrete sensory details.

Example: Prepare a narrative on how and why immigrants come to the United States. To make the story more realistic, use information from an older person who may remember firsthand the experience of coming to America.

4.5.2 Write responses to literature that:

- demonstrate an understanding of a literary work.
support judgments through references to both the text and prior knowledge.

Example: Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite.

4.5.5 Use varied word choices to make writing interesting.

Example: Write stories using descriptive words in place of common words; for instance, use enormous, gigantic, or giant for the word big.

4.6.2 Use simple sentences (Dr. Vincent Stone is my dentist.) and compound sentences (His assistant cleans my teeth, and Dr. Stone checks for cavities.) in writing.

4.6.3 Create interesting sentences by using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions.

   Adjectives: brown eyes, younger sisters
   Adverbs: We walked slowly.
   Appositives: noun phrases that function as adjectives, such as We played the Cougars, the team from Newport.
   Participial phrases: verb phrases that function as adjectives, such as The man walking down the street saw the delivery truck.
   Prepositional phrases: in the field, across the room, over the fence
   Conjunctions: and, or, but

Objectives: Students will be able to demonstrate comprehension of historical fiction novels read in literature circles through independent projects requiring usage of analysis, application, synthesis and evaluation levels of Bloom’s Taxonomy. Students will be able to apply and expand their knowledge of World War II and the Holocaust as it applies to historical fiction novels.

Materials List: literature circle novels
Reading journals
Pencils, pens, markers, crayons, colored pencils
Posterboard
Paper- lined and construction paper
Computers
Scissors
Glue
Behind the Bedroom Wall by Laura E. Williams
Social Studies textbook
Literature Circles Tic Tac Toe Activity Sheet

Engagement: Students will each be given a literature circle tic tac toe activity sheet. The teacher will read through each of the activities on the sheet, explaining each activity. Students will be instructed to complete at least three activities in a row on the sheet to make a tic tac toe. For every additional activity the student completes and turns in with the required activities, the student will receive up to ten extra points based on the quality of the work. After each of the activities has been explained, the student will go over the
corresponding rubrics outlining the requirements for the activities. The students will be given three class days only to work on these three activities. Any other work will need to be done outside of class as the activities are due Friday morning. While the novels were read in groups, the activities are meant to be completed independently. The teacher will then show a few samples of the activities before encouraging the children to be creative.

**Exploration/Explanation:** The students will then be allowed to begin working. The teacher will circulate throughout the room answering questions and assisting students in their projects.

**Evaluation:** The student projects will be evaluated and graded using the attached rubric upon completion and turn in on Friday, the last day of the unit.

**Gearing up:** Students will be encouraged to do additional activities from the tic tac toe activity sheet for extra credit upon completion of the three required activities.

**Gearing down:** For students with IEPs or other special circumstances (such as receiving much instruction outside of the general education classroom), the number or difficulty of assignments to be completed could be altered on an individual basis to tailor to the needs of individual students.
**World War II/Holocaust Literature Circle Tic Tac Toe Activity Sheet**

Directions: Complete three activities in a row to make a tic tac toe. Circle each chosen activity. Make sure to turn this sheet in on Friday.

<table>
<thead>
<tr>
<th>What happened to the characters after the novel ended? Write a sequel to your novel.</th>
<th>Pretending you are the main character of your novel, write three diary entries including the character’s thoughts. The entries can be from events in the novel or events before or after the novel takes place.</th>
<th>Create a shoebox diorama of a scene from your novel.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a letter from the main character of your novel to Korinna from <em>Behind the Bedroom Wall</em>. Remember each character’s situation, location and personality when writing the letter. Then write a response from Korinna back to the main character.</td>
<td>Create an open minded portrait of the main character from your novel. Be sure to include the character’s thoughts on important issues and events in the novel.</td>
<td>Write a scene from the novel as a scene in a play complete with dialogue, stage directions, set instructions and props. (For extra credit perform it with the help of a few classmates in front of the remaining class.)</td>
</tr>
<tr>
<td>Write a poem about the main character of your novel or about World War II and its relation to your novel.</td>
<td>Create a timeline of events from your novel. Include small illustrations.</td>
<td>Using a Venn Diagram, compare the main character of your novel with Korinna from <em>Behind the Bedroom Wall</em>.</td>
</tr>
</tbody>
</table>
Literature Circle Required Activities Checklist
Check off each activity as you finish it. This sheet will be turned in along with your journal and all assignments on Tuesday (Day 12) of the unit.

_____ Initial prediction box predictions in reading journal

_____ As a group, mark on the classroom map the major locations where your story takes place. Depending on your story you may mark only one location or you may have to mark many.

_____ Write responses to your book in your reading journal at least four times.

_____ 

_____ 

_____ 

_____ Completed literature circle jobs for every reading section. There should be at least nine!
## Character Letters Rubric

<table>
<thead>
<tr>
<th>Number of letters</th>
<th>2 letters are written</th>
<th>1 letter is written</th>
<th>No letters are written</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Depth and Quality</strong></td>
<td>10 Letters demonstrate that the writer fully comprehends the events of the novel and the characters’ emotions and motivations. All historical events mentioned are accurate. The writer has remembered the location, situation and personality of the characters.</td>
<td>7 Letters demonstrate the writer has a fairly good level of comprehension. All historical events mentioned are accurate. The writer uses only 2 out of 3 location, situation and personality of the characters.</td>
<td>4 Letters demonstrate that the writer does not fully understand the novel. At least one historical event is inaccurate. The writer uses only 1 out of the following 3 location, situation and personality of the characters.</td>
<td>1 Letters demonstrate that the writer did not understand the novel. There is more than one historical inaccuracy. The writer does not include any of the following characters’ location, situation and personality.</td>
</tr>
<tr>
<td><strong>Creativity and Effort</strong></td>
<td>5 The letters are written and presented in a highly creative way. The letters show that the student went above and beyond what was expected and is obvious that additional time was spent on the project outside of school hours.</td>
<td>3 The letters are written and presented in a creative way. The student went above what was expected and some work might have been done outside of school hours.</td>
<td>1 The letters are either written creatively or presented creatively, not both. Student did only what was required. No extra time outside of school was spent.</td>
<td>0 Either the writing or the presentation is unacceptable.</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>3 No spelling errors</td>
<td>2 1-2 spelling errors</td>
<td>1 3-4 spelling errors</td>
<td>0 More than 4 spelling errors</td>
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# Rubric for Diary Entries

