

AMI Lessons for March 30-April 17
5th Grade Literacy and Social Studies

Hey kiddos! I know some of you are doing paper lessons and some are online. I have created this template for both, but it may change for my online kiddos as we email each week. **For paper copy students**, try to follow it the best you can and call me if you get overwhelmed or frustrated. Remember, do what you can and just do your best. We are all going to make mistakes, but stay calm and we will get through.

Please check your email a couple of times each week for those of you that have the internet. I will try to update and check on you as often as possible. I will have my email up daily and you can call me with questions. **My number is 870-656-7560. Please try to call me during the hours of 8:00-3:30 if you have a question.** Do not be afraid to make a mistake. This is the time to show me what we have been learning all year. You know how to take notes, show me your strengths, and learn from mistakes. You can do this!! **You can send me emails at any time, and I will respond throughout the day.** I would like for us to Google Chat a time or two a week. I will work on getting that set up, so please check your email. This will be a work in progress, but I'm going to do my best and I know you will too. Most importantly, stay healthy and happy!! I miss you all. Blessings, Mrs. Sallee

Internet Students Only-Log in to Google Classroom through Mrs. Morrell's account and all of your teachers will upload your lessons there. You will have a choice with your PBS lesson. As for the novel study; Number the Stars, I will post your activities in Google Classroom. I have printed everyone a hard copy in case the internet goes out, or you may want to write on the paper copy before typing it to me. You do NOT have to fill out both. The same goes for the Readworks article if you choose to do so. **For accomodations**, Readworks has the article with audio text and YouTube has the Number The Stars audio chapter by chapter.

March 30-April 3rd

Week 1

Language Arts

Social Studies

<p>Tuesday & Wednesday</p>	<p>PBS Lessons on Google Classroom</p> <p><u>Number the Stars- daily reading</u> Read Chapters 1 & 2</p> <ul style="list-style-type: none">• Dictionary Detective• Vocabulary Study <p><u>Daily Language Choice</u> 15 minutes of MobyMax Language each day</p> <p>Or April editing sheet-follow the dates</p>	<p>Readworks Article</p> <p><u>Colonization and Revolutionary War: Background to the Colonies</u></p> <p>OR-Liberty Kids videos on YouTube (2 per week) retell to a family member</p>
<p>Thursday & Friday</p>	<p>PBS Lessons on Google Classroom</p> <p><u>Number the Stars- daily reading</u> Reread Chapters 1 & 2</p> <ul style="list-style-type: none">• Understanding the Story• Chapter Summary <p><u>Daily Language Choice</u> 15 minutes of MobyMax Language each day</p> <p>Or April editing sheet-follow the dates</p>	<p>Readworks Article</p> <p><u>Unrest in Boston</u></p> <p>OR-Liberty Kids videos on YouTube (2 per week) retell to a family member</p>

April 6-April 10

Week 2

Language Arts

Social Studies

<p>Monday & Tuesday</p> <p>Novel Study divide the reading and work out over the two days</p>	<p>PBS Lessons on Google Classroom</p> <p><u>Number the Stars- daily reading</u> Read Chapters 3 & 4</p> <ul style="list-style-type: none"> ● Dictionary Detective ● Vocabulary Study ● Understanding the Story ● Chapter Summary <p><u>Daily Language Choice</u> 15 minutes of MobyMax Language each day</p> <p>Or April editing sheet-follow the dates</p>	<p>Readworks Article</p> <p><u>Trouble is Brewing: A Tax on Tea</u></p> <p>OR-Liberty Kids videos on YouTube (2 per week) retell to a family member</p>
<p>Wednesday & Thursday</p> <p>Novel Study divide the reading and work out over the two days</p>	<p>PBS Lessons on Google Classroom</p> <p><u>Number the Stars- daily reading</u> Read Chapters 5 & 6</p> <ul style="list-style-type: none"> ● Dictionary Detective ● Vocabulary Study ● Understanding the Story ● Chapter Summary <p><u>Daily Language Choice</u> 15 minutes of MobyMax Language each day</p> <p>Or April editing sheet-follow the dates</p>	<p>Readworks Article</p> <p><u>A Very Messy Tea Party</u></p> <p>OR-Liberty Kids videos on YouTube (2 per week) retell to a family member</p>
<p>Friday</p>	<p>Write in your creative writing notebook or create a Google Doc to share with me. We can pretend this journal is like the <u>I Survived</u> books. We can call it: <u>I Survived the Great Quarantine of 2020</u>. Write</p>	

	about your week at home. Be detailed in your writing and remember to use correct mechanics.	
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April 13-April 17

Week 3	Language Arts	Social Studies
<p>Monday & Tuesday</p> <p>Novel Study divide the reading and work out over the two days</p>	<p>PBS Lessons on Google Classroom</p> <p><u>Number the Stars- daily reading</u> Read Chapters 7 & 8</p> <ul style="list-style-type: none"> • Dictionary Detective • Vocabulary Study • Understanding the Story • Chapter Summary <p><u>Daily Language Choice</u> 15 minutes of MobyMax Language each day</p> <p>Or April editing sheet-follow the dates</p>	<p>Readworks Article</p> <p><u>The Fight Begins: The British Punish Boston</u></p> <p>OR-Liberty Kids videos on YouTube (2 per week) retell to a family member</p>
<p>Wednesday & Thursday</p> <p>Novel Study divide the reading and work out over the two days</p>	<p>PBS Lessons on Google Classroom</p> <p><u>Number the Stars- daily reading</u> Read Chapters 9 & 10</p> <ul style="list-style-type: none"> • Dictionary Detective • Vocabulary Study • Understanding the Story • Chapter Summary <p><u>Daily Language Choice</u> 15 minutes of MobyMax Language each day</p> <p>Or April editing sheet-follow the dates</p>	<p>Readworks Article</p> <p><u>Colonization and Revolutionary War-Paul Revere's Ride</u></p> <p>OR-Liberty Kids videos on YouTube (2 per week) retell to a family member</p>

Friday	<p>Write in your creative writing notebook or create a Google Doc to share with me. We can pretend this journal is like the <u>I Survived</u> books. We can call it: <u>I Survived the Great Quarantine of 2020</u>. Write about your week at home. Be detailed in your writing and remember to use correct mechanics. You can also free write if you prefer.</p>	

Hello, my fifth graders and families! I miss you. I'm praying you are safe and finding lots of fun things to do while you are at home and social distancing. You and your family can reach me at one of these places:

tara.crowe@norfork.k12.ar.us

(870) 405-8780

If you don't have internet access at home, then you'll need to also follow the Arkansas AMI Learning Guide I've included with just a few changes.

Math:

Instead of watching the Khan Academy videos for one learning opportunity, choose 3 lessons in your Volume 2 math book in Chapter 11 to complete by reading the instructions and looking at the examples. Complete the entire lesson through the homework page.

Hello, students! This is Mrs. Morrell. I am praying you all are safe and can't wait till I can see you and catch up with you! If you need to contact me please email me at amy_morrell@norfork.k12.ar.us. If you need to call me please call me at the school number 870-499-7192 and I will return your call as soon as I can.

Thank you so much!

Amy Morrell



PBS Arkansas Shows and Times

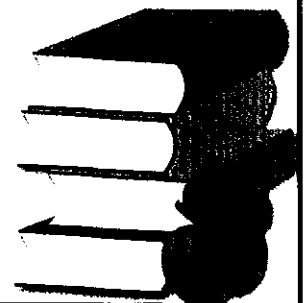
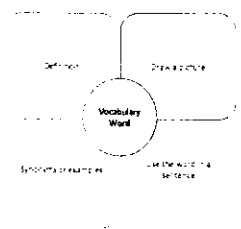
SciGirls Mon.-Fri. 9:30 Daily	SciGirls showcases bright, curious, real tween girls putting science, technology, engineering and math (STEM) to work in their everyday lives.
Nova- The Planets Mon. Wed. Thurs & Fri. 10:00	Among the stars in the night sky wander the eight-plus worlds of our own solar system—each home to truly awe-inspiring sights. NOVA will explore the awesome beauty of "The Planets".
Cyberchase Tuesday 10:00	Cyberchase is an ongoing action-adventure children's television series focused on teaching basic STEM concepts.
Odd Squad Tuesday 10:30	The show focuses on two young agents, Olive and Otto, who are part of the Odd Squad, an agency whose mission is to save the day whenever something unusual happens in their town.

Play **Vocabulary BINGO** throughout the week: As you watch PBS shows look and listen for keywords on the tv. When you get 4 words across, down or diagonal, you have a BINGO.

Literacy Corner

Choose at least 3-5 literacy learning opportunities to practice your reading, writing and communication skills. Don't forget to grab a good book and **read daily.**

- **Vocabulary Graphic Organizer:** Pick 3 words from the BINGO card and make a vocabulary organizer for each of your words (Define, Draw, Synonym, & Use in a sentence).
- **Create a Headline** after watching and taking notes from *SciGirls*. **Write** or tell someone about the things you learned in the video.
- **Presentation:** Time for your child to be the expert! Let him or her **make a presentation** using facts and pictures about something learned this week. This can be done on paper, poster, or computer. Present for family or friends at home or by video chat.
- **Read *Pluto: The Planet that Wasn't*** and **summarize** (write the main points) the article.
- **Read: *Look Who's Talking* and *Head Count*** and answer questions.
- **Write a summary** of your favorite show this week. Remember to include the main idea and supporting details.
- **Create your own animal** and come up with an interesting way for it to warn others of danger. You may draw a picture or make your new animal using crafts or materials from home. Write a detailed description of your animal and its traits for survival.



- **Create a travel brochure** to attract future space tourists to visit one of the planets you learned about in the NOVA videos. Be sure to include facts about the planet in your descriptions.
- **FREE Choice-** Ask your child about his or her interests? Let them choose something to read, write or learn more about today.

Math:

- Please do Mr. Hartle's math pages or log into his Google Classroom to complete his work if you are his student . IF you are Mrs. Crowe's student please do the work in this box.
- **Khan Academy:** If you have internet access, it is recommended that your child the Khan Academy modules with built-in instruction to support math learning at days a week. Select your grade level or type in the web address and select the GET STARTED button. (Counts as one each day) If needed students may select a different grade, regardless of age.

2nd grade math <https://www.khanacademy.org/math/cc-2nd-grade-math>

3rd grade math <https://www.khanacademy.org/math/cc-third-grade-math>

4th grade math <https://www.khanacademy.org/math/cc-fourth-grade-math>

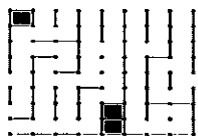
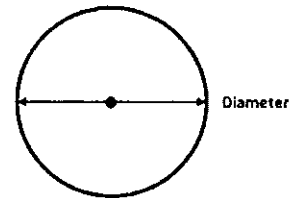
5th grade math <https://www.khanacademy.org/math/cc-fifth-grade-math>

6th grade math <https://www.khanacademy.org/math/cc-sixth-grade-math>



utilize
least 3

- **Grocery Game.** Choose a few items from your pantry and create a price tag for each item. Use either real or fake money (drawn on paper) to "buy" items on your grocery list. Count out and make change.
- **Diameter:** Look around your home and gather up different round objects (ex: coins, buttons, pans, plates, etc) and **use a ruler to measure the diameter** of each object to the nearest quarter inch. Remember, the diameter is a straight line passing from side to side through the center.
- **Be a Kid Chef:** With the help of an adult, find a recipe and become a chef. Follow the directions and practice **using measuring tools** to make something homemade. Write your recipe and share with a friend.



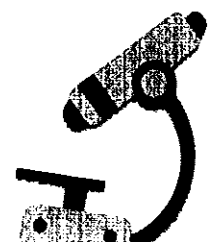
- Play the **Connect the Dots Game** in your packet with a family member. Each player takes turns **connecting adjacent (next to) dots**, either vertically or horizontally. The goal is to claim as many boxes as possible. If you draw the fourth side of a box, you get to claim that square by writing your initials inside and you get another turn. The game ends when all lines have been drawn, all boxes have been claimed, and the person with the most boxes wins! Continue playing by drawing your own dots game.

- **Math fluency:** Practice your multiplication and division facts.

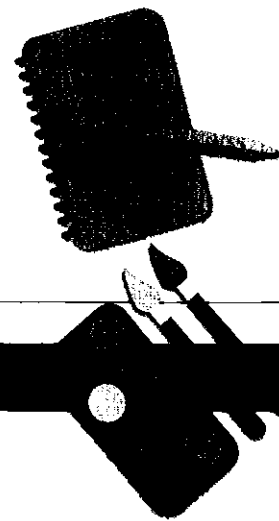
THINK like a Scientist!

Choose at least 2 -3 science learning opportunities for the week.

- **Insect hunt:** Go outside and look in the grass, trees, under rocks...how many different animals can you see? Draw a picture of at least 5 and explain where and why you think they live there.
- **Float or Sink:** Find 3 items that sink in water. Do they sink in salt water? If you change the concentration (use less or more) of salt, can you make the objects float? Draw or explain why.



- **Evidence of H₂O:** Go outside and in ten minutes, write down all the evidence you observe that water is on Earth. Imagine how your observations would change if there was no water on Earth. Write about how a lack of water would change our lives.
- **Sky Observations:** Go outside with an adult in the evening. Make detailed observations about what you see in the sky and the direction you are facing. Go outside at the same time the following night, and face the same direction. Make detailed observations about what you see. Share what you learned with someone in your home. Did it stay the same? Was it different? Could you see more or less? What else did you notice?
- **Challenge activity Force and Motion:** Find 3 shoes with different types of soles on them. Push them across 2 different types of flooring (tile, carpet, wood, etc.). Make observations about how much force (how hard you had to push) it took to move the shoe. Create a chart with your data (easy, medium, hard) and then graph it.
- **Challenge activity Field Guide:** Go outside, look under rocks, in the grass and on trees to find 4 different types of insects. Create your own field guide of insects by drawing and labeling each one you find.



FUN ZONE

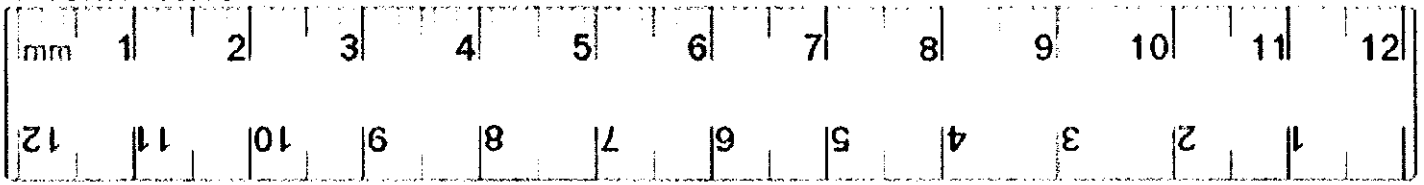
- ★ **Get active-** dance, do exercises, create an obstacle course
- ★ **Perform-** Dress up and perform. Act out your favorite story or one you wrote this week
- ★ **Play** a family game (Uno, Heads Up, Battleship, Guess Who, etc...)
- ★ **Make a masterpiece** - use art chalk, paint, crayons, etc.
- ★ Check out the PBS kids for specific games and additional learning opportunities for each show.
<https://pbskids.org>



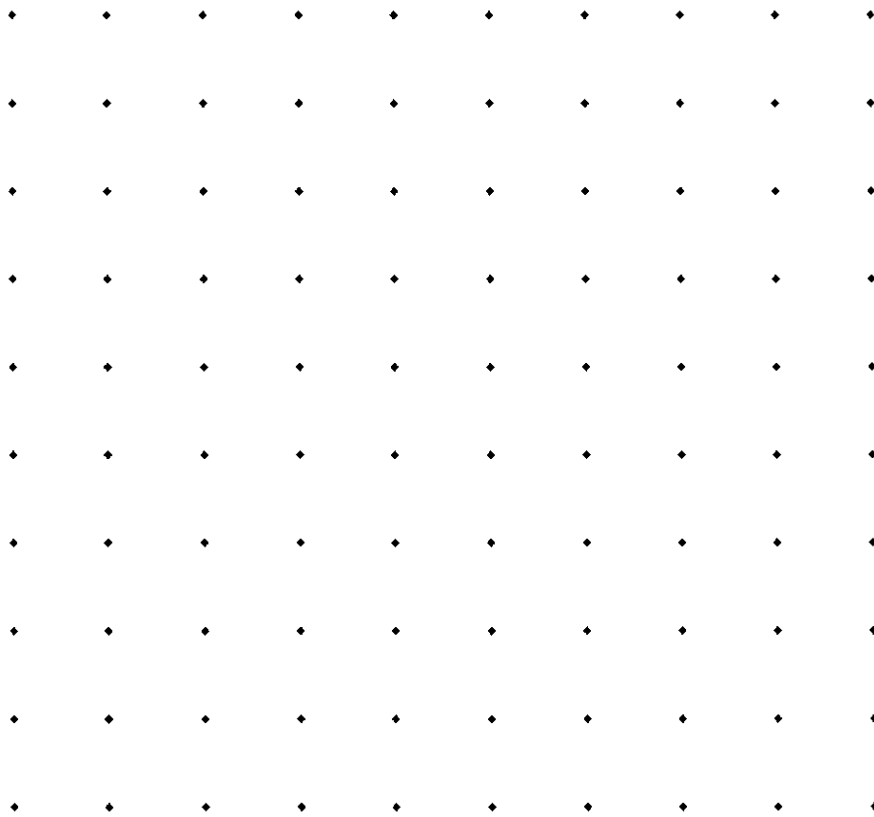
	Example	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am		Ready, Set, Go! Wake up, eat breakfast, and get dressed for the day!				
9:00 am						
9:30 am		Watch Grades 3-5 Arkansas PBS 9:30-11:00 each day				
11:00						
12:00 pm						
1:00 pm						
2:00 pm						
3:00 pm						
4:00 pm						
5:00 pm						
6:00 pm						
7:00 pm		Great time to start getting ready for bed. Once you're ready, it's a great time to snuggle with a book.				
8:00 pm						

Mentor	Force	Surface	Vortices a mass of whirling fluid or air, especially a whirlpool or whirlwind
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Centimeter ruler for measuring activities:



Connect the Dots Game



Student Name:

Teacher's Name

Grade Level

WATERPROOFING: FROM THE SCIENCE OF WATER TO THE SCIENCE OF PROTECTING YOUR HOME

We were able to watch:

- All 5 days of programs (Hour and ½ each day)
- 4 days
- 3 days
- 2 days
- 1 day
- Did not watch

Literacy Corner

Mark the learning opportunities that your child completed:

- Read at least 4 days
- Vocabulary Graphic Organizer
- Create a Headline
- Presentation
- Read *Pluto: The Planet that Wasn't* from
- Read Article and answered questions- *Looks Who's Talking* and *Head Count* from ReadWorks
- Write a summary
- Create your own animal
- Create a travel brochure
- FREE Choice

Math Mania

Mark the math learning opportunities your child completed:

- Khan Academy 3 times or more this week (30 min each)
- Grocery Game
- Diameter
- Be a Kid Chef
- Connect the Dots Game
- Math Fluency

THINK like a Scientist!