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<th>2</th>
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<tr>
<td>3 diaries are written</td>
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<tr>
<td>Only 2 diaries are written</td>
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<tr>
<td>Only 1 diary is written</td>
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<tr>
<td>No diaries are written</td>
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## Depth and Quality

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<tr>
<th>Number of Diary Entries</th>
<th>3</th>
<th>2</th>
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<th>0</th>
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</thead>
<tbody>
<tr>
<td>10 Diaries demonstrate that the writer fully comprehends the events of the novel and the character's emotions and motivations. All historical events mentioned are accurate. The writer has captured the emotions, thoughts and motivations of the character in each entry.</td>
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<tr>
<td>7 Diaries demonstrate the writer has a fairly good level of comprehension. All historical events mentioned are accurate. The writer uses only 2 out of 3-emotion, thoughts and motivations.</td>
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<tr>
<td>4 Diaries demonstrate that the writer does not fully understand the novel. At least one historical event is inaccurate. The writer uses only 1 out of the following 3-emotions, thoughts and motivations.</td>
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<tr>
<td>1 Diaries demonstrate that the writer did not understand the novel. There is more than one historical inaccuracy. The writer does not include any of the following-character's emotions, thoughts and motivations.</td>
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## Creativity and Effort

<table>
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<th>4</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>The diaries are written and presented in a highly creative way. The diaries show that the student went above and beyond what was expected and is obvious that additional time was spent on the project outside of school hours.</td>
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<tr>
<td>The diaries are written and presented in a creative way. The student went above what was expected and some work might have been done outside of school hours.</td>
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<tr>
<td>The diaries are either written creatively or presented creatively, not both. Student did only what was required. No extra time outside of school was spent.</td>
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<tr>
<td>Either the writing or the presentation is unacceptable.</td>
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## Spelling

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<td>3-4 spelling errors</td>
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<td>More than 4 spelling errors</td>
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### Open-Minded Portrait Rubric

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<tbody>
<tr>
<td>Open-minded portrait format is followed. Character is drawn on the outside and writing is on the inside.</td>
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<tr>
<td>Open-minded portrait format is not followed but there is a drawing of the character and the character's thoughts.</td>
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<tr>
<td>Open-minded portrait format is not followed. Either the character's picture is missing of the character's thoughts are missing.</td>
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<tr>
<td>Open-minded portrait format is not followed. Neither the character's picture nor the character's thoughts are present.</td>
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<table>
<thead>
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<th>Depth and Quality</th>
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<th>7</th>
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<th>1</th>
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</thead>
<tbody>
<tr>
<td>Open-minded portrait demonstrates that the writer fully comprehends the events of the novel and the character's emotions and motivations. The writer has included the character's thoughts on at least 2 important events and/or issues in the novel.</td>
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<tr>
<td>Open-minded portrait demonstrates that the writer has a fairly good level of comprehension. The writer includes the character's thoughts on at least one important event and/or issue in the novel.</td>
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<tr>
<td>Open-minded portrait demonstrates that the writer does not fully understand the novel. The writer includes the character's thoughts but not on an important event or issue in the novel.</td>
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<tr>
<td>Open-minded portrait demonstrates that the writer did not understand the novel. The writer does not include any of the characters thoughts.</td>
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<thead>
<tr>
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<th>4</th>
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<tbody>
<tr>
<td>The open-minded portrait is highly creative. It shows that the student went above and beyond what was expected and is obvious that additional</td>
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<tr>
<td>The open-minded portrait is creative. The student went above what was expected and some work might have been done outside of school hours</td>
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<tr>
<td>The open-minded portrait is not very creative. Student did only what was required. No extra time outside of school was spent.</td>
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<tr>
<td>The open-minded portrait is unacceptable.</td>
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<tr>
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# Play Rubric

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<tbody>
<tr>
<td>Play includes dialogue, stage directions, set instructions and prop instructions.</td>
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<td>2</td>
<td>1</td>
<td>0-</td>
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<table>
<thead>
<tr>
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<th>10</th>
<th>7</th>
<th>4</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play demonstrates that the writer fully comprehends the events and characters of the novel. All important parts of the scene have been included. There are no inaccuracies.</td>
<td>10</td>
<td>7</td>
<td>4</td>
<td>1</td>
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</tbody>
</table>