Mark the learning opportunities your child completed:

- Insect Hunt
- Float or Sink
- Evidence of H₂O
- Sky Observations
- Draw a Map
- Challenge Activity: Force and Motion
- Challenge Activity: Field Guide



Upload, email, or turn in 2 pieces of your child's work from the week that shows their progress in completing the learning opportunities in literacy, math or science to

Pluto: The Planet That Wasn't

Poor Pluto!

It's bad enough to be the runt of the group, but to be told after 75 years that you're not even a member of the club - that's an insult!

Pluto was first discovered in 1930. Until 2006, students were taught that it was the ninth and smallest planet in the solar system. Smaller than Earth's moon, it is not even as wide as the United States.

Pluto is made up almost entirely of rock and ice. It is so far away from Earth that the NASA New Horizons spacecraft took almost 10 years to get very close to it. Pluto's full orbit around the sun lasts almost 250 Earth years!

But as small as it is, as cold as it is, as far from the sun as it is, for all those years it was considered the ninth planet of the solar system... until Eris came around.

Eris was discovered in 2005. It is about the same size as Pluto. And like Pluto, it is part of the Kuiper Belt, a ring of objects that circle the outer edge of the solar system.

After Eris was discovered, scientists had to make a decision. Either Eris was the 10th planet in the solar system or it was not a planet at all! And if Eris weren't a planet, could Pluto be considered one?

Scientists made new rules for what is counted as a planet, and decided that neither Pluto nor Eris qualified.

A new category was created: dwarf planet. The official list of planets in the solar system went from nine to eight, and Pluto and Eris became members of the dwarf planet club. So long for Planet Pluto-but at least it no longer has to be the littlest guy in the club. In fact, Pluto is one of the bigger dwarf planets! Maybe Pluto doesn't have it so bad after all.

Name: _____ Date: _____

1. Pluto used to be considered a planet. Today, what is it considered to be?

A. It is considered to be a dwarf planet.

B. It is considered to be a star.

- C. It is considered to be a comet.
- D. It is considered to be an asteroid.

2. How does the text describe Pluto?

- A. Pluto is made up entirely of ice, and it is bigger than Venus.
- B. Pluto is made up entirely of rock and ice, and it is bigger than Earth's moon.
- C. Pluto is made up entirely of gas, and it is bigger than Earth's moon.
- D. Pluto is made up entirely of rock and ice, and it is smaller than Earth's moon.

3. Read these sentences from the text.

After Eris was discovered, scientists had to make a decision. Either Eris was the 10th planet in the solar system or it was not a planet at all! And if Eris weren't a planet, could Pluto be considered one?

Scientists made new rules for what is counted as a planet, and decided that neither Pluto nor Eris qualified.

Based on this information, what did the discovery of Eris make scientists do?

- A. The discovery of Eris made scientists rethink the rules for what is counted as a star.
- B. The discovery of Eris made scientists rethink the rules for what is counted as a dwarf planet.
- C. The discovery of Eris made scientists rethink the rules for what is counted as a planet.
- D. The discovery of Eris made scientists add more planets to the group of planets.

4. After Eris was discovered, scientists had to decide whether to count it as a planet. Why did this make them question whether Pluto should still be counted as a planet?

- A. because Pluto and Eris are both space objects
- B. because Pluto and Eris were discovered at the same time
- C. because Pluto and Eris are very different
- D. because Pluto and Eris are very similar

5. What is the main idea of this text?

A. Pluto was no longer considered a planet after the discovery of Eris made scientists come up with new rules for what is counted as a planet.

B. Pluto is so far away from Earth that the NASA New Horizons spacecraft took almost 10 years to get very close to it.

C. Eris is about the same size as Pluto, and like Pluto, it is part of a ring of objects that circle the outer edge of the solar system.

D. Scientists come up with rules for what is counted as a planet and what is not.

6. Read these sentences from the text.

A new category was created: dwarf planet. The official list of planets in the solar system went from nine to eight, and Pluto and Eris became members of the dwarf planet club. So long for Planet Pluto-but at least it no longer has to be the littlest guy in the club. In fact, Pluto is one of the bigger dwarf planets! Maybe Pluto doesn't have it so bad after all.

What does the author mean by stating, "Maybe Pluto doesn't have it so bad after all"?

A. Even though Pluto is no longer counted as a planet, it is in a new group called dwarf planets.

B. Even though Pluto is no longer counted as a planet, it is one of the bigger dwarf planets.

C. Even though Pluto is no longer counted as a planet, it is still part of the ring of objects that circle the outer edge of the solar system.

D. Even though Pluto is now counted as a dwarf planet, it isn't alone as other space objects are counted as dwarf planets.

7. Choose the answer that best completes the sentence.

After scientists made new rules for what is counted as a planet, Pluto was no longer considered a planet. _____, the official list of planets in the solar system went from nine to eight.

A. Therefore

B. Although

C. On the other hand

D. Especially

8. According to the text, what were students taught about Pluto until 2006?
9. What decisions did scientists have to make after Eris was discovered?
10. Explain what made scientists decide to no longer count Pluto as a planet. Support your answer with evidence from the text.

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Pluto: The Planet That Wasn't - Comprehension Questions

April 12

on april 12 1961 yuri gagarin becomed the first man in space he was from the soviet union and he made one orbit around the Earth aboard the spacecraft vostok I

April 13

thomas jefferson was born on april 13 1743 he was one of the authors of the declaration of independence and he was the third president he purchased the louisiana territory and helped plan the city of washington, d.c.

April 14

president abraham lincoln was assassinated on april 14 1865 by a man named john wilkes booth after booth shot lincoln at the ford's theatre, he jumped to the stage and breaked one of his legs lincoln died the next day in a house near the theater

April 15

leonardo da vinci was born on april 15 1452 he was a great painter sculptor and inventor he is most famous for his painting of the mona lisa in paris france

the titanic sanked on april 15 1912 after hitting an iceberg in the atlantic ocean more than 1500 people was killed because the ship didnt have enouf lifeboats in 1985 the ship was discovered on the ocean floor, sitting 2.5 miles below the waters surface

April 16

on april 16 1503 christopher columbus left veragua in central america to begin his trip back to europe this was his last voyage to america



April 7

April 7 is World Health Day. Every one is encouraged to eat healthy, get enough sleep and exercise. However, in poorer countries, doctors make sure that people have enough to eat and proper medical care.

April 8

On April 8, 1974, Hank Aaron hit his 715th home run for the Atlanta Braves. This home run broke Babe Ruth's record of 714 home runs. Aaron finished his career with 775 home runs.

April 9

On April 9, 1833, the first free public library opened in Peterborough, New Hampshire. The sum of the taxes people pay are used for libraries. A man named Andrew Carnegie donated 50 million dollars to build libraries in our country.

April 10

The U.S. patent system was established on April 10, 1790. Some things that have been patented are the zipper, the safety pin, the toothpick, and the eraser-tipped pencil.

April 11

Iowa became the first state to impose a cigarette tax on April 11, 1921. This meant that people had to pay extra for their cigarettes. There is also a tax on alcohol. Why do you think the government taxes these kinds of items?

On April 11, 1968, one week after the assassination of Martin Luther King, Jr., President Lyndon Johnson signed the Civil Rights Act of 1968 into law. One of the reasons for passing the law was to protect civil rights workers from violence.



APRIL

April 1

April 1 is called April Fools Day. It was first celebrated in France because the first day of spring and the new year both fell on April 1 even after the new year was changed, some people still celebrated it and they were called "fools".

April 2

Hans Christian Andersen was born on April 2, 1805. He was a poet, an author, and a playwright, but he is best known for his fairy tales. He wrote "The Ugly Duckling," "The Emperor's New Clothes," and "The Snow Queen."

April 3

Jane Goodall was born on April 3, 1934. She is an expert on chimpanzees and has studied chimps in Africa for over 30 years. She is worried about the survival of chimps and she is trying to find other solutions to live animal research.

April 4

Martin Luther King, Jr. was shot and killed on April 4, 1968, in Memphis, Tennessee. King believed in non-violence but riots broke out in many big cities after his death.

April 5

Booker T. Washington was born on April 5, 1856, as a slave in Virginia. After becoming free, he went to school and later started the Tuskegee Institute. He hoped blacks could gain equality through education.

April 6

Matthew Henson, an African American explorer, discovered the North Pole on April 6, 1909. Henson made two earlier trips but had failed to reach the North Pole. Finally, on his third try, he succeeded. Robert Peary and four Eskimos accompanied him on this historic expedition.

On April 6, 1896, the first modern Olympic Games were held in Athens, Greece. Thirteen countries came to the events. Some of the events included foot races, discus throwing,

Number The Stars

by Lois Lowry

A Novel Study by:

Name: _____

Date: _____

Dictionary Detective!

Chapters 1 - 2

Using a dictionary, find the definitions for the words below.

contempt

Definition: _____

defiantly

Definition: _____

obstinate

Definition: _____

hoodlums

Definition: _____

impassive

Definition: _____

intricate

Definition: _____

Name: _____

Date: _____

Vocabulary Study

Chapters 1 - 2

Match Up

Match the words in the left column to their definitions in the right column.

contempt •

defiantly •

obstinate •

hoodlums •

impassive •

intricate •

• complicated and detailed

• with a lack of respect; with scorn

• without emotion

• unwilling to change one's mind

• in a way that challenges or resists

• youths who are mean or rough

Fill in the Blanks

Complete each sentence by filling in the blanks with the provided vocabulary.

contempt

defiantly

hoodlums

impassive

intricate

obstinate

1. The _____ sprayed the wall of their school with graffiti.
2. The _____ girl refused to change her clothes when her mom asked her to.
3. Emma's prom dress was blue and white with _____ beading at the waist.
4. Lisa looked at the mean bully with _____.
5. The _____ man showed little emotion when I asked him for help.
6. Lisa _____ told the bully to pick on someone his own size.

**A Little
Extra!**

In Chapter 1, Annemarie's mother mentions an illegal newspaper called *De Frie Dagske*. What is the name of the newspaper in English? Why do you think this newspaper is illegal?

Name: _____

Date: _____

Understanding the Story

Chapters 1 - 2

Multiple Choice

1. What is the nickname that Annemarie and Ellen give to a German soldier in their neighborhood?

- (a) The Shark.
- (b) The Giraffe.
- (c) The Dog.
- (d) The Weasel.

2. Who was Lise going to marry before she died?

- (a) Peter.
- (b) Christian.
- (c) Hans.
- (d) A German soldier.

Short Answer

3. We are introduced to many characters in Chapters 1 and 2. Choose one character and describe him or her using details from the story.

Long Answer

4. This story is set during World War II. How has the war changed the lives of Annemarie and her family and friends?

A Little Extra!

What does the boy on the street mean when he tells the German soldier that all of Denmark is Christian X's bodyguard?

Name: _____

Date: _____

Chapter Summary

Chapters 1 - 2

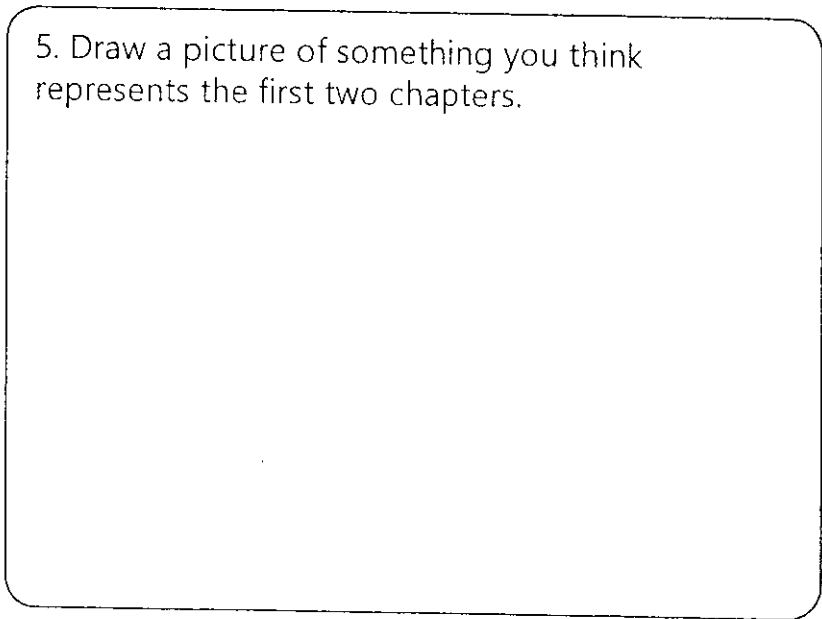
1. What are the titles of these chapters?

2. What happens in these chapters?

3. What is your favorite part of this section of the book?

4. What new words did you learn in Chapters 1 and 2?

5. Draw a picture of something you think represents the first two chapters.



Name: _____

Date: _____

Dictionary Detective!

Chapters 3 - 4

Using a dictionary, find the definitions for the words below.

dawdled

Definition: _____

haughtily

Definition: _____

glowering

Definition: _____

disdainfully

Definition: _____

belligerently

Definition: _____

submerged

Definition: _____

Vocabulary Study

Chapters 3 - 4

Match Up

A synonym is a word that means the same as another word. For example, happy and joyful are synonyms. Match the vocabulary words with their synonyms!

- | | |
|-----------------|------------------|
| dawdled • | • aggressively |
| haughtily • | • disapprovingly |
| glowering • | • dilly-dallied |
| disdainfully • | • frowning |
| belligerently • | • drowned |
| submerged • | • proudly |

Best Word

Circle the word which works best in each sentence.

1. The young boy (dawdled / disdainfully) behind his older sister as they walked to school.
2. "I have all of my clothes custom-made," Betsy said (glowering / haughtily).
3. "Give me your lunch money!" the bully demanded (belligerently / submerged).
4. The little boy was (glowering / belligerently) after being sent to his room without dinner.
5. The parked cars were nearly (dawdled / submerged) after the flash flood.
6. "This video game is boring!" Laura said (haughtily / disdainfully).

**A Little
Extra!**

Make your own sentence using at least two vocabulary words.

Understanding the Story

Chapters 3 - 4

Multiple Choice

1. What do Annemarie and Kirsti discover when they stop at Mrs. Hirsch's shop?

- (a) There has been a fire.
- (b) Mrs. Hirsch is retiring.
- (c) The shop is closed.
- (d) The shop is having a big sale.

2. Who are the Rosens hiding from in Chapter 4?

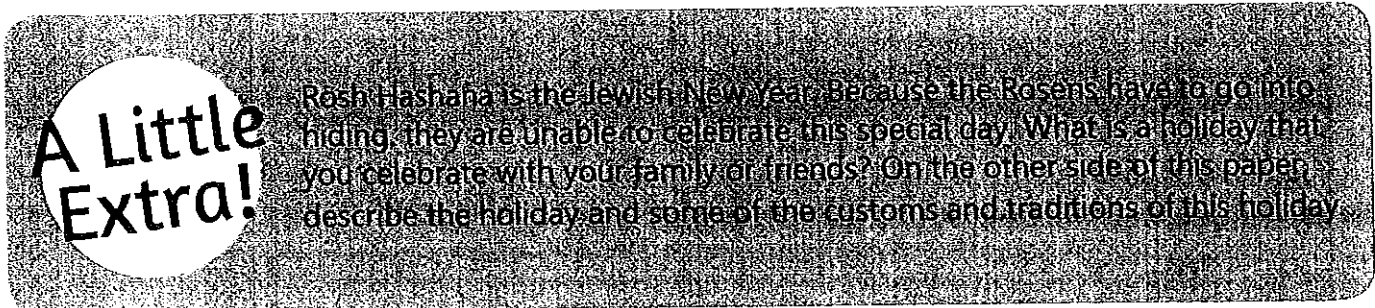
- (a) Ellen's grandfather.
- (b) The Nazis.
- (c) The Danish police.
- (d) the Johansens.

Short Answer

3. Why did the Danes have to destroy their own naval fleet?

Long Answer

4. At the end of Chapter 3, Annemarie doubts whether she would have the courage to help others. In your opinion, are you a brave person? Why or why not?



A Little Extra! Rosh Hashana is the Jewish New Year. Because the Rosens have to go into hiding, they are unable to celebrate this special day. What is a holiday that you celebrate with your family or friends? On the other side of this paper, describe the holiday and some of the customs and traditions of this holiday.

Name: _____

Date: _____

Chapter Summary

Chapters 3 - 4

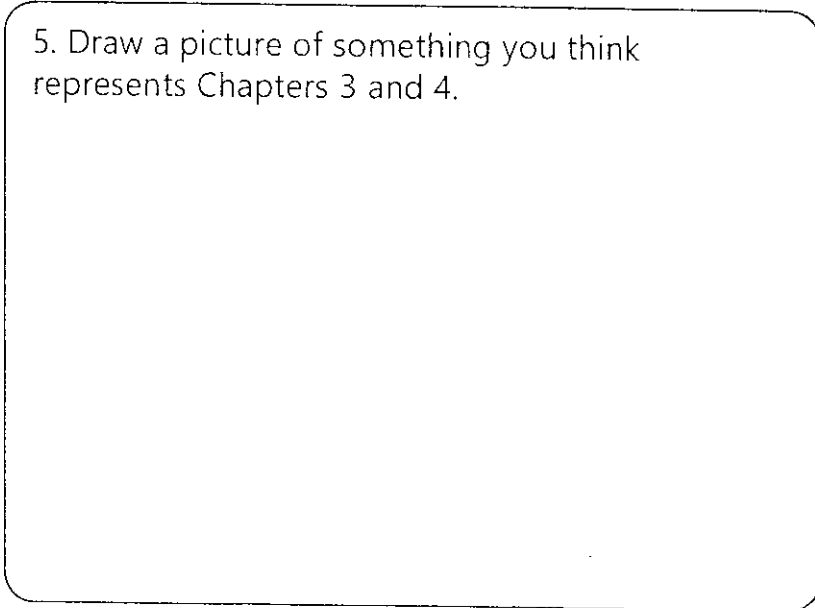
1. What are the titles of these chapters?

2. What happens in these chapters?

3. What is your favorite part of this section of the book?

4. What new words did you learn in Chapters 3 and 4?

5. Draw a picture of something you think represents Chapters 3 and 4.



Name: _____

Dictionary Detective!

Chapters 5 - 6

Using a dictionary, find the definitions for the words below.

imperious

Definition: _____

holstered

Definition: _____

unwavering

Definition: _____

tentatively

Definition: _____

distorted

Definition: _____

sprawling

Definition: _____

Name: _____

Date: _____

Vocabulary Study

Chapters 5 - 6

Which Word?

On the provided lines, write the matching vocabulary word for each definition.

imperious holstered unwavering tentatively distorted sprawling

1. Very certain and sure.

2. Placed in a holder for a gun.

3. Spread out in all directions.

4. Hesitantly; unsure.

5. Arrogant; haughty.

6. To change or twist out of shape.

Making Sentences

Make a sentence for each word below.

1. Distorted: _____

2. Holstered: _____

3. Imperious: _____

4. Sprawling: _____

5. Tentatively: _____

6. Unwavering: _____

A Little Extra!

A simile is a figure of speech that uses the words "like" or "as" to compare two things. For example, "You are as bright as the sun." Find a simile from Chapters 5 or 6 and write it below.

Name: _____

Date: _____

Understanding the Story

Chapters 5 - 6

Multiple Choice

1. According to Annemarie, how did Lise die?

- (a) She was bit by a poisonous snake.
- (b) She drowned.
- (c) She was hit by a car.
- (d) She died in childbirth.

2. When Mr. Johansen talks about cigarettes with Uncle Henrik in Chapter 6, who or what is he actually talking about?

- (a) The Nazis.
- (b) Cigarettes.
- (c) Ellen.
- (d) Coffee.

Short Answer

3. How do the Johansens convince the Nazis that Ellen is part of their family?

Long Answer

4. Why is it so important that Ellen take her necklace off before the Nazis see it?

A Little Extra!

The setting of the novel is where and when the story takes place. Describe Annemarie's apartment in the city.

Name: _____

Date: _____

Chapter Summary

Chapters 5 - 6

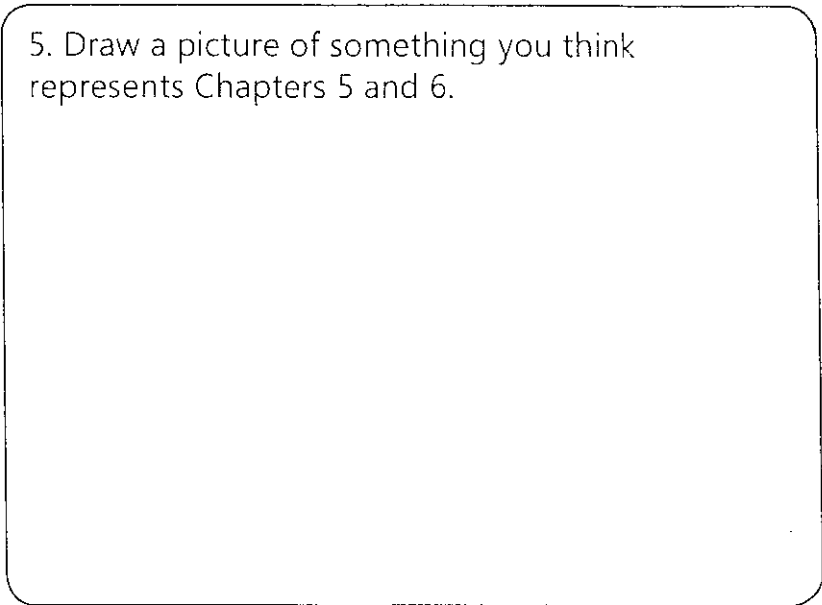
1. What are the titles of these chapters?

2. What happens in these chapters?

3. What is your favorite part of this section of the book?

4. What new words did you learn in Chapters 5 and 6?

5. Draw a picture of something you think represents Chapters 5 and 6.



Name: _____

Date: _____

Dictionary Detective!

Chapters 7 - 8

Using a dictionary, find the definitions for the words below.

awe

Definition: _____

wispy

Definition: _____

gnarled

Definition: _____

irritated

Definition: _____

ruefully

Definition: _____

specter

Definition: _____

Vocabulary Study

Chapters 7 - 8

Match Up

Match the words in the left column with their definitions in the right column.

- | | |
|-------------|---------------------------------------|
| awe • | • lumpy and twisted from age |
| wispy • | • with small and delicate pieces |
| gnarled • | • annoyed |
| irritated • | • showing or feeling pity |
| ruefully • | • a feeling of respect and admiration |
| specter • | • something causing terror |

Fill in the Blanks

Complete each sentence by filling in the blanks with the provided vocabulary.

awe gnarled irritated ruefully specter wispy

- The old shack was covered in a blanket of vines and _____ branches.
- "Argh! Stop doing that!" Lily said to her brother in an _____ tone.
- His hair was fair and _____ when he was born.
- Jacob was in _____ of his older sister when she won the spelling bee.
- The _____ of my trip to the dentist haunted me for days.
- "I don't think we can go to the zoo today," my mom said _____.

A Little Extra!

An adjective is a word that describes a noun. Some examples of adjectives are *pretty, smelly, green, and small*. Skim Chapters 7 and 8 for adjectives and write what you find on the lines below.

Understanding the Story

Chapters 7 - 8

Multiple Choice

1. Who is the kitten named after?

- (a) Thor, God of War.
- (b) Thor, God of Thunder.
- (c) Thor, God of the Harvest.
- (d) Thor, God of Love.

2. According to Annemarie's mother, who has died?

- (a) Mr. Johansen.
- (b) Uncle Henrik.
- (c) Annemarie's grandfather.
- (d) Great-aunt Birte.

Short Answer

3. How does the Chapter 7 and 8 setting contrast with the city setting of previous chapters?

Long Answer

4. Why does Annemarie suspect that her uncle is lying about the death in the family?

A Little Extra!

Many Danish locations have been mentioned in the novel (e.g. Copenhagen, Kaffegat, Klampenborg, etc). Choose three and explain their significance in the story.

Name: _____

Date: _____

Chapter Summary

Chapters 7 - 8

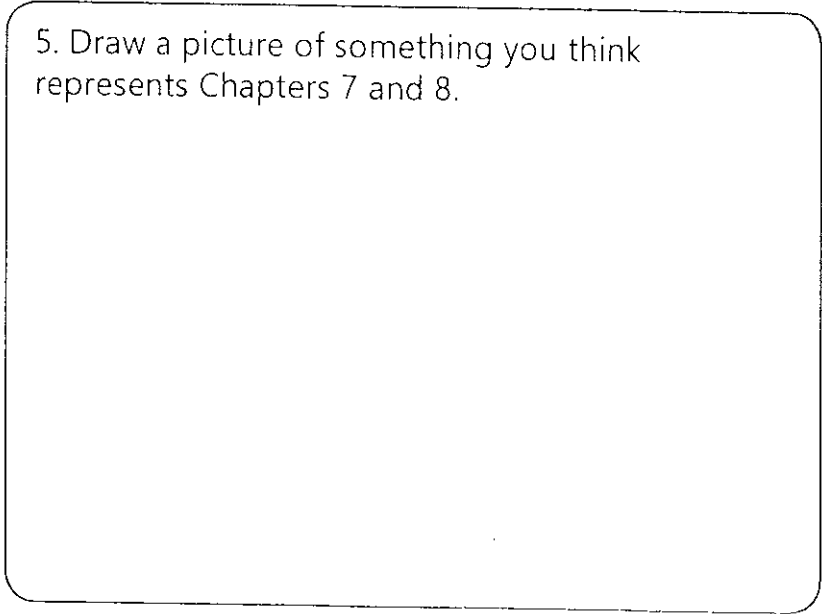
1. What are the titles of these chapters?

2. What happens in these chapters?

3. What is your favorite part of this section of the book?

4. What new words did you learn in Chapters 7 and 8?

5. Draw a picture of something you think represents Chapters 7 and 8.



Name: _____

Date: _____

Dictionary Detective!

Chapters 9 - 10

Using a dictionary, find the definitions for the words below.

poised

Definition: _____

deftly

Definition: _____

wryly

Definition: _____

trudged

Definition: _____

recurring

Definition: _____

condescending

Definition: _____

Vocabulary Study

Chapters 9 - 10

Match Up

Match the vocabulary words with their synonyms!

- | | |
|-----------------|------------------------|
| poised • | • dryly; sarcastically |
| deftly • | • lumbered |
| wryly • | • repeating |
| trudged • | • ready |
| recurring • | • arrogant |
| condescending • | • carefully |

Best Word

Circle the word which works best in each sentence.

- The children (**deftly** / **trudged**) through the freshly fallen snow on their way to school.
- The soccer player was (**wryly** / **poised**) to kick the ball.
- "You don't know how to tie your shoes yet?" the older sister said in a (**condescending** / **recurring**) tone.
- "Your puppy is hungry," the man said (**wryly** / **trudged**) as the puppy chewed on his shoe.
- Margaret (**condescending** / **deftly**) put the pink booties on her baby's feet.
- The little girl has a (**recurring** / **poised**) nightmare in which she is chased by giant potatoes.

**A Little
Extra!**

An adverb is a word that describes a verb. Some examples of adverbs are *slowly, sometimes, daily, quickly*. Skim Chapters 7 - 8 for adverbs and write what you find on the lines below!

Understanding the Story

Chapters 9 - 10

Multiple Choice

1. According to Uncle Henrik, what is it easier to be if one does not know everything?

- (a) Quiet.
- (b) Brave.
- (c) Sad.
- (d) Silly.

2. Why does Mrs. Johansen tell the Nazi soldier that Great-aunt Birte died of typhus?


- (a) To gain sympathy from the soldier.
- (b) Because Great-aunt Birte really did die of typhus.
- (c) So that the soldier would not ask to see the dead body.
- (d) None of the above.

Short Answer

3. In Chapter 9, Annemarie asks herself what bravery means. What does bravery mean to you?

Long Answer

4. What do you think is the real reason behind the night of mourning for Great-aunt Birte?



What makes Annemarie feel older in Chapter 9?

Name: _____

Date: _____

Chapter Summary

Chapters 9 - 10

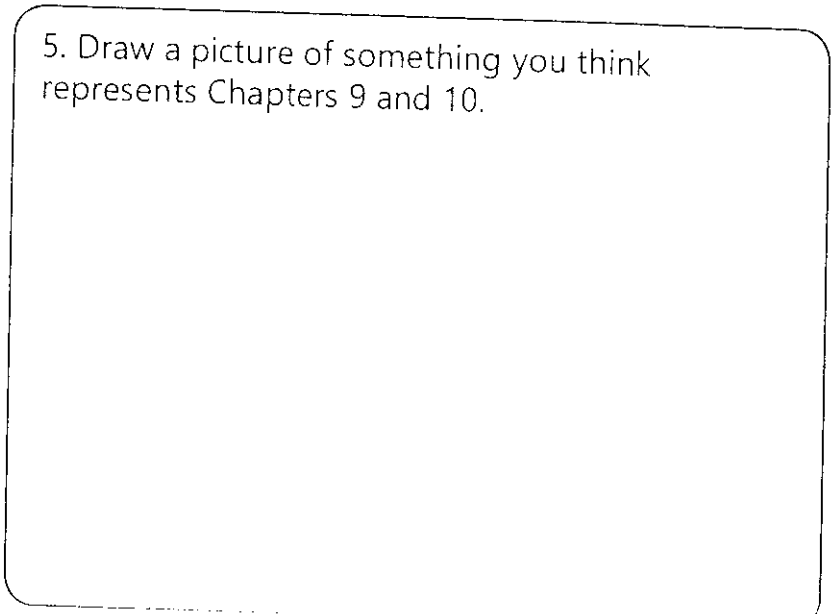
1. What are the titles of these chapters?

2. What happens in these chapters?

3. What is your favorite part of this section of the book?

4. What new words did you learn in Chapters 9 and 10?

5. Draw a picture of something you think represents Chapters 9 and 10.



Name: _____

Date: _____

Dictionary Detective!

Chapters 11 - 12

Using a dictionary, find the definitions for the words below.

rummaging

Definition: _____

encased

Definition: _____

protruding

Definition: _____

commotion

Definition: _____

misshapen

Definition: _____

imitating

Definition: _____

Name: _____

Date: _____

Vocabulary Study

Chapters 11 - 12

Which Word?

On the provided lines, write the matching vocabulary word for each definition.

rummaging encased protruding commotion misshapen imitating

1. Excited or noisy activity. _____
2. Enclosed. _____
3. Copying someone or something. _____
4. Looking for something. _____
5. Badly shaped. _____
6. Sticking out of something. _____

Making Sentences

Make a sentence for each word below.

1. Commotion: _____
2. Encased: _____
3. Imitating: _____
4. Misshapen: _____
5. Protruding: _____
6. Rummaging: _____



Personification is a literary technique which gives human qualities to animals or objects. E.g. *The sun smiled down with her warming rays.* Find an example of personification from Chapters 11 - 12 and write it below.

Understanding the Story

Chapters 11 - 12

Multiple Choice

1. Who trips on the loose step in Chapter 12?

- (a) Annemarie.
- (b) Mr. Rosen.
- (c) Peter.
- (d) Mrs. Johansen.

2. Why does Annemarie think that it is harder for those who are waiting than it is for those who are in danger?

- (a) They have to stay awake even when tired.
- (b) It can be very boring.
- (c) The quiet is uncomfortable.
- (d) They have more fear.

Short Answer

3. Why does Peter give the baby a few drops of a mysterious liquid in Chapter 11?

Long Answer

4. What does Lowry mean when she writes, "It was an odd word: *pride*" in Chapter 11?

A Little Extra!

A *cliffhanger* is a plot device used at the end of a chapter or story in hopes of keeping the reader coming back for more. What is the cliffhanger at the end of Chapter 12?

Name: _____

Date: _____

Chapter Summary

Chapters 11 - 12

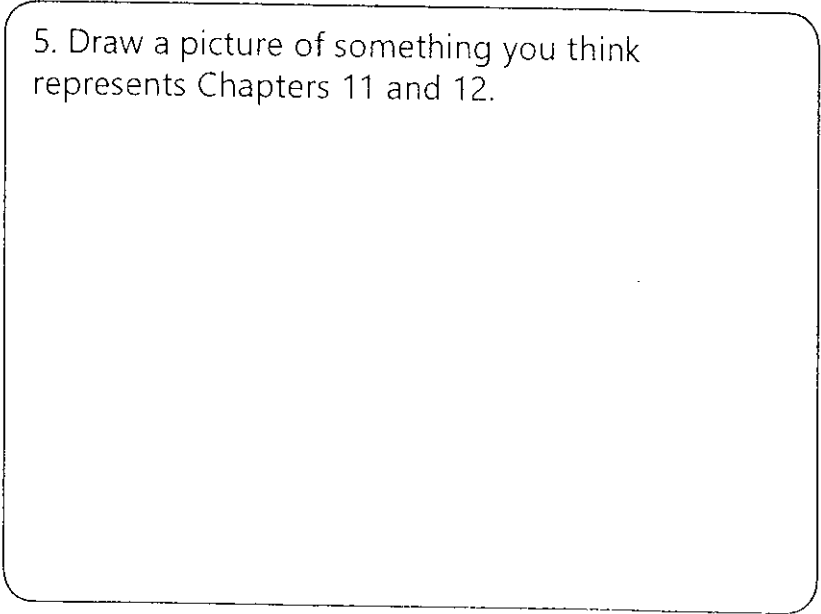
1. What are the titles of these chapters?

2. What happens in these chapters?

3. What is your favorite part of this section of the book?

4. What new words did you learn in Chapters 11 and 12?

5. Draw a picture of something you think represents Chapters 11 and 12.



Name: _____

Date: _____

Dictionary Detective!

Chapters 13 - 14

Using a dictionary, find the definitions for the words below.

faltered

Definition: _____

hobbled

Definition: _____

stricken

Definition: _____

brusque

Definition: _____

tantalize

Definition: _____

taut

Definition: _____

Vocabulary Study

Chapters 13 - 14

Match Up

Match the words in the left column to their definitions in the right column.

- | | |
|-------------|---------------------------------------|
| faltered • | • to feel grief or fear deeply |
| hobbled • | • to torment or tease |
| stricken • | • stretched tight |
| brusque • | • to act or move unsteadily |
| tantalize • | • blunt; rough |
| taut • | • had a hard time walking due to pain |

Fill in the Blanks

Complete each sentence by filling in the blanks with the provided vocabulary.

brusque faltered hobbled stricken tantalize taut

- The soccer player _____ off the field after being kicked in the knee.
- She was _____ after finding out her family would be moving away.
- The _____ man rarely smiled or said anything more than 'yes' or 'no'.
- Lydia would _____ her sister with promises of candies and chocolates in exchange for doing her chores.
- Jason pulled the drawstring _____ so that nothing could fall out of his bookbag.
- Kaley _____ on her driving test because she did not practice enough.