<table>
<thead>
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<th>Creativity and Effort</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The play is written in a highly creative way. It shows that the student went above and beyond what was expected and is obvious that additional time was spent on the project outside of school hours.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spelling</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>No spelling errors</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Creativity</td>
<td>10</td>
<td>The diorama is highly creative. The student has gone above and beyond what is expected and it is obvious that additional time was spent outside of school hours. The diorama is highly detailed and the student used a wide number and variety of materials.</td>
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<td></td>
<td>7</td>
<td>The diorama is creative. The student has gone above and beyond what is expected. The student may have spent some time outside of school working on the diorama. The diorama is detailed and the student shows some variety in the materials used.</td>
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<td></td>
<td>4</td>
<td>The student has fulfilled the requirements of the assignment but has not put any additional effort into the project. The diorama has some detail but not much and the student did not use a large number or variety of materials.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>1</td>
<td>The quality of the diorama is unacceptable. No effort was put into the project. It lacks detail and interesting use of materials.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accuracy</th>
<th>10</th>
<th>The diorama is a scene from the novel. All aspects of the diorama are as true and accurate to the book as possible.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
<td>The diorama is a scene from the novel. The diorama is mostly true and accurate, although there may be one or two inaccurate parts.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>The diorama is a scene from the novel but the scene is not portrayed accurately.</td>
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<tr>
<td></td>
<td>1</td>
<td>The diorama is not a scene from the novel.</td>
</tr>
<tr>
<td>Narrative Format</td>
<td>3</td>
<td>2</td>
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<td>------------------</td>
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<tr>
<td>The story is written in narrative format using paragraphs and complete sentences.</td>
<td>The story is written in narrative format although paragraphs and/or complete sentences are not used.</td>
<td>Story is not written in narrative format</td>
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<thead>
<tr>
<th>Depth and Quality</th>
<th>10</th>
<th>7</th>
<th>4</th>
<th>1</th>
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<tbody>
<tr>
<td>Story demonstrates that the writer fully comprehends the events of the novel, the characters and World War II. All historical events mentioned are accurate. The sequel is believable given the ending of the novel. The writer uses at least two similes and/or metaphors.</td>
<td>Story demonstrates that the writer has a fairly good level of comprehension regarding the events, characters and World War II. All historical events mentioned are accurate. The sequel is believable given the ending of the novel. The writer uses at least one simile or metaphor.</td>
<td>Story demonstrates that the writer does not fully understand the novel, the characters and/or World War II. At least one historical event is inaccurate. The sequel is not believable given the ending of the novel. The writer does not use similes or metaphors.</td>
<td>Story demonstrates that the writer did not understand the novel. There is more than one historical inaccuracy. The sequel is not believable. The writer does not use similes or metaphors.</td>
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<thead>
<tr>
<th>Creativity and Effort</th>
<th>4</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>The story is written and presented in a highly creative way. The story shows that the student went above and beyond what was expected and is obvious</td>
<td>The story is written and presented in a creative way. The student went above what was expected and some work might have been done</td>
<td>The story is not written creatively. Student did only what was required. No extra time outside of school was spent.</td>
<td>The story is unacceptable.</td>
<td></td>
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<tr>
<td>Spelling</td>
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<tr>
<td>No spelling errors</td>
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<td>1-2 spelling errors</td>
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<td>3-4 Spelling errors</td>
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<td>More than 4 spelling errors</td>
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### Timeline of Events Rubric

<table>
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<th>Correct Order of Events</th>
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<tbody>
<tr>
<td>All events are placed in the correct order</td>
<td>1 event is incorrectly placed</td>
<td>2-3 events are incorrectly placed</td>
<td>More than 3 events are incorrectly placed</td>
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<table>
<thead>
<tr>
<th>Number of Events</th>
<th>10</th>
<th>7</th>
<th>4</th>
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<tbody>
<tr>
<td>At least 10 events and 10 illustrations are included</td>
<td>Between 7-9 events and illustrations are included</td>
<td>Between 4-6 events and illustrations are included</td>
<td>Less than 4 events and illustrations are included</td>
</tr>
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<tr>
<th>Creativity and Effort</th>
<th>4</th>
<th>3</th>
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<tbody>
<tr>
<td>The timeline is done in a highly creative way. The timeline shows that the student went above and beyond what was expected and is obvious that additional time was spent on the project outside of school hours.</td>
<td>The timeline is done in a creative way. The student went above what was expected and some work might have been done outside of school hours.</td>
<td>The timeline is either written creatively or presented creatively, not both. Student did only what was required. No extra time outside of school was spent.</td>
<td>The timeline is unacceptable</td>
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<tr>
<th>Spelling</th>
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<tr>
<td>Characteristics</td>
<td>6</td>
<td>4</td>
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<td>-----------------</td>
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<tr>
<td>62 characteristics for Korinna, 10 for the other main character and at least 5 similarities</td>
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<td></td>
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<tr>
<td>42 characteristics for Korinna, 8 for the other main character and at least 4 similarities</td>
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<tr>
<td>22 characteristics for Korinna, 6 for the other main character and at least 3 similarities</td>
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<tr>
<td>No characteristics for Korinna and the other main character and less than 3 similarities</td>
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<th>5</th>
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<tr>
<td>Includes physical characteristics, geographic location, emotions/feelings and motivations behind the characters' actions</td>
<td></td>
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<tr>
<td>Includes all but 1 of the following-physical characteristics, geographic location, emotions/feelings and motivations behind the characters' actions</td>
<td></td>
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<tr>
<td>Includes all but 2 of the following-physical characteristics, geographic location, emotions/feelings and motivations behind the characters' actions</td>
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<tr>
<td>Includes only 1 of the following-physical characteristics, geographic location, emotions/feelings and motivations behind the characters' actions</td>
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<tbody>
<tr>
<td>The Venn diagram is done in a highly creative way. The diagram shows that the student went above and beyond what was expected and is obvious that additional time was spent on the project outside of school hours.</td>
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<tr>
<td>The Venn diagram is done in a creative way. The student went above what was expected and some work might have been done outside of school hours.</td>
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<tr>
<td>The Venn diagram is not very creative. The student did only what was required. No extra time outside of school was spent.</td>
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<tr>
<td>The Venn diagram is unacceptable.</td>
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<td>More than 4 spelling errors</td>
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<tr>
<td>Topic and Depth</td>
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<tr>
<td>10</td>
<td>Poem is about main character or World War II and its relation to the novel. Poem is well thought out and author uses knowledge of World War II in writing the poem mentioning the war at least once.</td>
<td>7</td>
<td>Poem is about main character or World War II and its relation to the novel. Poem is well thought out and author uses knowledge of World War II in writing the poem but not specifically mentioning the war.</td>
<td>4</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Poetry Characteristics</th>
<th>4</th>
<th>3</th>
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<tbody>
<tr>
<td>Is written in poem form (either formulaic or free verse) and uses at least two similes or metaphors</td>
<td>Is written in poem form (either formulaic or free verse) and uses at least one simile or metaphor</td>
<td>Is written in poem form (either formulaic or free verse) but does not include a simile or metaphor</td>
<td>Is not written in poem form</td>
<td></td>
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<thead>
<tr>
<th>Creativity and Effort</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>The poem is written and presented in a highly creative way. The poem shows that the student went above and beyond what was expected and is obvious that additional time was spent on the project outside of school hours.</td>
<td>The poem is written and presented in a creative way. The student went above what was expected and some work might have been done outside of school hours.</td>
<td>The poem is either written creatively or presented creatively, not both. Student did only what was required. No extra time outside of school was spent.</td>
<td>Either the writing or the presentation is unacceptable.</td>
<td></td>
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Reading Days 13-14

4th grade

Concept: comprehension and interaction with historical fiction novels

State Academic Standard:

4.3.2 Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action.
Example: After reading *Sarah, Plain and Tall* by Patricia MacLachlan, discuss the causes and effects of the main event of the plot, when the father in the story acquires a mail-order bride. Describe the effects of this event, including the adjustments that the children make to their new stepmother and that Sarah makes to living on the prairie. Plot the story onto a story map, and write a sentence identifying the major theme.