A Little Extra!

Antemare's "Up Through the Woods" in Chapter 14 is filled with suspense. What are some words or phrases from this chapter that help to build suspense?

Name: _____

Date: _____

Understanding the Story

Chapters 13 - 14

Multiple Choice

1. What happens to Annemarie's mother on her way home from the boat?

- (a) She becomes lost.
- (b) She comes face to face with a bear.
- (c) She is approached by two Nazi soldiers.
- (d) She breaks her ankle.

2. Where does Annemarie hide the important packet she is to deliver to her uncle?

- (a) Between the pages of a book.
- (b) In her back pocket.
- (c) In a small basket.
- (d) In her shoe.

Short Answer

3. Why do you think Mrs. Johansen tells Annemarie to act like a silly little girl if she is stopped by someone before reaching the boat in Chapter 13?

Long Answer

4. At the end of Chapter 14, Annemarie comes face to face with four armed Nazi soldiers and their dogs. What do you predict will happen next? Do you think Annemarie will successfully deliver the packet to her uncle? Why or why not?

A Little Extra!

On the back of this paper, write a paragraph comparing and contrasting Chapter 14 of *Number the Stars* with the story *Little Red Riding Hood*.

Name: _____

Date: _____

Chapter Summary

Chapters 13 - 14

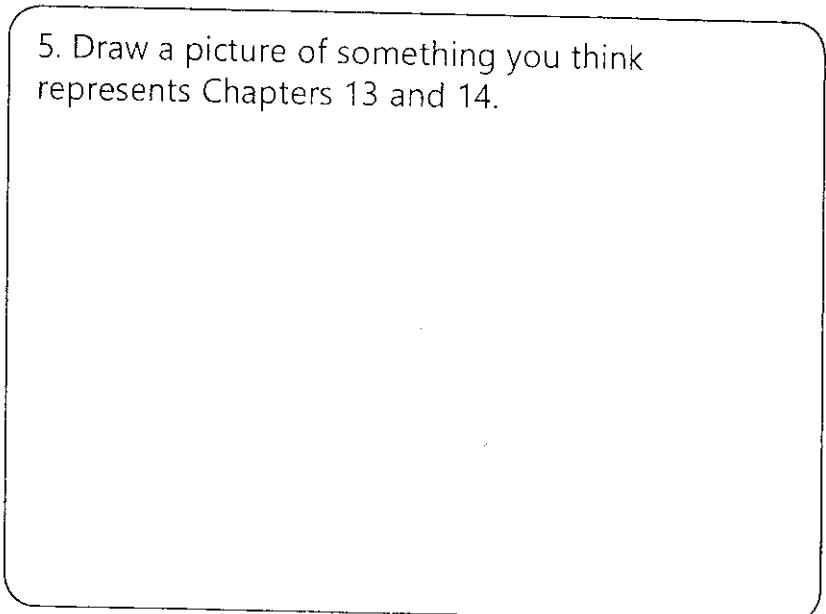
1. What are the titles of these chapters?

2. What happens in these chapters?

3. What is your favorite part of this section of the book?

4. What new words did you learn in Chapters 13 and 14?

5. Draw a picture of something you think represents Chapters 13 and 14.



Name: _____

Date: _____

Dictionary Detective!

Chapters 15 - 16

Using a dictionary, find the definitions for the words below.

insolently

Definition: _____

implored

Definition: _____

caustic

Definition: _____

subsided

Definition: _____

quavering

Definition: _____

warily

Definition: _____

Vocabulary Study

Chapters 15 - 16

Match Up

Match the vocabulary words with their synonyms!

- | | |
|--------------|-----------------------|
| quavering • | • rudely; insultingly |
| insolently • | • reluctantly |
| implored • | • bitter |
| caustic • | • shaking |
| subsided • | • begged |
| warily • | • decreased |

Best Word

Circle the word which works best in each sentence.

1. Simone's father (quavering / warily) handed his car keys over to Simone so that she could practice her driving.
2. Gemma's (implored / caustic) comment about my brand new dress hurt my feelings.
3. The pain in my right leg (insolently / subsided) after I took the medicine.
4. "I'm going to another doctor. You're not qualified!" the patient cried (caustic / insolently).
5. My voice was (quavering / subsided) as I tried to describe the giant rat I saw.
6. "Dad, can we go to the zoo? Please?" Alex (implored / warily) excitedly.

**A Little
Extra!**

In Chapter 16, Uncle Henrik explains that the handkerchief contained a special powder that can weaken the sense of smell. How could this powder be helpful in other situations, particularly in your own life?

Understanding the Story

Chapters 15 - 16

Multiple Choice

1. Who does Annemarie try to imitate while she is talking to the Nazi soldiers in Chapter 15?

- (a) Kirsti.
- (b) Peter.
- (c) Her mother.
- (d) Ellen.

2. Why does Uncle Henrik decide to tell Annemarie about the hiding place in his boat?

- (a) He is not good at keeping secrets.
- (b) Because Annemarie begs to know the truth.
- (c) Because Annemarie does not believe Ellen is safe.
- (d) Because Annemarie was so brave the night before.

Short Answer

3. The climax is the most exciting and emotional part of a story. What is the climax of the novel *Number the Stars*?

Long Answer

4. Uncle Henrik reveals many new truths to Annemarie in Chapter 16. What new things does Annemarie (and the reader) learn about Peter, the boat and the mysterious hankerchief?

A Little Extra!

Read chapter 15 again. Think about Annemarie and her actions in this chapter. Then, on the lines below, make a list of adjectives that you feel describe her best in this chapter.

Name: _____

Date: _____

Chapter Summary

Chapters 15 - 16

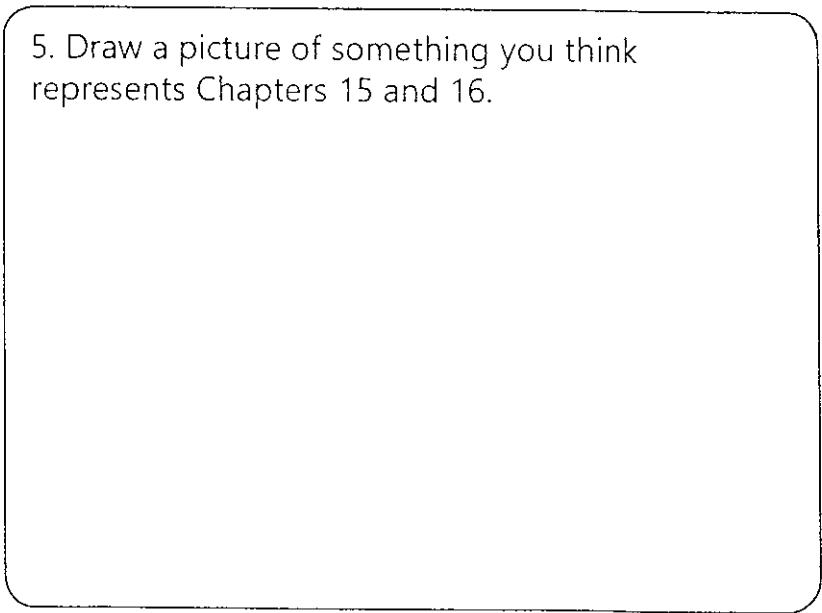
1. What are the titles of these chapters?

2. What happens in these chapters?

3. What is your favorite part of this section of the book?

4. What new words did you learn in Chapters 15 and 16?

5. Draw a picture of something you think represents Chapters 15 and 16.



Name: _____

Date: _____

Dictionary Detective!

Chapter 17 and Afterword

Using a dictionary, find the definitions for the words below.

chatterbox

Definition: _____

devastating

Definition: _____

deprivation

Definition: _____

sacrifices

Definition: _____

integrity

Definition: _____

permeated

Definition: _____

Name: _____

Date: _____

Vocabulary Study

Chapter 17 and Afterword

Which Word?

On the provided lines, write the matching vocabulary word for each definition.

chatterbox devastating deprivation sacrifices integrity permeated

1. To be without something. _____
2. Someone who has *this* is honest and sticks to their beliefs. _____
3. Shocking and upsetting. _____
4. Things one does or gives away to help another cause. _____
5. Someone who talks a lot. _____
6. To pass through or into all of something. _____

Making Sentences

Make a sentence for each word below.

1. Chatterbox: _____
2. Deprivation: _____
3. Devastating: _____
4. Integrity: _____
5. Permeated: _____
6. Sacrifices: _____

A Little Extra!

Read the paragraph written by Ann Malthe Bruhn on the last page of the Afterword. On the back of this paper, explain the meaning of Malthe Bruhn's words and why Lowry might have chosen to include them in the Afterword.

Name: _____

Date: _____

Understanding the Story

Chapter 17 and Afterword

Multiple Choice

1. What did Annemarie learn about Lise after the war ended?

- (a) Lise was a spy for the Germans.
- (b) Lise had secretly married Peter.
- (c) Lise was still alive.
- (d) Lise was part of the Resistance.

2. When did Denmark surrender to Germany?

- (a) 1940.
- (b) 1943.
- (c) 1945.
- (d) 1939.

Short Answer

3. What do we learn of Peter's fate in Chapter 17?

Long Answer

4. Discuss the character growth of the main character of *Number the Stars*, Annemarie Johansen. In what ways has she matured and grown? What lessons has she learned and how has she learned them? Use quotations from the story to support your answers.

A Little Extra!

On the other side of this paper, create a chart with the headings *Fact* and *Fiction*. Under the *Fact* heading, list at least five facts Lowry shares in the Afterword. Under the *Fiction* heading, list at least five fictitious things in the story which are based on the facts listed in the first column.

Name: _____

Date: _____

Chapter Summary

Chapter 17 and Afterword

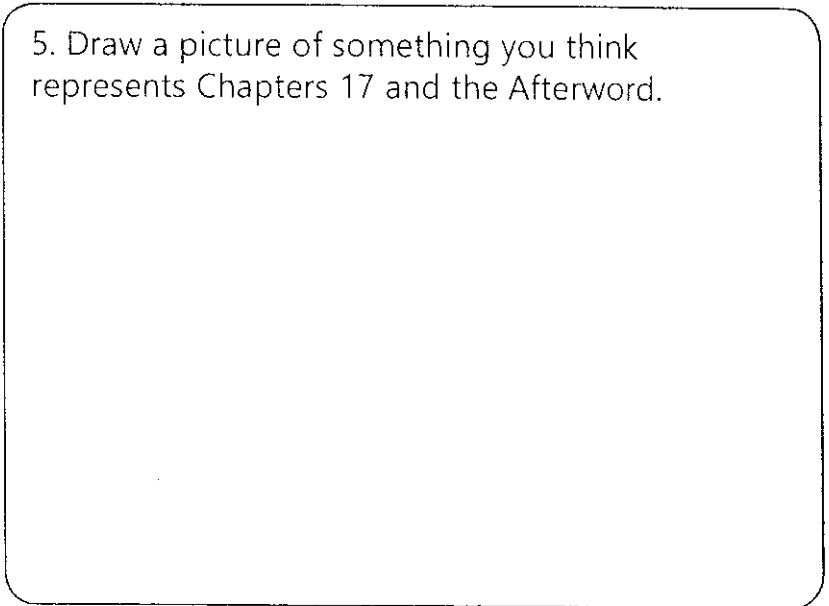
1. What are the titles of these chapters?

2. What happens in these chapters?

3. What is your favorite part of this section of the book?

4. What new words did you learn in Chapters 17 and the Afterword?

5. Draw a picture of something you think represents Chapters 17 and the Afterword.



Time for a Test!

Number the Stars

Part A – Multiple Choice

1. What yummy treat does Kirsti wish for early in the novel?

- (a) Popcorn.
- (b) Chocolates.
- (c) Cupcakes.
- (d) Cotton candy.

2. Who was King of Denmark during WWII?

- (a) King John I.
- (b) King Frederick IX.
- (c) King Eric VII.
- (d) King Christian X.

3. What do the Nazis take from a synagogue in Chapter 4?

- (a) Money.
- (b) The rabbi.
- (c) A list of the Jews who go to that synagogue.
- (d) The keys to the synagogue.

4. Why does Mr. Johansen show the soldiers a picture of Lise in Chapter 5?

- (a) To show them how pretty she was.
- (b) To remind them of her death.
- (c) To convince them that Ellen is his child.
- (d) To distract their attention away from Kirsti.

5. Who lives in Gilleleje?

- (a) Mr. and Mrs. Hirsch.
- (b) Uncle Henrik.
- (c) Peter.
- (d) Ellen's grandparents.

6. What does Annemarie see in the coffin in Chapter 11?

- (a) Weapons.
- (b) Blankets and clothing.
- (c) A dead body.
- (d) Medical supplies.

7. Which of the following does Annemarie NOT put in the lunch basket for her Uncle?

- (a) A butter knife.
- (b) Cheese.
- (c) An apple.
- (d) Bread.

8. What story does Annemarie think about on her way to the boat in Chapter 14?

- (a) *Heidi*.
- (b) *The Ugly Duckling*.
- (c) *Little Red Riding-Hood*.
- (d) *The Gingerbread Man*.

9. Where had Ellen's necklace been hidden while she was away?

- (a) In a blue trunk.
- (b) In a shoebox.
- (c) In a jewelry box.
- (d) Beneath a floorboard.

Name: _____

Date: _____

Time for a Test!

Number the Stars

Part B – Short Answer

1. How would you describe Annemarie to someone who has not read the story?

2. The setting is where and when a story takes place. Describe the setting of *Number the Stars*.

3. Is Annemarie brave? Why or why not?

Part C – Long Answer

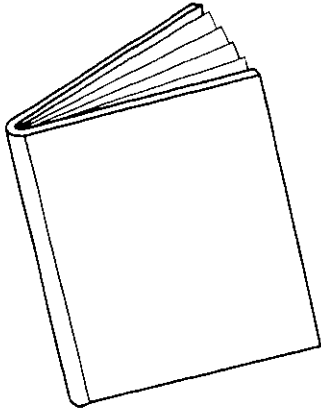
1. What are three details in the story that are based on fact? What are three details in the story that are made up?

2. What information does Lowry share with the reader in the Afterword? Why do you think Lowry thought it was important to share this information with us?

Name: _____

Date: _____

Before Reading



Title of Book: _____

Author of Book: _____

Have you read anything by this author before? If so, what was it? _____

Look at the front cover. What hints do you think it gives about the story?

Read the back cover. What do you learn about the story from the back cover?

Based on the front and back covers, do you want to read this book? Why or why not?

Name: _____

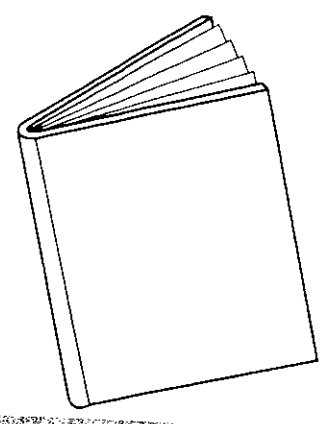
Date: _____

Who is Lois Lowry?

Use the internet and other resources to research the author of *Number the Stars*, Lois Lowry.

Before Researching

1. What do you already know about Lois Lowry?



2. What do you want find out about Lois Lowry?

After Researching

3. What have you learned from your research?

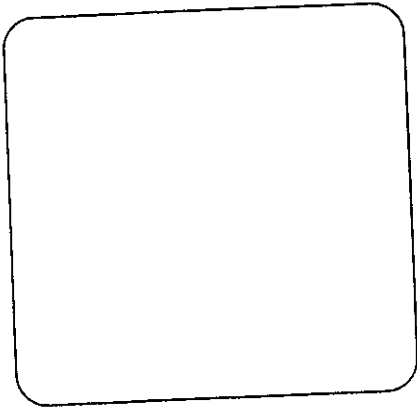
4. Where did you get your information?

Name: _____

Date: _____

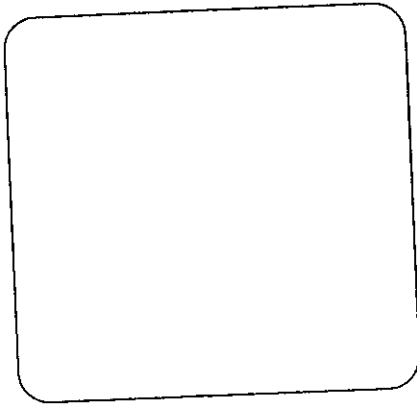
My Character Chart

Draw a picture and record important information about each important character as you read the text.



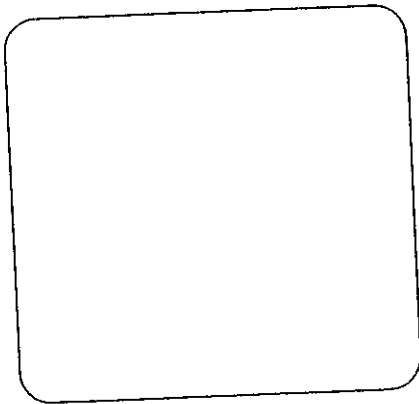
Character's Name: _____

Important Facts: _____



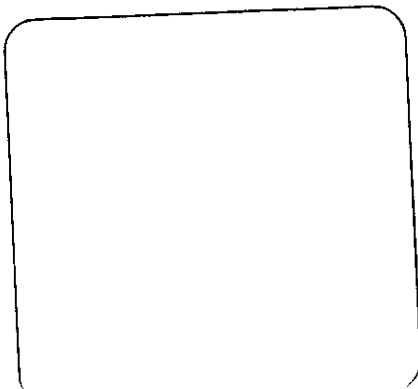
Character's Name: _____

Important Facts: _____



Character's Name: _____

Important Facts: _____



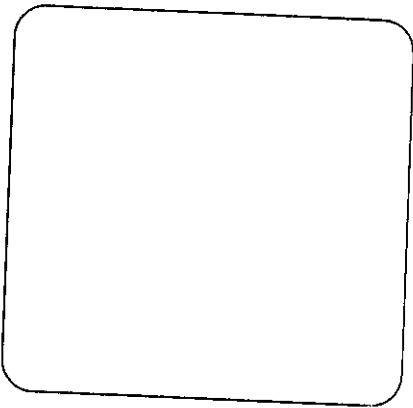
Character's Name: _____

Important Facts: _____

Name: _____

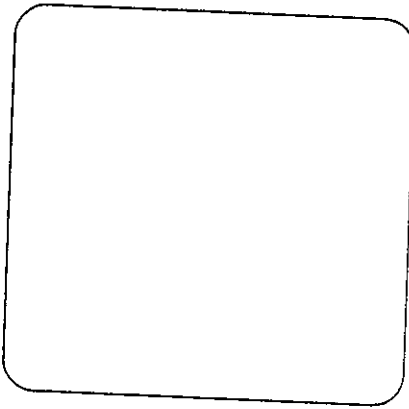
Date: _____

My Character Chart (Cont'd)



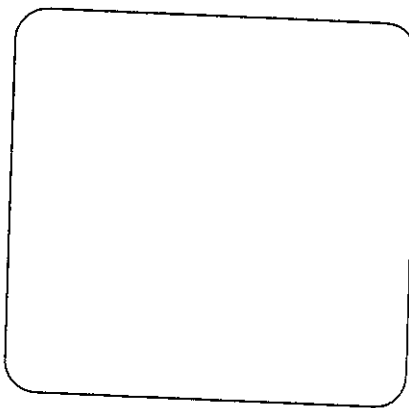
Character's Name: _____

Important Facts: _____



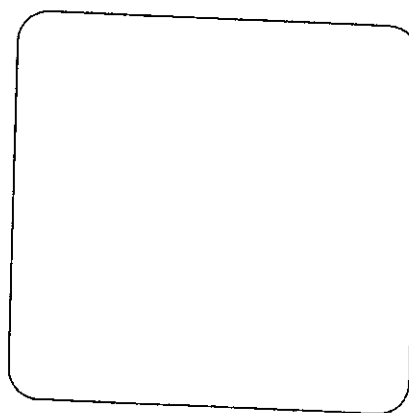
Character's Name: _____

Important Facts: _____



Character's Name: _____

Important Facts: _____



Character's Name: _____

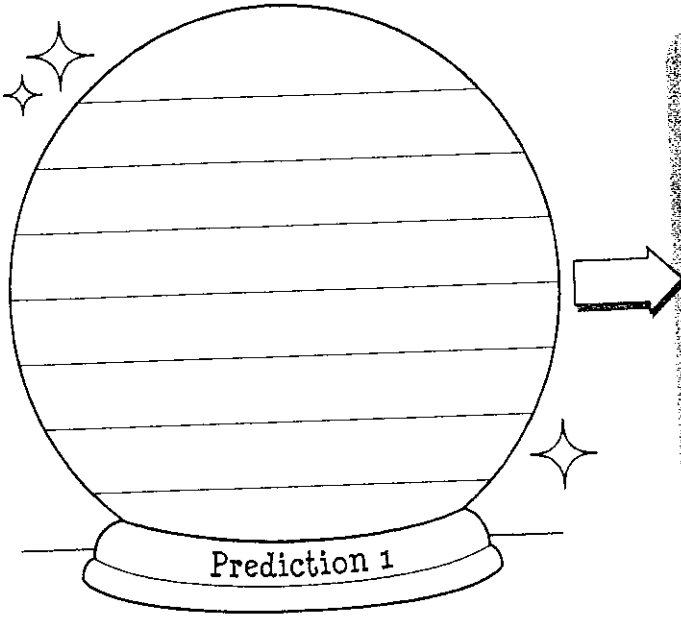
Important Facts: _____

Name: _____

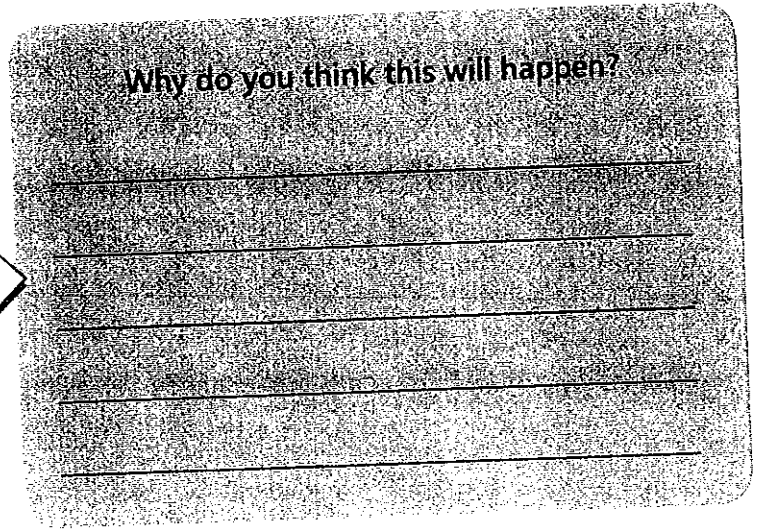
Date: _____

Making Predictions

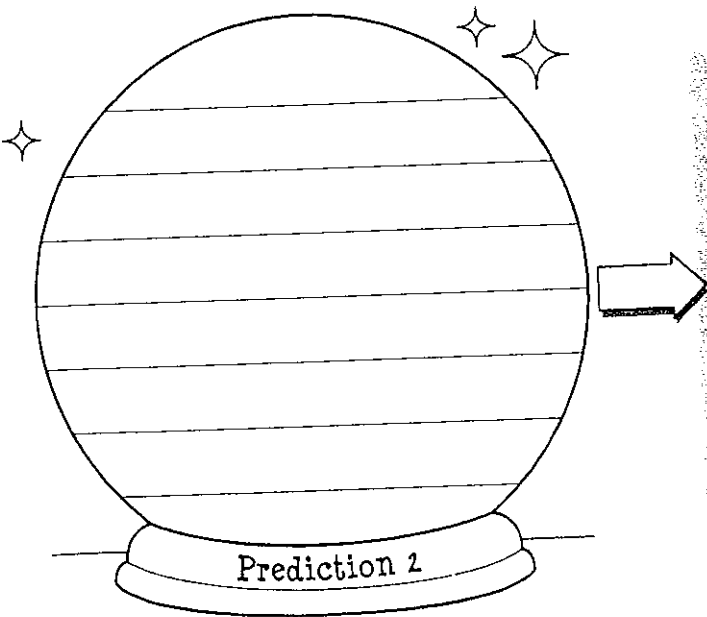
Can you predict the future? What do you think will happen next in the story? Write down two predictions inside the crystal balls. Revisit this page later to answer the last question.



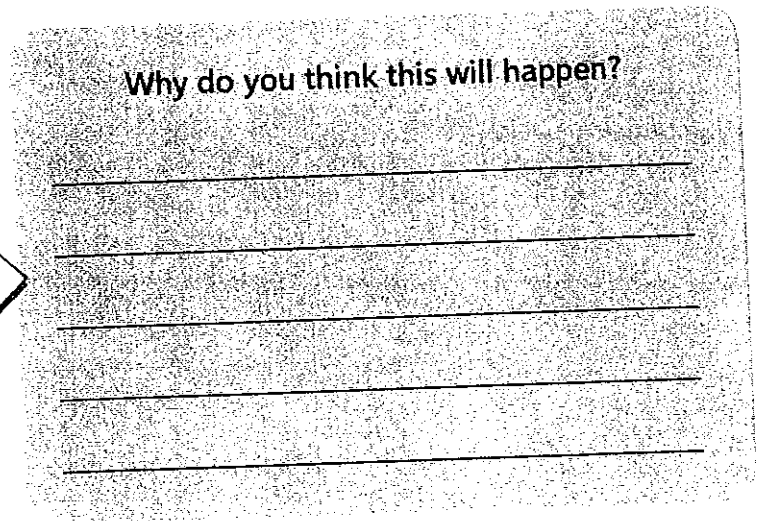
A circular crystal ball with horizontal lines inside, sitting on a small pedestal. The text "Prediction 1" is written on the pedestal. There are three starburst symbols around the ball. An arrow points from the right side of the crystal ball to the right.



A rectangular box with a textured background. At the top, it says "Why do you think this will happen?". Below the text are four horizontal lines for writing.



A circular crystal ball with horizontal lines inside, sitting on a small pedestal. The text "Prediction 2" is written on the pedestal. There are three starburst symbols around the ball. An arrow points from the right side of the crystal ball to the right.



A rectangular box with a textured background. At the top, it says "Why do you think this will happen?". Below the text are four horizontal lines for writing.

Did any of your predictions come true?
What ended up happening in the story?



A large rounded rectangular box containing three horizontal lines for writing the answer to the reflection question.

Name: _____

Date: _____

Plot Mountain

A story's plot is made up of five parts: exposition, rising action, climax, falling action and conclusion. After you've finished reading *Number the Stars*, fill in the spaces below.

3. Climax

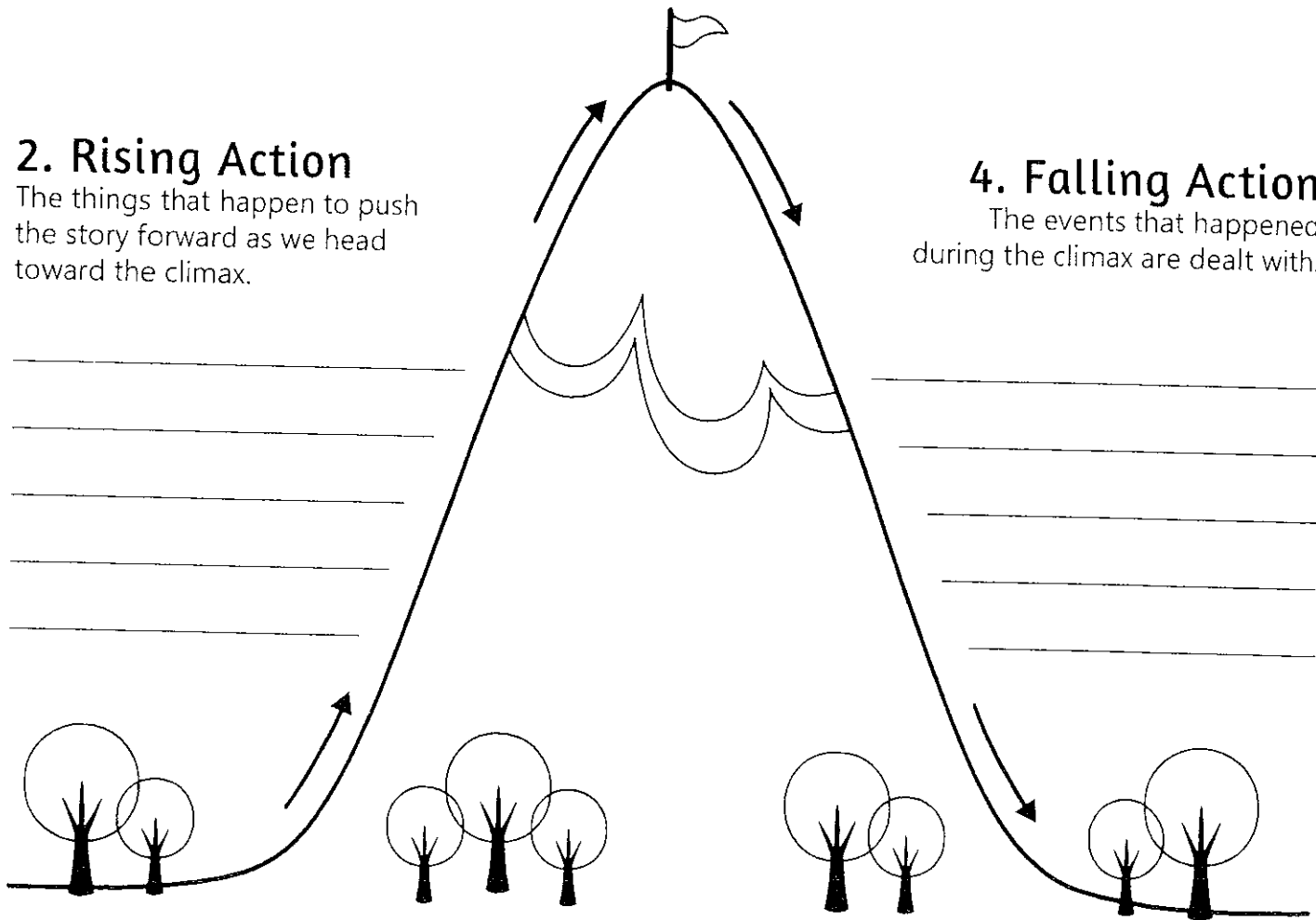
The most exciting and emotional part of the story.

2. Rising Action

The things that happen to push the story forward as we head toward the climax.

4. Falling Action

The events that happened during the climax are dealt with.



1. Exposition

We learn background information about the story's characters, setting, and basic plot.

5. Conclusion

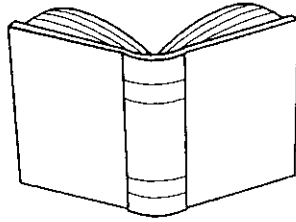
The story comes to an end.

Name: _____

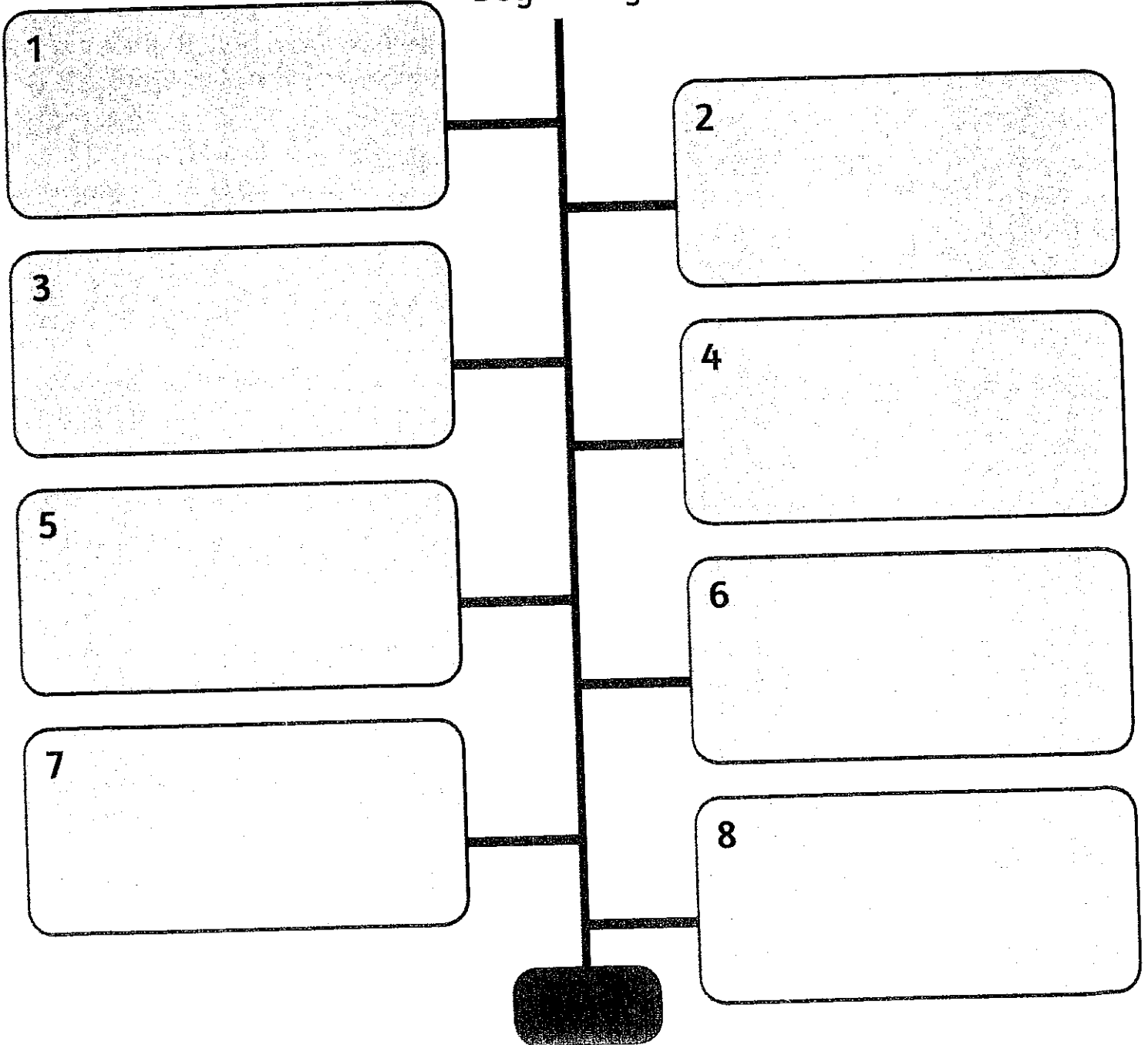
Date: _____

Story Timeline

Fill in the plot timeline by deciding on the most important plot points of *Number the Stars* and recording them in the order they happen.



Beginning



Name: _____

Date: _____

What is Conflict?

Conflict refers to the problems and challenges that make stories interesting and move plots along. Conflict is an important part of any story. Below are some of the different conflict types you may encounter as you read.

Man Versus Man

Two or more characters struggle against each other.

Man Versus Nature

A character struggles against a force of nature such as the weather or an animal.

Man Versus Society

A character struggles against a part of society such as a company, religion, school, etc.

Man Versus Self

A character struggles to overcome his or her own weaknesses.

Look for some examples of conflict in *Number the Stars* and add them to the chart below.