4.3.3 Use knowledge of the situation, setting, and a character’s traits, motivations, and feelings to determine the causes for that character’s actions.
Example: After reading *The Sign of the Beaver* by Elizabeth George Speare, tell how the Native American character’s actions are influenced by his being in a setting with which he is very familiar and feels comfortable, as opposed to the reactions of another character, Matt.

4.3.5 Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works.

   - **Simile:** a comparison that uses *like* or *as*
   - **Metaphor:** an implied comparison
   - **Hyperbole:** an exaggeration for effect
   - **Personification:** a description that represents a thing as a person

Example: Identify a simile, such as *Twinkle, twinkle little star... like a diamond in the sky.* Identify a metaphor, such as *You were the wind beneath my wings.* Identify an example of hyperbole, such as *Cleaner than clean, whiter than white.* Identify an example of personification, such as *The North Wind told the girl that he would blow so hard it would be impossible to walk up the steep hill.*

4.5.1 Write narratives (stories) that:
include ideas, observations, or memories of an event or experience.
provide a context to allow the reader to imagine the world of the event or experience.
use concrete sensory details.
Example: Prepare a narrative on how and why immigrants come to the United States. To make the story more realistic, use information from an older person who may remember firsthand the experience of coming to America.

4.5.2 Write responses to literature that:
demonstrate an understanding of a literary work.
support judgments through references to both the text and prior knowledge.

Example: Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite.

4.5.5 Use varied word choices to make writing interesting.
Example: Write stories using descriptive words in place of common words; for instance, use enormous, gigantic, or giant for the word big.

4.6.2 Use simple sentences (Dr. Vincent Stone is my dentist.) and compound sentences (His assistant cleans my teeth, and Dr. Stone checks for cavities.) in writing.

4.6.3 Create interesting sentences by using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions.

Adjectives: brown eyes, younger sisters
Adverbs: We walked slowly.
Appositives: noun phrases that function as adjectives, such as We played the Cougars, the team from Newport.
Participial phrases: verb phrases that function as adjectives, such as The man walking down the street saw the delivery truck.
Prepositional phrases: in the field, across the room, over the fence
Conjunctions: and, or, but

Objectives: Students will be able to demonstrate comprehension of historical fiction novels read in literature circles through independent projects requiring usage of analysis, application, synthesis and evaluation levels of Bloom’s Taxonomy. Students will be able to apply and expand their knowledge of World War II and the Holocaust as it applies to historical fiction novels.

Materials List: literature circle novels
Reading journals
Pencils, pens, markers, crayons, colored pencils
Posterboard
Paper-lined and construction paper
Computers
Scissors
Glue
Behind the Bedroom Wall by Laura E. Williams
Social Studies textbook
Literature Circles Tic Tac Toe Activity Sheet

Engagement: The teacher will ask students if there are any questions concerning their independent activities. The teacher will answer general student questions whole class, while deferring specific, single student related questions until later.

Exploration/Explanation: The students will then be allowed to begin working. The teacher will then answer student specific questions individually with that student. The
teacher will then continue to circulate throughout the room answering questions and assisting students in their projects.

**Evaluation:** The student projects will be evaluated and graded using the attached rubric upon completion and turn in on Friday, the last day of the unit.

**Gearing up:** Students will be encouraged to do additional activities from the tic tac toe activity sheet for extra credit upon completion of the three required activities.

**Gearing down:** For students with IEPs or other special circumstances (such as receiving much instruction outside of the general education classroom), the number or difficulty of assignments to be completed could be altered on an individual basis to tailor to the needs of individual students.
English- Day 1

Grade 4

Concept: fact and opinion

State Academic Standards:
Social Studies:
4.1.14 Distinguish fact from opinion and fact from fiction in historical documents and other information resources*. Example: Identify different opinions on local and state events and issues from documents, cartoons, television, and other media.

Language Arts:
4.5.6 Write for different purposes (information, persuasion) and to a specific audience or person. Example: Write a persuasive report for your class about your hobby or interest. Use charts or pictures, when appropriate, to help motivate your audience to take up your hobby or interest.

Objectives: The students will be able to differentiate between fact and opinion statements concerning literature.

Materials List: overhead projector
Overhead markers
Nine Spoons: A Chanukah Story written by Marci Stillerman
The Butterfly by Patricia Polacco
The Cats in Krasinski Square by Karen Hesse
Rose Blanche by Roberto Innocenti
The Harmonica by Tony Johnston
The Feather-Bed Journey by Paula Kurzband Feder
Star of Fear, Star of Hope by Jo Hoestlandt
Chart paper
Markers

Engagement: Ask students the difference between a fact and an opinion. Emphasize to students that a fact can be proven but an opinion can not. Hand out the worksheet to students asking them to read each sentence independently and write fact or opinion on the line. When the students have finished making their determinations, read through each sentence and ask for student volunteers to answer either fact or opinion. Discuss each and ask students why it is either a fact or an opinion.

Exploration/Explanation: Bring out the book Nine Spoons: A Chanukah Story written by Marci Stillerman, which was read aloud during reading earlier in the day. Tell students that as a group they are going to generate fact and opinion sentences about this story. On the overhead make two columns, one labeled facts and one labeled opinions. Model generating a fact sentence from the story and writing it on the overhead, such as The
menorah was made from nine spoons. Then ask students to quietly brainstorm with the
person sitting next to them a fact sentence about the story. Have several groups share and
write their responses on the overhead in the fact column, provided they are truly fact
statements. If students provide opinion statements ask the group if their sentence can be
proven. Guide students to see that it cannot be proven and, therefore, is not a fact
statement. After writing several fact sentences, move to the opinion column. Model
writing an opinion sentence on the overhead such as Oma was a great storyteller. Guide
the students to understand that it didn’t say in the book that Oma was a great storyteller
and someone may think that she didn’t tell the story well even though the teacher did.
Have the students quietly brainstorm with the person sitting next to them again to come
up with opinion sentences about the story. Remind students that opinions cannot be
proven. Have several groups share and write their responses on the overhead in the
opinion column, provided they are truly opinion sentences. With each sentence shared
ask students whether or not it can be proven by looking in the book. After writing several
well written opinion sentences, pass out to students the picture books previously used
during the reading lesson. Also pass out large pieces of chart paper to students. Instruct
the students to write the title of the book at the top of the paper and then to divide the
paper into two columns as done on the overhead, labeling one fact and one opinion. As a
group the students will brainstorm four fact sentences and four opinion sentences from
their book. As the students work the teacher will walk around the room observing the
students’ work, assisting students as necessary (most likely with the identification of
opinion sentences) and observing how well group members work with one another.

**Evaluation:** The students’ posters will be reviewed by the teacher to assess general
understanding of the difference between fact and opinion.

**Gearing up:** If the students complete their posters and correctly wrote four fact and four
opinion sentences, have the students share their posters with the class.

**Gearing down:** If the students have trouble identifying and differentiating between fact
and opinion sentences, write several fact and opinion sentences on the overhead. For each
sentence, ask students first whether it can be proved or not, then guide students to
determine whether the sentence is fact or opinion.
Fact or Opinion?

Directions: Read each sentence. Is it a fact or an opinion? Write fact or opinion on the line next to the sentence.

1. _______ Cats are annoying pets.

2. _______ Math is one of our school subjects.

3. _______ Daisies are the prettiest flowers.

4. _______ Two different kinds of bears are brown bears and black bears.

5. _______ My sister’s birthday is in April.

6. _______ Thanksgiving is the best holiday.

7. _______ Soccer is an easy sport.

8. _______ We eat lunch before recess.
English- Day 2

Grade 4

**Concept:** becoming familiar with the opinion essay format
Identifying an opinion, reasons and details in an opinion essay

**State Academic Standards:**

Language Arts:

4.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) with fluency and accuracy and with appropriate timing, changes in voice, and expression.

4.2.1 Use the organization of informational text to strengthen comprehension. Example: Read informational texts that are organized by comparing and contrasting ideas, by discussing causes for and effects of events, or by sequential order and use this organization to understand what is read. Use graphic organizers, such as webs, flow charts, concept maps, or Venn diagrams to show the organization of the text.

Social Studies:

4.1.14 Distinguish fact from opinion and fact from fiction in historical documents and other information resources*.
Example: Identify different opinions on local and state events and issues from documents, cartoons, television, and other media.

**Objective:** After reading a published opinion essay, the students will be able to identify the stated opinion, reasons given and details relating to those reasons.

**Materials List:** *Why I Like to Take Pictures* written by George Ancona
Graphic organizers
Pencils

**Engagement:** “Yesterday we talked about fact and opinion. Can someone remember what an opinion is?” Guide students to remember that an opinion cannot be proven. Instead, it can be argued. Put the sentence, I like to eat spinach salads, on the chalkboard. Ask students if that sentence can be proven or not. No, it cannot be proven. Then ask students who like spinach salad to raise their hands. Then have the students who do not like spinach salads to raise their hands. “All of the people with their hands in the air do not agree with me. They disagree because they do not like spinach salads. Another way to tell an opinion is if you can disagree with it. You cannot disagree that spinach is a food. That is a fact. You can, however, disagree with liking it. Today we are going to read an opinion essay written by an author. The title of the essay is *Why I Like to Take Pictures.*” Ask students to raise their hands if they like to take pictures. Ask a few students why they like to take pictures, their reasons. Then ask students who do not like to take pictures to raise their hands. Ask the students for reasons why they do not like to take pictures. “Each person just gave me an opinion as to why they like taking pictures or why they do
not like taking pictures. They gave their opinion on the subject. “In this essay the author is going to tell us why he likes to take pictures. As we read, pay close attention to his reasons for liking to take pictures.”

**Exploration/Explanation:** Read the opinion essay aloud calling upon different students to read. When completed discuss as a group the following questions:

1. What is the author’s opinion about taking pictures?
2. What are some of the reasons the author provides to support his opinion?
3. Ask students to reread the first paragraph on page 414. In this paragraph what reason does the author give for liking to take pictures? What details does the author include about this reason?
4. In what paragraph does the author sum up his opinion about taking pictures?
5. Why do you think the author included the story about the ox cart man on page 414 and 415? Does this show support for one of his reasons? Why else might the author have included this story?

**Evaluation:** After asking and discussing the above comprehension questions, the teacher will give each student a copy of the graphic organizer. As a class the students will determine the author’s opinion. Hopefully, the students will quickly identify it as it was just discussed. The students will work in groups of two or three to identify the two main reasons the author gives for liking to take pictures. The students will then identify at least three details that tell about each reason. The students will record the reasons and details on their graphic organizers. The teacher will circulate throughout the room as the groups work helping students as necessary, answering questions and gauging student comprehension. The teacher will collect the graphic organizers at the end of the lesson as a means of assessment.

**Gearing up:** If the students finish their graphic organizers quickly and accurately have the students individually write two reasons why they like taking pictures or two reasons they do not like to take pictures. Then have the students write three details for each reason that they could include if they were writing an opinion essay about whether or not they liked taking pictures.

**Gearing down:** If the students have trouble identifying the reasons and details in small groups bring the class back together whole group. Reread through the essay as a class, stopping after each paragraph to discuss the author’s reason and details. After discussing, record as a class on the graphic organizers. Then move onto the next paragraph.
George Ancona is a freelance photographer, and he wrote this essay to explain why he enjoys taking pictures. What reasons does he give to support his opinion?