Example of Conflict	Type of Conflict

Date: _____

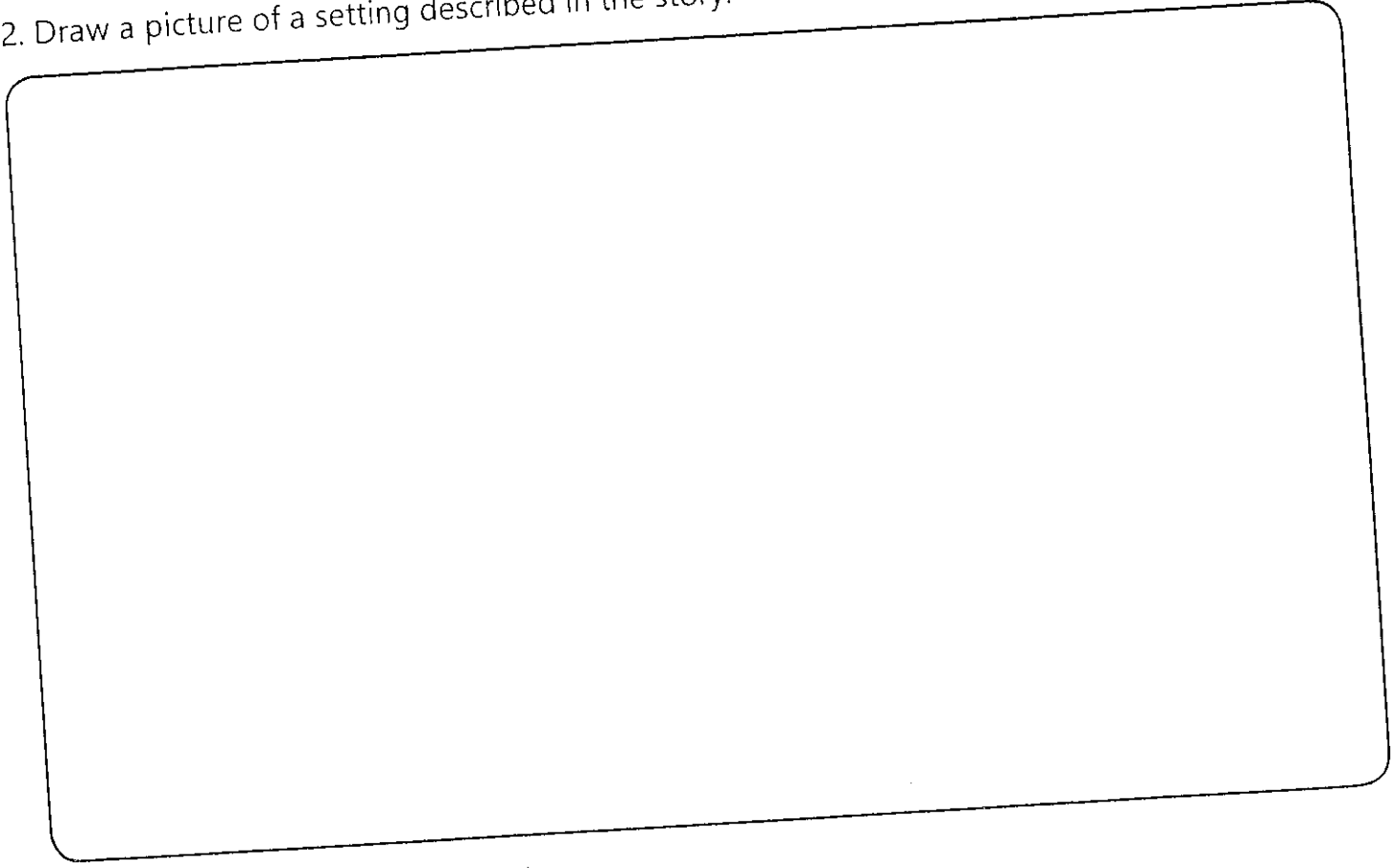
Name: _____

Story Setting

The setting is the time and/or place in which a story happens.

1. Describe the setting of *Number the Stars*. When and where does it take place?

2. Draw a picture of a setting described in the story.



3. Explain what you have drawn above.

Name: _____

Date: _____

What is a Theme?

The theme a central topic or idea of a story. A story can have one or more themes. Some examples of themes are acceptance, cooperation, bravery and determination.

What do you think one theme of *Number the Stars* is?

One theme of *Number the Stars* is...

Find three examples from the book that supports this as one of the themes.

1. _____

2. _____

3. _____

Date: _____

Name: _____

Problem Solving

An important part of any story is the problem which the main character faces. Write down the main problem faced in *Number the Stars* below, then brainstorm some possible solutions to the problem.

Solution Idea 1

Solution Idea 2

The Main Problem of the Story

Solution Idea 3

Solution Idea 4

Cause and Effect

An action or development in a story is the 'cause'. The result of the action or development is the 'effect'. Find some examples of cause and effect in *Number the Stars* and record them below.

Cause



Effect

Cause



Effect

Cause



Effect

Character Types

In fictional stories, there are many different types of characters that play different roles. Read about different character types below, and decide which character from *Number the Stars* fits each character type. (Some characters may fit more than one character type).

Major Characters

Major characters play a big part in the story. They influence the plot and take part in solving the main problem of the story.

Example(s) from the book:

[Shaded box for writing examples]

Minor Characters

Minor characters pop up to help (or hurt) the story's major characters.

Example(s) from the book:

[Shaded box for writing examples]

The Protagonist

The protagonist is the main character of the story. Stories are often told from their point of view.

Example(s) from the book:

[Shaded box for writing examples]

The Antagonist

The antagonist is the character (or characters) who causes problems for the protagonist.

Example(s) from the book:

[Shaded box for writing examples]

Dynamic Characters

Dynamic characters change through the story, usually because they overcome a challenge which makes them grow as a person.

Example(s) from the book:

[Shaded box for writing examples]

Static Characters

Static characters do not change. Their personalities and attitudes are the same at the end of the story as they were at the beginning.

Example(s) from the book:

[Shaded box for writing examples]

Round Characters

Round characters have complicated personalities and more than one character trait.

Example(s) from the book:

[Shaded box for writing examples]

Flat Characters

Flat characters don't have complicated personalities. Readers know them by only one character trait.

Example(s) from the book:

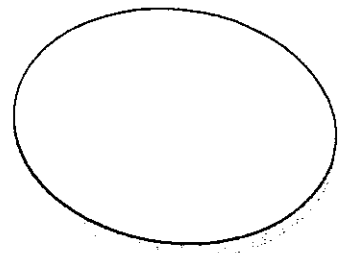
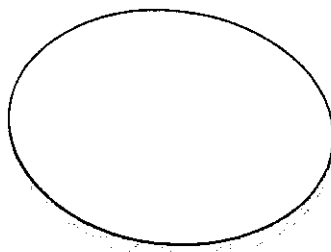
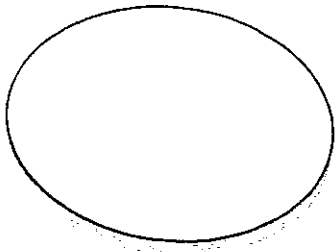
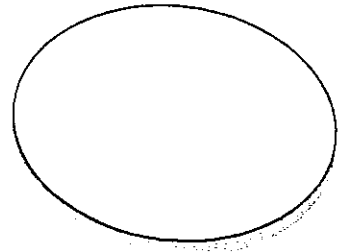
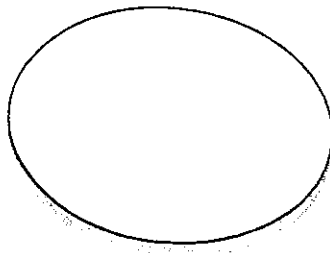
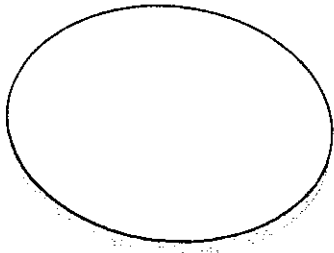
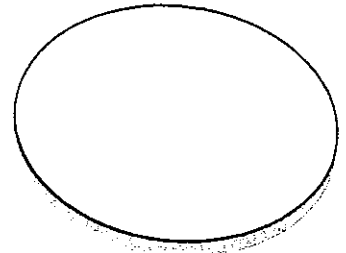
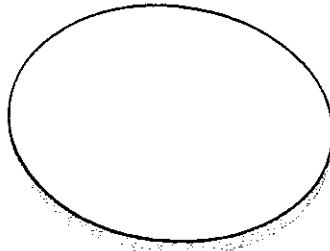
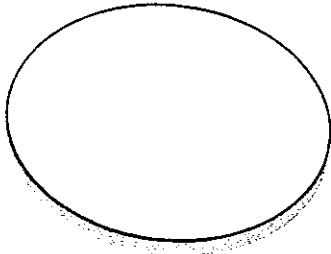
[Shaded box for writing examples]

Name: _____

Date: _____

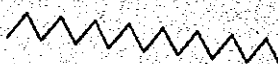
Character Map


Write a different character name in each bubble below. Then, draw different styles of lines in different colors (as shown in the Relationship Key) to show the relationships between each character.




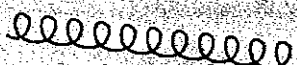
Relationship Key

Friends - - - - -

Family 

Enemies 

Classmates/Co-workers 

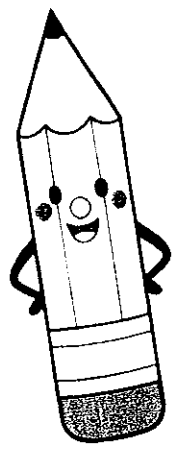
Teacher/Boss 

Other 

Name: _____

Date: _____

Facts and Opinions



A fact is something that is proven to be true.
An example of a fact is, "The month after July is August".

An opinion is a feeling or belief about something.
An example of an opinion is, "July is the best month of the year!"

In the spaces below, record four facts and four opinions about *Number the Stars*.

F
A
C
T
S

1. _____

2. _____

3. _____

4. _____

O
P
I
N
I
O
N
S

1. _____

2. _____

3. _____

4. _____

Name: _____

Date: _____

Persuasive Writing

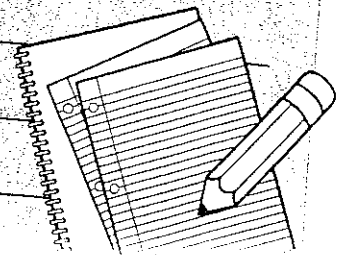
To be *persuasive* is to be good at convincing people to think a certain way. Write a persuasive passage in which you try to convince your readers that they should either read or not read *Number the Stars*. Make sure to include reasons for why you think the story is good or bad using examples from the text. For example, if you tell your readers that the story is funny, tell them about something funny that happens in the book.

With this passage, what do you hope to persuade your readers to do?

Read this book!

Don't read this book!

Lined writing area for the persuasive passage.

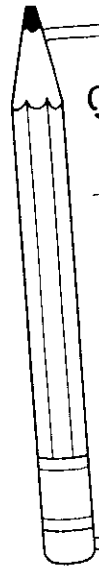


Date: _____

Name: _____

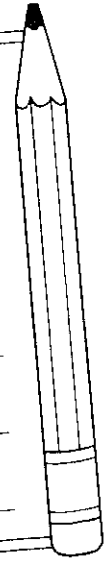
Quotation Quest

Skim the novel and write down three favorite quotations, or quotations you think are important to the story.



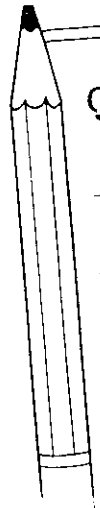
Quotation: _____
_____ From page # _____

Why I chose this quotation: _____



Quotation: _____
_____ From page # _____

Why I chose this quotation: _____



Quotation: _____
_____ From page # _____

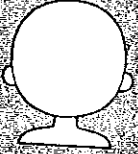
Why I chose this quotation: _____

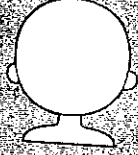
Name: _____

Date: _____

Character Comparison

Choose two characters from *Number the Stars* and compare them to each other.
What are their similarities and what are their differences?

 **Character 1**

Character 2 



The similarities these characters share





The differences between these characters



Character 1

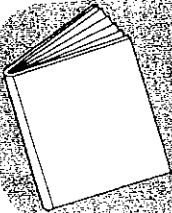
Character 2

Date: _____

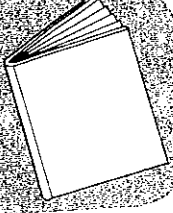
Name: _____

Story Comparison

Compare *Number the Stars* to another story you have read.
What are their similarities and what are their differences?



Number the Stars



The similarities these stories share

The differences between these stories

Name: _____

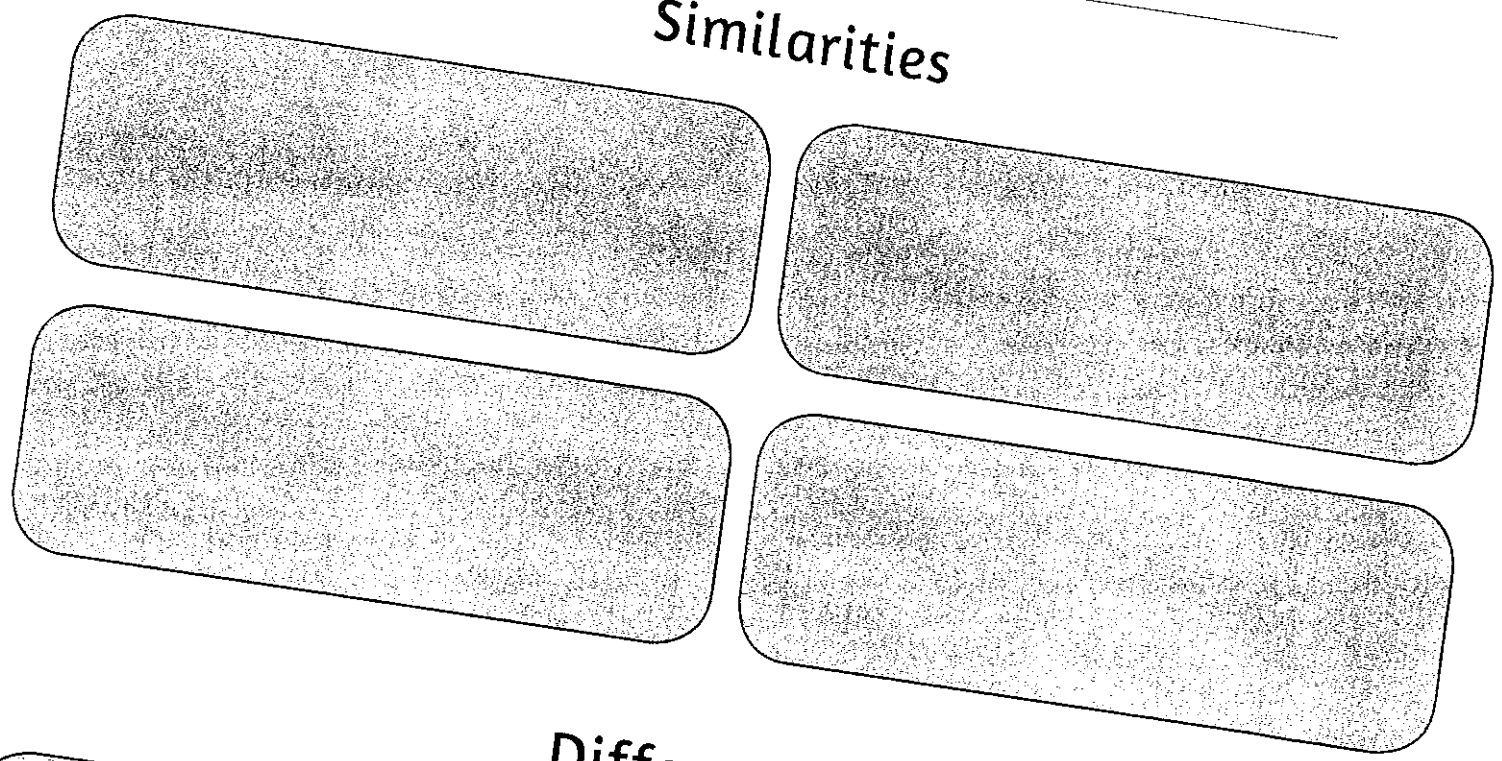
Date: _____

My Life - Making Connections

In the spaces below, make comparisons between your life and the life of a character of your choosing from *Number the Stars*.