Why I Like to Take Pictures

by George Ancona

A long time ago, I began to take pictures with my father's camera. We lived on Coney Island, and I would wander the empty streets in winter taking pictures of the snow-covered clowns. I found that I really enjoyed taking pictures.

What I liked most was to take pictures of my family. After high school I went to Mexico to meet my grandparents, aunts, uncles, and cousins. I took pictures of them, and with these pictures I began my family album.

See www.eduplace.com/kids/ for information about George Ancona.

About the Author

INTERNET CONNECTION Send your students to www.eduplace.com/kids/ for information about George Ancona.

Resources

Encourage students to look for opinions as they read nonfiction and fiction books, such as an author's expression of opinion about the subject of his or her book. Provide opportunities to share some of their finds with the class.
I also like to take pictures because it gives me a chance to travel. When I returned from Mexico, I became a freelance professional photographer. This has allowed me to go to many wonderful places around the world, including Iceland, Tunisia, France, Brazil, Japan, Cuba, and many other countries.

One of my favorite reasons for taking pictures is to meet people. In countries where I do not speak the language, I will meet a person who sees me as a stranger. I look him or her in the eyes and smile. Usually the response is a twinkle in the eyes, and then I take a picture. If it's a frown, I move on.

Once, in a small village in Mexico, I saw a man loading his ox cart with corn stalks. I asked if I could take a picture of his ox. He said no. As I moved on down the street I wondered why, so I turned...
ack and asked him. He had no answer, but he said I could take the picture. Then I asked him to stand next to the ox, and he did. Soon his whole family came to have their picture taken.

Once I took my granddaughter with me, and she would complain, "Poppi, you are always talking to people. You don't even know that man." "Yes, Sweetie," was my answer, "but now I do!"

Today, when I look through my photographs, my thoughts go beyond them to the fond memories of the people I have met, of meals shared with strangers that became friends, of long walks and long talks, of music and dances and festivals, and of how alike we all are—the peoples of the world.
English- Day 3

Grade 4

Concept: six guidelines to a great opinion essay

State Academic Standards:

4.2.1 Use the organization of informational text to strengthen comprehension. Example: Read informational texts that are organized by comparing and contrasting ideas, by discussing causes for and effects of events, or by sequential order and use this organization to understand what is read. Use graphic organizers, such as webs, flow charts, concept maps, or Venn diagrams to show the organization of the text.

Objective: The students will be able to identify the six characteristics of a great opinion essay and locate examples in the published opinion essay, Why I Like to Take Pictures.

Materials List: transparency of the six characteristics of a great opinion essay
Overhead projector
Student copies of Why I Like to Take Pictures written by George Ancona
Pencils

Engagement: Ask students to verbalize the difference between a fact and an opinion. Once a correct definition for each has been established, ask for a sample fact sentence and a sample opinion sentence as a quick review. Ask students to reread silently the opinion essay read aloud yesterday in class, Why I Like to Take Pictures.

Exploration/Explanation: Place on the overhead a copy of “What Makes a Great Opinion Essay.” Tell students that every opinion essay should have these characteristics to make it an A paper. Have a student read aloud the first characteristic of a great opinion essay. Ask the students to look back at the opinion essay just read and determine whether the author hooked the audience right away, meaning did the author make the reader interested in what he was going to say. Ask students to prove that the author did this by reading the sentences that really hooked them into the story. Tell students that an introduction to an opinion essay should be more interesting than, “I like to take pictures.” I am much more interested in this essay because the author told me he liked taking pictures through an example. Have a student read aloud the second characteristic. Assign each table or group of students a paragraph and ask them to locate the topic sentence and underline it, reminding students that a topic sentence introduces what the writer is going to write about in the paragraph. As a class ask each group to identify the topic sentence of their paragraph. As each topic sentence is identified, have the students underline it in their essays. Continue having the students identify the characteristics of a great opinion essay by locating examples in the previously read essay. Have the students circle all of the reasons in the essay when discussing the third characteristic- strong reasons to support the opinion. When discussing the fifth characteristic- write in a way that sounds like you, ask the students why that would be especially important for an opinion essay.
Guide students to the understanding that an opinion essay tells what you think about a topic and it wouldn’t sound right if the essay didn’t sound like you. That also means to choose real reasons to support your opinion.

**Evaluation:** After going through the six characteristics of a great opinion essay using the previously read model essay, ask the students, “Based on these six guidelines of a great essay, do you think George Ancona wrote a great opinion essay. Why or why not?” Take student responses to the question. Guide them to the understanding that because Ancona’s essay demonstrated all six characteristics, it is a great opinion essay. “When we write our opinion essays, it will be important to follow all six guidelines for a great essay!”

**Gearing up:** If the students identify all six characteristics in the essay and understand that it is a quality essay because of these six components, go onto the next lesson which begins shared opinion writing.

**Gearing down:** If the students have trouble identifying the characteristics in Ancona’s essay, show them the teacher written “bad” opinion essay on liking to take pictures. Compare and contrast the two essays verbally with students asking which one is better and why. Help students understand that the better written essay follows the six guidelines to a great opinion essay.
Why I Like to Take Pictures
(For use in gearing down if necessary)

I have a camera and I like to take pictures wherever I go.

It is fun to take pictures. I think it is more fun than swimming or school. I also like to take pictures because I have a camera. If I didn’t have a camera I don’t think I would like to take pictures as much.

That’s about it.
What Makes a Great Opinion Essay?

Lesson Objective

Students will:
• discuss the characteristics of a well-written opinion essay

Focus on Instruction

• Explain to students that “Why I Like to Take Pictures” is an example of a well-written opinion essay. Ask volunteers to read aloud the definition and characteristics of an opinion essay. Review the ones that were represented in the published model, “Why I Like to Take Pictures,” (an opening that introduced the topic, strong reasons and details, an ending that summed up the important points)
• Have students read the Grammar Check. Tell students to keep the tip in mind as they write their papers. Remind students that they will check their papers for correct correct use of singular and plural pronouns.

If this is students’ first encounter with the cartoon dog, explain that this is Sal, the writer’s pal, and that Sal will help them learn to write a great opinion essay.

Connecting to the Rubric

• These criteria are tied to the rubric on page 428.
• Explain to students that they will be writing their own opinion essay and that they will learn how to include these characteristics. Students will use these criteria to help them evaluate their papers.

This page is available as a poster.

Looking Ahead

Tell students that they will next see how the characteristics listed on this page are applied in one student’s working draft and final copy of an opinion essay.

FOR STUDENTS ACQUIRING ENGLISH

To illustrate the use of I, me, to, with, for, and at, turn back to the published model and highlight each use of these words. Once you have done a few examples, encourage students to make a game of finding the words in the essay. Next, compare the other aspects of the rubric to the model. Ask students to give opinions on how the writer did.
English- Day 4

Grade 4

Concept: determining reasons to support an opinion

State Academic Standards:

4.5.2 Write responses to literature that:
   demonstrate an understanding of a literary work.
   support judgments through references to both the text and prior knowledge.
Example: Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite.

4.5.6 Write for different purposes (information, persuasion) and to a specific audience or person.
Example: Write a persuasive report for your class about your hobby or interest. Use charts or pictures, when appropriate, to help motivate your audience to take up your hobby or interest.

Objective: After reading Passage to Freedom: The Sugihara Story, the students will be able to decide upon reasons why they would the father in the story to be their friend and reasons why they would not like the father to be their friend.

Materials List: overhead projector
Overhead markers
Passage to Freedom: The Sugihara Story written by Ken Mochizuki

Engagement: “Today we are going to begin writing as a class an opinion essay. Remember that an opinion is how you feel about something and that not everyone will have the same opinion. However, we are going to try to agree upon an opinion after reading the book, Passage to Freedom: The Sugihara Story. As I read aloud, think about how you feel about the main character, Hiroki Sugihara’s father.”

Exploration/Explanation: Read aloud the book Passage to Freedom: The Sugihara Story. While reading, remind students that they are thinking about the main character, his personality and his actions. After reading discuss Hiroki Sugihara’s father’s character. The teacher will then write the following sentence on the overhead. I would like Hiroki Sugihara’s father as a friend. Ask the students, “Is this sentence an opinion? Why or why not?” Have students respond and ensure that students understand that the sentence is an opinion because it is how a person feels and someone could disagree with the statement. As a class ask students to name some reasons why they would like him as a friend. Possible responses would include that he is kind, he is willing to help other people and would likely help them, he did what was right even though it wasn’t easy, etc. Record all responses on the overhead under the heading- Reasons for. Then ask students for reasons they would not like him as a friend. Possible answers could include that he is an adult, that he didn’t speak English and it would be difficult to communicate, etc. Record all
answers on the overhead under- Reasons against. Show students that there are reasons both for and against having this man as a friend. “In our opinion essays there should be both things you like and dislike, reasons for and against.”

**Evaluation:** The students will be informally assessed by the teacher throughout the shared writing process through responses to questions. The students will also be assessed on their knowledge and capability of writing opinion essays through individual writing in the future of opinion essays.

**Gearing up:** If the students quickly go through the first part of the shared writing process as outlined above, the teacher will move onto the next part- evaluating reasons to determine whether they are strong or weak.

**Gearing down:** If the students have trouble identifying reasons why they would or why they wouldn’t want this man as their friend, the teacher will model brainstorming a reason and placing it on the board for both for and against as a means of getting the students started.
English- Day 5

Grade 4

Concept: shared writing of an opinion essay
Identifying components of an opinion essay and evaluating the components against an established criteria
Strong and weak reasons

State Academic Standard:
4.4.10 Review, evaluate, and revise writing for meaning and clarity.
4.5.2 Write responses to literature that:
   demonstrate an understanding of a literary work.
   support judgments through references to both the text and prior knowledge.
   Example: Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite.
4.5.6 Write for different purposes (information, persuasion) and to a specific audience or person.
   Example: Write a persuasive report for your class about your hobby or interest. Use charts or pictures, when appropriate, to help motivate your audience to take up your hobby or interest.
4.6.3 Create interesting sentences by using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions.
   Adjectives: brown eyes, younger sisters
   Adverbs: We walked slowly.
   Appositives: noun phrases that function as adjectives, such as We played the Cougars, the team from Newport.
   Participial phrases: verb phrases that function as adjectives, such as The man walking down the street saw the delivery truck.
   Prepositional phrases: in the field, across the room, over the fence
   Conjunctions: and, or, but

Objective: The students will be able to compose the beginning paragraphs of an opinion essay with teacher guidance.
The students will be able to evaluate the written paragraphs against the established criteria for a great opinion essay.
The students will be able to evaluate written reasons and determine which are strong reasons and should be kept, while eliminating weak reasons.

Materials List: overhead projector
Overhead markers
Yesterday’s transparency including opinion statement and reasons
Engagement: Ask students to review yesterday’s story and the topic of our shared writing opinion essay, Hiroki Sugihara’s father and his heroic actions. Put the reasons written yesterday on the overhead and review with students. Ask students what the words strong and weak mean. Then ask students what they believe a strong reason to be based on what they know the words strong and reason means. Ask the students what they believe a weak reason to be.