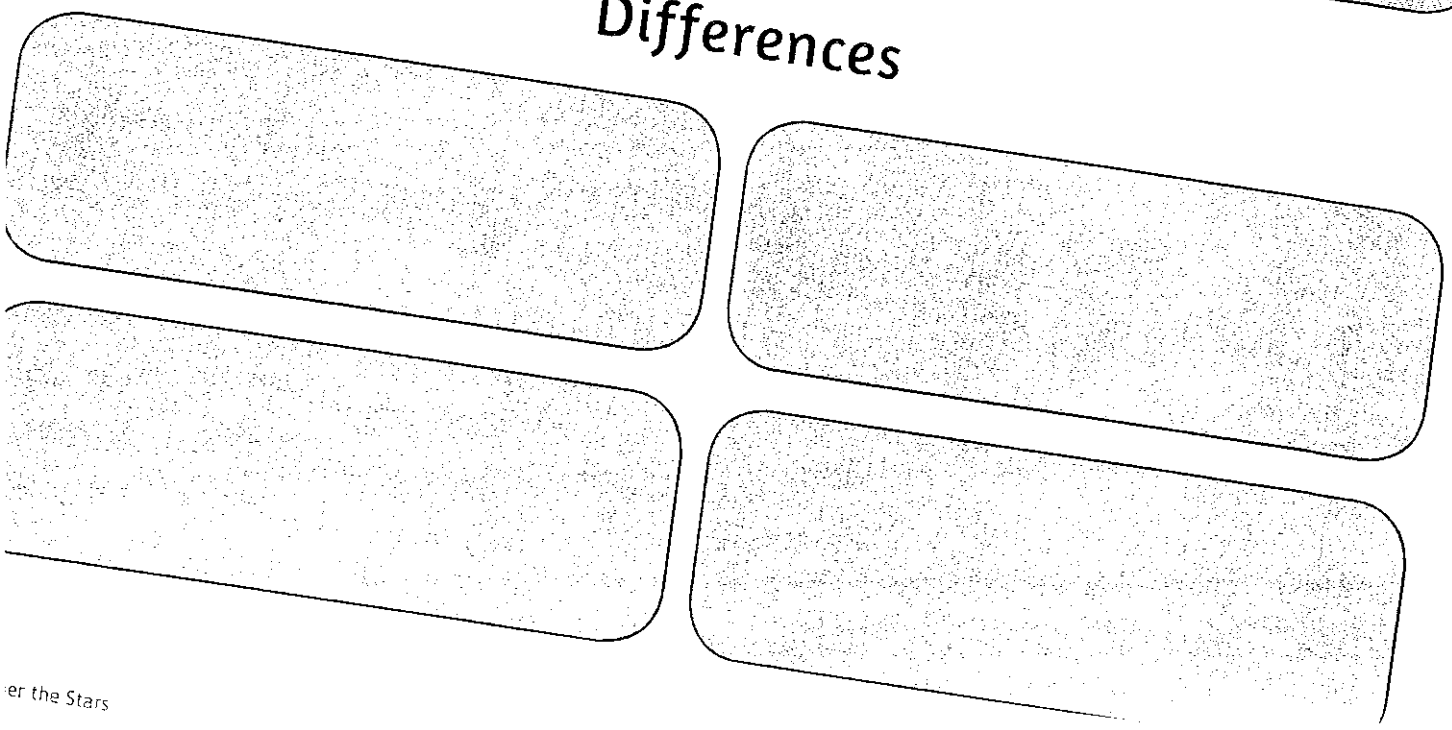
Character Name: _____

Similarities



Four shaded rectangular boxes arranged in a 2x2 grid, intended for writing similarities between the student's life and the character's life.

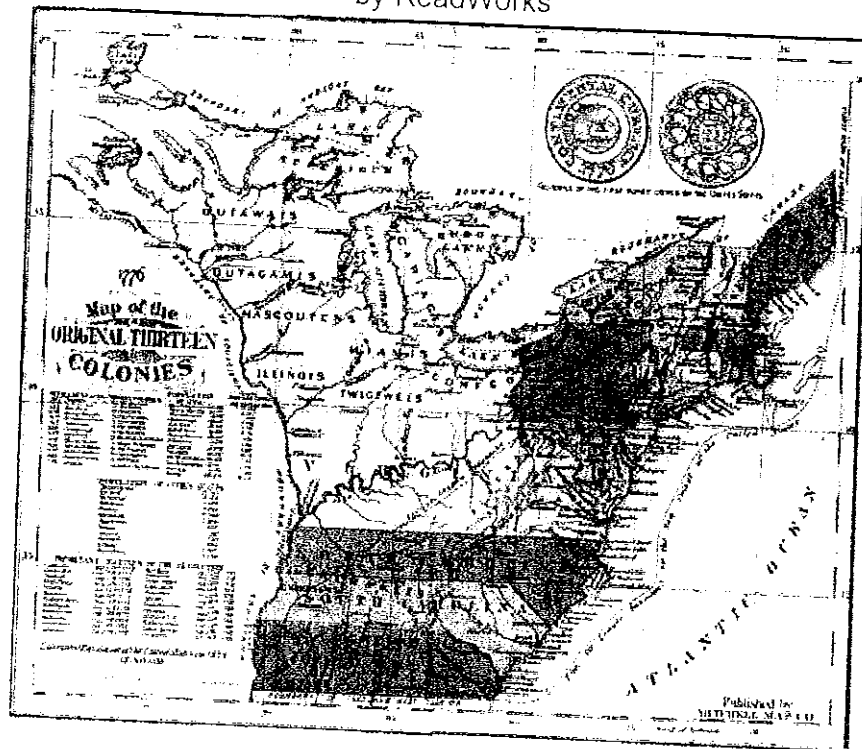
Differences



Four shaded rectangular boxes arranged in a 2x2 grid, intended for writing differences between the student's life and the character's life.

Colonization and Revolutionary War: Background to the Colonies

by ReadWorks



Before the Revolutionary War, there were thirteen **colonies** under British rule in North America. People came from all over Europe seeking freedom or fortune in the colonies. Many people brought their culture with them, and people of similar backgrounds often came together or settled in the same place. Soon, each colony began to take on its own character.

There were three main groups of colonies: The New England Colonies, the Middle Colonies and the Southern Colonies. Each group began to share characteristics based on its location and people. For example, the Southern Colonies had fertile soil and sunshine necessary for farms. The Northern Colonies had some important **ports**.

New England

Soil in New England was rocky and the winters were harsh, which made farming difficult. There were small farms in New England, but no big farms like the southern plantations. Instead, the North became the center of the shipbuilding industry. Trees were everywhere. Before long, Boston, which began as the Massachusetts Bay Colony, became the most important port city in the colonies.

ReadWorks'

Religion was very important to the people in New England. You may have heard of the Pilgrims who came to the New World to find religious freedom. They wanted to be free to practice their own religion, but they did not always allow other people the same freedom. Town life was centered on the church. If you did not belong to the church, you were an outcast.

The Middle Colonies

The Middle Colonies tolerated more types of religions than the Pilgrims and Puritans of New England. William Penn began the colony Pennsylvania. He wanted people of every faith and every nationality to come to his colony. Philadelphia, "The City on the Hill," was the biggest city in all the colonies. When the Revolutionary War broke out, representatives from all the colonies met in Philadelphia for the First Continental Congress. Philadelphia became the first capital of the new continental government. Many of our nation's symbols, like the Liberty Bell, are still in Philadelphia.

New York was also a Middle Colony and an important shipping and trading center. The population in New York was the most diverse of anywhere in the young colonies. If you listened in on dinner table conversations along the Hudson River, you would hear more than 12 languages! Most of the immigrants from other countries who came to the middle colonies were skilled at a craft. They came and built shops where they could practice their trade - from cabinet making to weaving to candle making.

The Southern Colonies

Rich land and a mild climate determined the future of the Southern Colonies: agriculture. The Southern Colonies were based on farming, especially tobacco farming. Tobacco was grown on large plantations. The most important people in the Southern Colonies lived on these big farms and not in towns. As a result, the Southern Colonies were more spread out. Towns were smaller. Houses were more spread out from each other. Instead of going to schools in town like children in New England, southern children might have studied at home. Many were also sent to England to be educated.

Name: _____ Date: _____

1. Why did people come from Europe to the 13 colonies?
 - A. They wanted religious freedom and a better way of life.
 - B. They wanted to live near relatives.
 - C. They wanted to go for a vacation.
 - D. They wanted to see if the trees were better for shipbuilding than back home.

2. The Southern Colonies had rich land and a mild climate, and the effect of this was that
 - A. those colonies focused on agriculture.
 - B. British colonists did not want to live there.
 - C. the people who lived there needed food.
 - D. those colonies chose to build factories.

3. Based on the passage, it can be concluded that
 - A. the colonies did not need to trade with each other.
 - B. every colony tried to focus mostly on shipping.
 - C. life at home for the colonists was the same in each colony.
 - D. each colony's location affected its businesses.

4. Read the following sentences: "Town life was centered on the church. If you did not belong to the church, you were an outcast."

The word **outcast** means

- A. someone forced to work outside
- B. someone praised as a hero
- C. someone who is not remembered
- D. someone kicked out of a social group

5. The passage "Background to the Colonies" is mostly about
- A. the differences in weather between the colonies
 - B. the biggest city in each colony and why it was so big
 - C. the ground that was shared by all of the colonies
 - D. the three groups of colonies and how they were different
6. What was the biggest city among the colonies, and what colony was it in?
7. Based on the passage, explain how the New England Colonies would have been different if they did not have many trees.
8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

New York didn't have a lot of farms; _____ it was a shipping and trading center.

- A. instead
- B. for example
- C. soon
- D. first

Unrest in Boston

This text is adapted from an original work of the Core Knowledge Foundation.

In 1767, the British government imposed the Townshend Acts on its American colonies. These placed a tax on many imported goods, including tea. Colonists protested these taxes, not just because they did not want to pay them, but because the taxes were imposed without colonial representation in Parliament. Many protests were centered in Boston.

The Boston Massacre

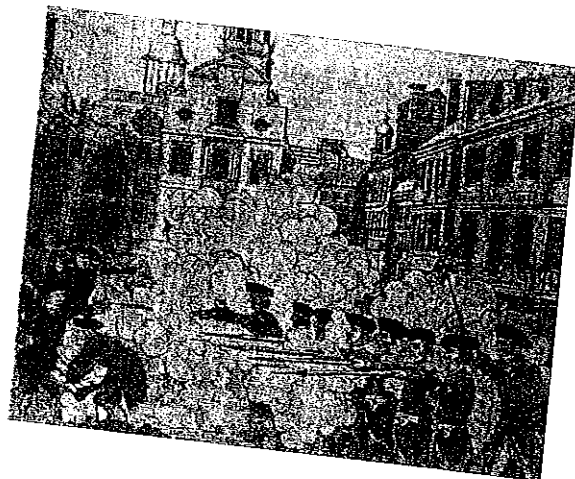
In 1768, in response to the protests about the new taxes, the British government sent soldiers to Boston to keep an eye on the Sons of Liberty. Because the British soldiers wore red uniforms, the colonists sometimes referred to them as "redcoats" or "lobster backs."

In March 1770, several Bostonians got into a tussle with a redcoat. The Bostonians surrounded the soldier and called him names. They threw snowballs at him, and some members of the crowd even threatened him with sticks and clubs.

More British soldiers arrived on the scene. They ordered the Bostonians to go home, but the angry protestors refused. The situation became more serious when even more people poured into the streets. Soon a crowd of 300 angry Bostonians was pressing in on the outnumbered British soldiers.

Some of the Bostonians shouted at the soldiers, daring them to fire their guns. One of the Bostonians threw something at the soldiers. It may have been a snowball. It may have been a rock. Whatever it was, it hit one of the soldiers and knocked him down. Perhaps thinking his life was in danger, the soldier fired his musket. One of the Bostonians fought back, attacking the soldier with a club. After that, the other British soldiers responded. They fired into the crowd. When it was over, five people were dead.

The Sons of Liberty were outraged. They began making speeches about the incident, which became



Paul Revere's engraving of the event that became known as the Boston Massacre

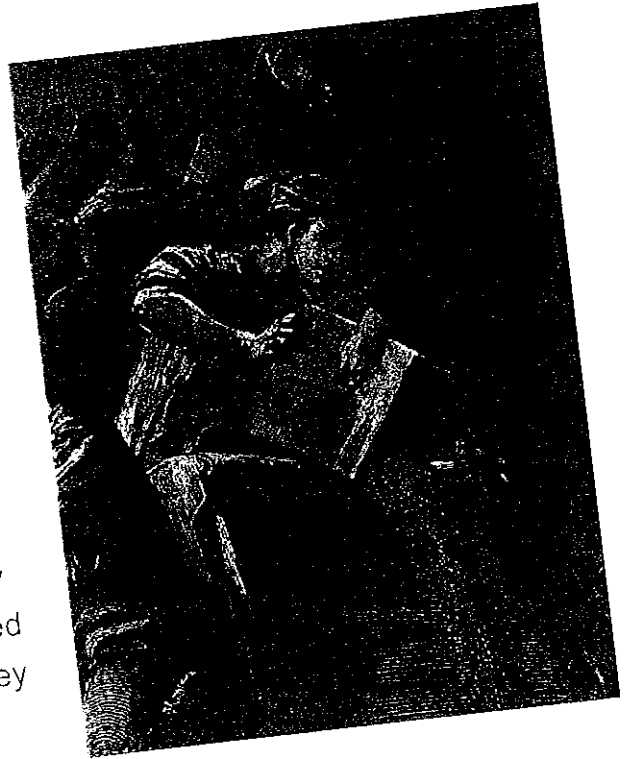
known as the Boston Massacre. They insisted that the Bostonians had been protesting peacefully and the British had no reason to fire on them. One of the Sons of Liberty, a man named Paul Revere, created an engraving that showed British soldiers firing into a crowd of peaceful protestors. It was not an entirely accurate picture of what had happened, but many colonists thought it was.

The World's Largest Tea Party

In December 1773, there was another incident in Boston. Three ships loaded with tea were docked in Boston Harbor. The captains had orders to unload the tea so it could be sold in Boston.

The Sons of Liberty refused to let this happen. They had spent a lot of time convincing the people of Boston not to buy or sell British tea. There was no way they were going to let the captains unload all that tea. The Sons of Liberty demanded the captains raise anchor and sail away.

The captains weren't sure what to do, so they did not do anything. The ships sat in the harbor until the Sons of Liberty finally decided to get rid of the tea once and for all. Dressed as Native Americans, they and other members of the patriot movement boarded the ships and threw the tea into Boston Harbor. They dumped approximately 340 chests of tea-worth hundreds of thousands of dollars in today's money-into the Atlantic Ocean. Later, this act of protest came to be known as the Boston Tea Party.



Boston Tea Party

Name: _____ Date: _____

1. Why did American colonists protest the taxes imposed by the British government?
 - A. because they had no representation in Parliament
 - B. because they thought different items should be taxed
 - C. because they felt the taxes were too low to raise money
 - D. because they were looking for a reason to revolt against the British

2. In March 1770, British soldiers fired into a crowd of Bostonians in an event that became known as the Boston Massacre. What was one effect of this event?
 - A. The British sent more soldiers to Boston to keep an eye on the colonists.
 - B. The Sons of Liberty dumped 340 chests of British tea into Boston Harbor.
 - C. The Sons of Liberty became outraged and spread word about the event to other colonists.
 - D. The British imposed more new taxes on the American colonists as punishment.

3. The Sons of Liberty in Boston worked to get colonists to become angry with the British. What evidence from the text supports this conclusion?
 - A. The Sons of Liberty decided to get rid of the taxed British tea sitting in Boston Harbor by throwing it all into the ocean one night.
 - B. The Sons of Liberty made speeches about the Boston Massacre saying that the Bostonians had been protesting peacefully and the British had no reason to fire on them.
 - C. In response to protests about the taxes, the British government sent soldiers to Boston to keep an eye on the Sons of Liberty.
 - D. The Sons of Liberty refused to let the captains of ships with British tea unload the tea to be sold in Boston.

4. Why might the Sons of Liberty have dumped the British tea into Boston Harbor during the Boston Tea Party?
 - A. to show other colonists that tea was not an important or necessary drink in the colonies
 - B. to show how angry they were about the Boston Massacre
 - C. to prove that they were able to protest against the British without using violence
 - D. to stop people from buying and selling tea which had been taxed unfairly by the British

5. What is the main idea of this text?

- A. Boston was a center of protest and tension between angry colonists and the British.
- B. The Boston Tea Party was the main reason why the colonies revolted against British rule.
- C. The Boston Massacre was the main reason why the colonies revolted against British rule.
- D. The Boston Massacre was a main cause of the Boston Tea Party.

Trouble Is Brewing: A Tax on Tea

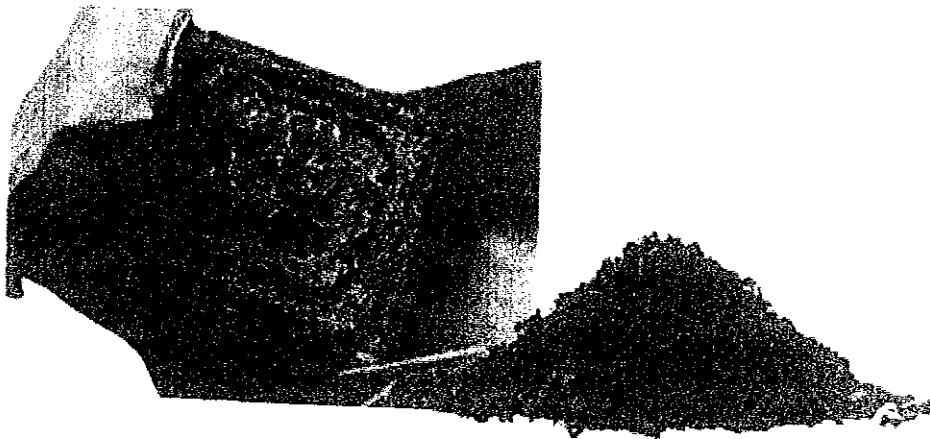
This text is adapted from an original work of the Core Knowledge Foundation.

In 1765, the British government imposed the Stamp Act on its North American colonies. This tax was heavily protested by colonists, who were upset that they had had no say in the decision.

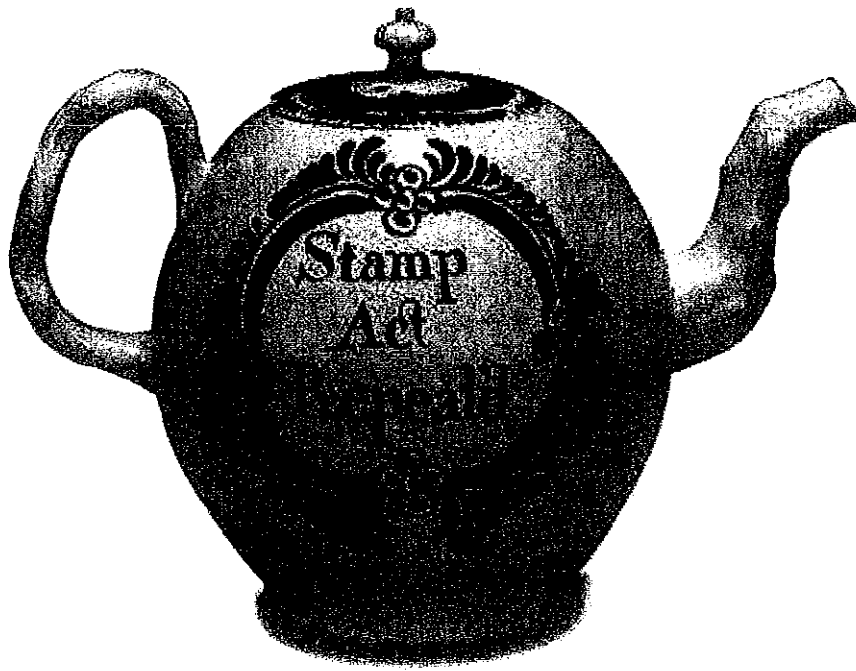
Some of the most passionate protests against the Stamp Act took place in Boston, Massachusetts. There, angry crowds took their frustration out on tax collectors.