Exploration/Explanation: “Today we are going to be evaluating our reasons and figuring out if they are strong reasons or weak reasons. For example, I might say two reasons I like cats are because you don’t have to take them outside like a dog and because my sister likes cats.” Tell students that one reason is a strong reason and the other is a weak reason. “Which is strong and which is weak and why?” Help the students see that my sister liking cats has nothing to do with me liking cats. That is a weak reason. However, not having to take my cat outside in the middle of winter is a strong reason. With the students evaluate each reason written yesterday about the story. Have students give the reason a thumb up if they think it is a strong reason and a thumb down if they think it is a weak reason. The teacher will then call upon a student to give a reason why it is a strong reason or why it is a weak reason. Each weak reason will be crossed out. “We only want to include the strong reasons in our essay to make it our personal best.” Once all opinions have been evaluated and only the strong ones remain, reread through all of the reasons. “These are the reasons we will include in our opinion essay about having Hiroki’s father as a friend. Now we are ready to begin writing. Begin to model the writing. “How should we begin our opinion essay? I know!” The teacher will write on the overhead the sentence, I would like to have Hiroki’s father as a friend. “There, I told my opinion right away.” Then the teacher will ask the students to look at the chart posted in the room entitled What Makes a Great Opinion Essay. Ask the students if there is a characteristic listed on the chart about the beginning of an opinion essay. After students recognize that the introduction should hook the audience the teacher will ask the students, “Does my introduction really interest you and make you want to read on and find out what I have to say?” No, of course it does not. Have the students brainstorm alternative ways of beginning the essay that would introduce the opinion but also interest the reader. Discuss different options that arise and then as a class decide upon how the introduction should read. The teacher will write the introduction on the overhead. If time allows, the teacher will then ask the students what reason should be discussed first in the essay. Should the opinions for having him as a friend be first or should the opinions against having him as a friend be first? Why? Once the first reason has been recorded, ask the students what needs to be done with the reason to make the essay a great opinion essay. Have the students brainstorm details (most likely examples from the story) to illustrate the reason. Write the paragraph and afterward model looking back over the paragraph. “Looking at the paragraph we wrote I see that we included a topic sentence that introduces the reason. Then I see that we used details to tell more about the reason. We even included a specific example from the book. All of these things are part of a great
opinion essay and should be included in every reason paragraph.”

**Evaluation:** Ask the students to read silently what has been written so far. Then ask the students to identify components of the essay that make it a great opinion essay. Remind the students to use the chart, *What Makes a Great Opinion Essay*, if they need help.

**Gearing up:** If the students are easily incorporating the components of a great opinion essay and are ready to try on their own, have each student compose the next paragraph of the essay using the next reason. Remind the students to include a topic sentence, the reason and specific details, including examples. If there is a small group of students not yet ready to work independently, the teacher will work with this group to write the next paragraph together as done previously with the entire class.

**Gearing down:** If the students have trouble writing the paragraph, the teacher will model writing the paragraph, thinking aloud while writing. After the paragraph has been written, the teacher will help the students identify the important parts including the topic sentence, the stated reason and the specific details, including examples.
Grade 4

Concept: shared writing of an opinion essay
Identifying components of an opinion essay and evaluating the components against an established criteria

State Academic Standard:
4.4.10 Review, evaluate, and revise writing for meaning and clarity.
4.5.2 Write responses to literature that:
demonstrate an understanding of a literary work.
support judgments through references to both the text and prior knowledge.
Example: Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite.
4.5.6 Write for different purposes (information, persuasion) and to a specific audience or person.
Example: Write a persuasive report for your class about your hobby or interest. Use charts or pictures, when appropriate, to help motivate your audience to take up your hobby or interest.
4.6.3 Create interesting sentences by using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions.
Adjectives: brown eyes, younger sisters
Adverbs: We walked slowly.
Appositives: noun phrases that function as adjectives, such as We played the Cougars, the team from Newport.
Participial phrases: verb phrases that function as adjectives, such as The man walking down the street saw the delivery truck.
Prepositional phrases: in the field, across the room, over the fence
Conjunctions: and, or, but

Objective: The students will be able to individually compose the body paragraph of an opinion essay that includes a stated reason, a topic sentence, and specific details, including examples from the book.
The students will be able to evaluate the written paragraphs against the established criteria for a great opinion essay.

Materials List: overhead projector
Overhead markers
Beginning paragraphs of class writing
Paper
Pencils
**What Makes a Great Opinion Essay**

**Engagement:** The teacher will put the half-finished essay on the overhead for the students to read silently to themselves as a review. When the students have finished, ask the students to comment on the writing so far. “Have we done a good job? Have we followed the criteria for a great opinion essay? Is the essay interesting? Does it make sense?”

**Exploration/Explanation:** Ask students to choose the next reason that should be discussed in the essay. The class will come up with a topic sentence and details supporting that reason. The teacher will write the student composed paragraph on the overhead. After it is written the teacher will ask the students to evaluate the paragraph. Is there a topic sentence? Is there a reason given? Are there specific details supporting the reason? If the students are following the guidelines, ask the students to compose the next paragraph individually. The class will determine the next reason to be discussed and then each student will write their own third paragraph. The teacher will circulate throughout the room assisting students as necessary and observing students’ work as a means of informal assessment. Once the students are done, the teacher will ask the students to look at their paragraph to evaluate it in the same manner as done with the previous paragraphs. The teacher will ask for a thumbs up from students if their paragraph states a reason. Then the teacher will ask for a thumbs up from students if their paragraph has a topic sentence. Then the teacher will ask for a thumbs up from students if their paragraph has specific details. Last the teacher will ask for a thumbs up from students if their paragraph includes an example from the book. Once these paragraphs have been evaluated, allow a couple of students who wish to share read their paragraphs aloud. Ask the students if there is any characteristic on the *What Makes a Great Opinion Essay* chart about the closing paragraph of the essay. Students should recognize that the closing should sum up the important parts of the essay. Ask students what they think the important parts to sum up are and why. “Are the reasons important? Is the opinion important? Are the details important?” Guide students to understand that the details do not need to be said again in the closing but the opinion should be said again, as well as the details. Have the students brainstorm the ending. The teacher will write the closing paragraph with the help of the students on the overhead. The teacher will then ask the students if the written closing paragraph sums up all of the major points.

**Evaluation:** Once the entire essay is completed, have a student volunteer read it aloud, placing his/her individually written third paragraph in the essay. The teacher will ask the students to listen while the essay is being read for all of the characteristics of a great opinion essay.

**Gearing up:** If the students finish the shared writing essay and have appropriately evaluated it, the teacher will move onto the next lesson in which the students will receive their opinion essay writing assignments.
**Gearing down:** If the students have trouble writing the third paragraph on their own, the teacher will have the students stop writing and will continue the essay as a shared piece of writing.