A new group of protestors formed in Boston in response to the Stamp Act. The group met under a tree that they called the Liberty Tree. They made public speeches against taxes and the British government. They cried, "No taxation without representation!" This group became known as the Sons of Liberty.

Eventually, after much protest, the British government decided to repeal the Stamp Act in 1766. Parliament eliminated the tax on paper products, but in 1767 it replaced it with other taxes-including taxes on imported goods, such as tea. These taxes were officially called the Townshend Acts.



Buying, selling, even drinking tea became a political act in 1773.

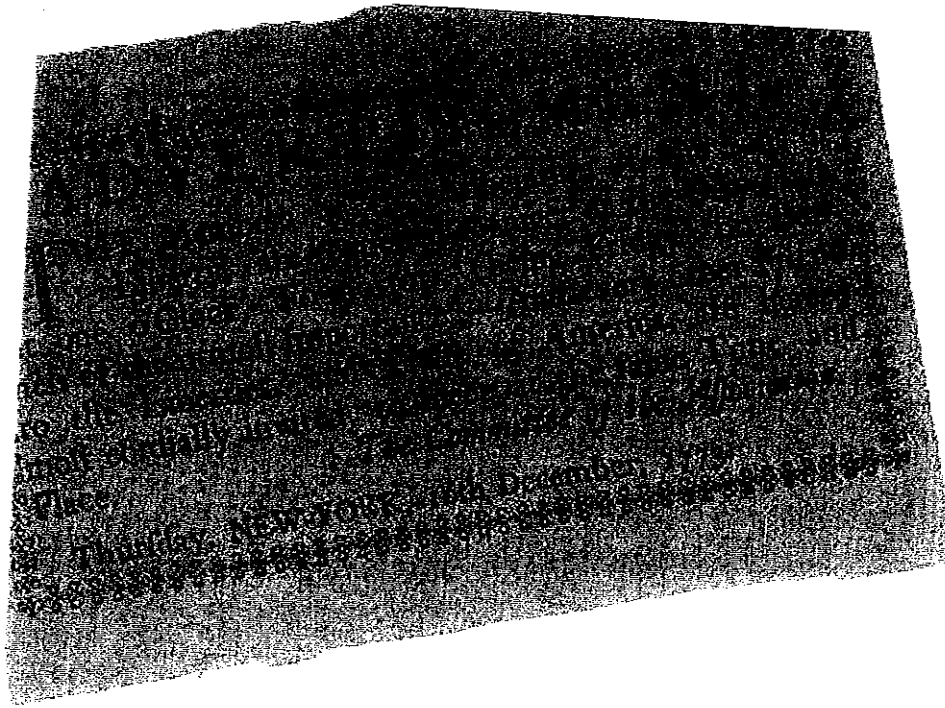


Teapot celebrating the repeal of the Stamp Act

Tea was a popular drink in the colonies, just as it was in Great Britain. However, many people decided they would not buy British tea if they had to pay an unfair tax. And they thought the new tax on tea was every bit as unfair as the old tax on paper. After all, the new tax had been approved by the same British Parliament in London, and there were still no representatives from the 13 colonies there.

Suddenly, deciding to take a sip of tea meant something more than just having a drink. If you bought British tea, you were paying a tax, and, indirectly, you were agreeing that Parliament had the right to tax the colonies. On the other hand, if you refused to buy British tea, you were making a statement of a different kind: you were saying that you did not approve of—and would not accept—taxation without representation.

Colonists who were angry about the new tax agreed not to buy British tea. But they didn't stop there. They also visited inns and other places that sold tea and asked the owners to stop selling it. Many establishments agreed to boycott British tea.



Advertisement for a Sons of Liberty meeting

Debates and protests about the British government's role in colonial affairs continued, especially in Boston.

Name: _____ Date: _____

1. What was one thing the British Parliament taxed in 1767?

- A. stamps
- B. paper
- C. tea
- D. food

2. Which event happened last in the sequence described by the text?

- A. The British repealed the Stamp Act.
- B. Angry colonists stopped buying British tea.
- C. The British put the Townshend Acts in place.
- D. A group of protestors called the Sons of Liberty formed in Boston.

3. Please read this sentence from the text.

"...If you refused to buy British tea, [...] you were saying that you did not approve of - and would not accept - taxation without representation."

Based on this evidence, what conclusion can you draw about the colonists who stopped buying British tea?

- A. They did not like the taste of British tea.
- B. They did not have the money to pay extra taxes.
- C. They thought the British tax was unfair.
- D. They were angry at colonists who did buy and drink British tea.

4. Many people felt upset and angered by the British tax on tea. What evidence from the text supports this statement?

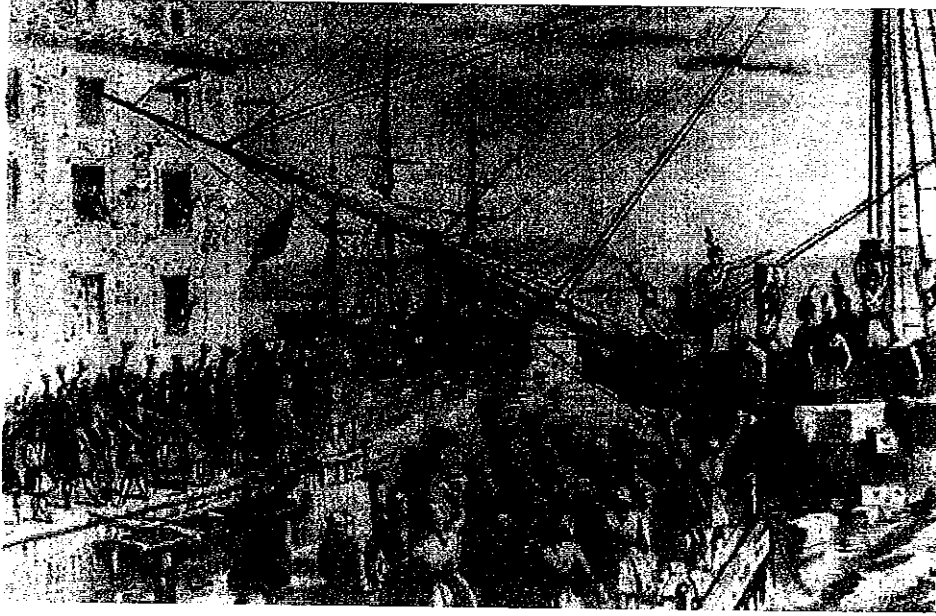
- A. Many inns and other places that sold tea agreed to boycott British tea.
- B. If you bought British tea, you were agreeing that Parliament had the right to tax the colonies.
- C. Tea was a very popular drink in the colonies, just as it was in Britain.
- D. People who protested the Stamp Act were upset they had no say in the decision to tax colonists.

5. What is the main idea of this text?

- A. After the British repealed the unpopular Stamp Act, they taxed other items, including tea.
- B. A group of protestors called the Sons of Liberty began the cry, "No taxation without representation!"
- C. While many people boycotted British tea, others chose to buy and drink it to make a statement of support for Parliament.
- D. The British tax on tea led to boycotts by colonists who felt that taxation without representation was unfair.

A Very Messy Tea Party

by W.M. Akers



If you know anything about English people, you probably know that many of them love tea. Ever since tea was first imported to Great Britain from China, the English have enjoyed a nice, hot cup of strong tea in the afternoon, and in the 1700s, they brought this habit with them to their colonies in North America.

In the early 1700s, the British government made a special deal with the East India Company, an English organization doing trade in the East Indies. They granted the East India Company a monopoly on tea by agreeing that no other company was allowed to sell tea in Britain or its colonies. This was a great deal for the East India Company, since it meant that the company could charge whatever it wanted for its products. It already cost a lot to get a crate of tea from India to England, and government taxes made the cost of tea even higher.

In the British colonies of North America, colonists did not like having to pay such high prices. Rather than overpay for tea from England, they turned to Dutch smugglers, who sneaked in tea that was just as good—and much less expensive. This was a violation of the English monopoly and against the law, but the colonists didn't care. They got the same cup of tea and had enough money left over to buy cookies for dipping.

The East India Company, however, didn't like this one bit. By the 1760s, they were losing

hundreds of thousands of pounds per year to Dutch smugglers—a fortune in a time when £60 a year was considered a good income. Rather than change their prices to compete with the Dutch smugglers, the company asked the British government for help. Parliament agreed and passed a series of acts in 1767 that would change the course of history.

A Tax on Tea?

With a stroke of the pen, the Townshend Acts raised the prices the colonists paid on all sorts of things. Lead, glass, paints, and paper all became more expensive. But today, the acts are best remembered for raising the price colonists had to pay for tea.

The colonists were outraged, and not just because they had to spend more money at the market. This was the second time the British government had taxed them to pay for the government's expenses—after the incredibly unpopular Stamp Act of 1765—and the colonists did not think it was fair. According to the British tradition, a tax could only be enacted—or “levied”—after elected officials agreed on it. For people living in England, this meant that taxes had to be voted on by Parliament. But the colonists didn't have any representatives in Parliament. They didn't have any representatives at all.

The common phrase “No taxation without representation!” became popular then, referring to the government taxing people without their consent.

The Sons of Liberty

With the Tea Act of 1773, Parliament allowed the East India Company to sell tea to the colonists for less money than ever before. With this act, the East India Company was able to cut American merchants out of the picture, selling tea directly to American distributors. Suddenly, English tea was cheaper than smuggled Dutch tea, which should have made the colonists happy. The act, however, had a negative effect on the American economy, which angered the colonists. Moreover, the Townshend tax was still in effect, and colonists didn't want a shilling of their money going toward something they considered unfair. It was a question of principle, and a few colonists in Boston were very principled indeed. There was no legal way for the colonists to fight back. And so they decided to break the law.

In November 1773, the *Dartmouth*, a tea ship, arrived in Boston Harbor, carrying thousands of pounds of discounted, yet taxed tea. But the people of Boston didn't want to buy this tea.

They didn't want to drink it. They didn't even want to let it off the ship. Led by Samuel Adams, protestors calling themselves the Sons of Liberty did everything they could to make the captain of the ship turn around and go home. But the British governor would not let the *Dartmouth* leave.

Finally, on December 16, a sizable group of colonists sneaked aboard the *Dartmouth* disguised as Native Americans. Working quietly, they emptied the holds of the *Dartmouth* and two other ships that had recently docked in port. Three hundred forty-two chests of tea went into the frigid Boston Harbor—a statement that Britain and the East India Company could not ignore. No matter how cheap the product, if it was taxed, the colonists didn't want it.

It was more than two years after the Boston Tea Party that the Declaration of Independence was signed, but once that tea went into the harbor, the path to revolution was assured. Tons of tea were thrown out, and the whole course of colonial history was changed that night.

Name: _____ Date: _____

1. What did the British government and the East India Company agree on in a deal made in the early 1700s?

- A. The East India Company would lower the price of tea in Britain and its colonies.
- B. The East India Company would standardize the price of tea in Britain and its colonies.
- C. Only the East India Company was allowed to sell tea in Britain and its colonies.
- D. Britain would not tax the East India Company on tea sold in Britain and its colonies.

2. One of the main causes of the high price of tea in the American colonies was the monopoly held by the East India Company. What was the effect?

- A. The East India Company sold more tea.
- B. The British started buying less tea.
- C. The East India Company grew less tea.
- D. Colonists bought tea from Dutch smugglers.

3. The colonists' major issue with the Townshend Acts was *not* the higher cost of tea. What evidence from the passage best supports this conclusion?

- A. Colonists had to spend more money on other goods such as paper.
- B. Colonists still would not buy British tea after the price was lowered.
- C. Colonists dumped 342 chests of British tea into the Boston Harbor.
- D. Colonists did not have representation in the British Parliament.

4. Why did Parliament pass the Tea Act of 1773?

- A. to try to get the colonists to buy British tea again
- B. to raise the profits the British government made on tea taxes
- C. to give the East India Company a monopoly on tea
- D. to allow the East India Company to sell tea in the colonies

5. What is this passage mostly about?

- A. why the British love high-quality tea
- B. the beginning of the Revolutionary War
- C. the development of the East India Company
- D. the lead-up to the Boston Tea Party

6. Read the following sentences: "It was more than two years after the Boston Tea Party that the Declaration of Independence was signed, but once that tea went into the harbor, the path to revolution was **assured**. Tons of tea were thrown out, and the whole course of colonial history was changed that night."

As used in the passage, what does "**assured**" mean?

- A. dangerous
- B. guaranteed
- C. popular
- D. unlikely

7. Choose the answer that best completes the sentence below.

_____ the East India Company was able to charge high prices for tea, it was losing hundreds of thousands of pounds per year by the 1760s.

- A. Even though
- B. Ultimately
- C. For instance
- D. In the end

8. What did the Townshend Acts do?

9. Why did the colonists think that taxation by the British was unfair?

10. The colonists were outraged after the Townshend Acts, which are best remembered for raising the price of tea. Why were the colonists not pacified by the discounted cost of tea after the Tea Act of 1773?

The Fight Begins: The British Punish Boston

This text is adapted from an original work of the Core Knowledge Foundation.

In December of 1773, American colonists in Boston dumped approximately 340 chests of tea into the ocean. They did this as a protest against a tax on tea, imposed by the British government, that they considered unfair. The act of protest became known as the Boston Tea Party.

When news of the Boston Tea Party reached Great Britain in 1774, many people were shocked. Many members of the British government were furious. They made a decision to punish the people of Boston.

Over the next few months, Parliament approved a series of new laws. The Boston Port Act declared that Boston Harbor would remain closed until the colonists paid for the tea that had been destroyed. No ships were allowed to enter or leave without British permission.

The Massachusetts Government Act declared that the people of the colony were now under stricter control in terms of meetings and electing their own officials. From that point on, the British king and his ministers would make all decisions about which colonists would serve in important positions in Massachusetts.

The Administration of Justice Act made new rules for trials. Bostonians accused of a crime would no longer be tried in Boston by fellow Bostonians. Instead, they would be sent either to another colony, such as Canada, or even to London. They would also be tried in a special Admiralty court by a judge handpicked by the king.

The Quartering Act declared that the colonists had to provide quarters, or temporary places to live, for the British soldiers stationed in the colonies. The colonists also had to provide supplies such as food, bedding, candles, and firewood. This was significant because the British government was getting ready to send more soldiers to Boston.



Alfred Thompson. Redcoats Sack New England



Members of the First Continental Congress gather at Carpenters' Hall in Philadelphia

The people of Massachusetts were very angry about these new laws. How could they make a living if goods could not be shipped in or out of Boston? How would they get a fair trial if they were sent to faraway courts? And how could they trust the government if all of the top officials were selected by the king? The Bostonians called these new laws the Intolerable Acts. They would not stand for them!

News did not travel fast back then. People did not have television, cell phones, or e-mail. But when people in other colonies heard about the events unfolding in Massachusetts, they became alarmed. Some were angry, too. They thought the same could happen to them! Twelve of the 13 colonies decided to send representatives to a meeting in Philadelphia, Pennsylvania, known as the First Continental Congress. The First Continental Congress met in September 1774. Of the 13 colonies, only Georgia did not attend.

Name: _____ Date: _____

1. What did American Colonists in Boston do in December of 1773?

- A. They decided to hold a meeting known as the First Continental congress.
- B. They held a violent protest against the British that caused people to get hurt.
- C. They decided to close Boston Harbor to all ships until a tax was lifted.
- D. They dumped 340 chests of British tea into the ocean as a protest.

2. What was one effect of the Boston Tea Party?

- A. The British government decided to punish the people of Boston with a series of new laws.
- B. The British government decided to loosen its power over the colonists in Boston.
- C. The British government decided to focus more on ruling the rest of the colonies.
- D. The colonists became annoyed with the people protesting against the British.

3. The Intolerable Acts gave the British government lots of power over the people of Boston. What evidence from the text supports this conclusion?

- A. Many members of the British government were furious when they learned about the Boston Tea Party and decided to punish the people of Boston.
- B. People of Boston called the new acts the Intolerable Acts, and would not stand for them.
- C. The Massachusetts Government Act said the British king and his ministers would make all decisions about which colonists became officials in the colony.
- D. The four Intolerable Acts were the Boston Port Act, the Massachusetts Government Act, the Administration of Justice Act, and the Quartering Act.

4. What effect did the Intolerable Acts have that the British government may not have wanted?

- A. People all over the colonies became angry and alarmed, and decided to hold the First Continental Congress.
- B. Colonists in Boston became angry but could not decide how best to continue protesting against the British.
- C. People all over the colonies decided to stop protesting to avoid being punished like colonists in Boston.
- D. Colonists in Boston were forced to provide housing and supplies for British soldiers in the colonies.

5. What is the main idea of this text?

A. The Administration of Justice Act was the most serious of the four Intolerable Acts imposed by the British on the colonists of Boston.

B. The Intolerable Acts, which the British imposed to punish Boston for its protests, caused colonists in Boston and other places to become alarmed and angry.

C. The British hoped to calm down protests in the colonies by imposing a series of four new laws on the colonists of Boston.

D. As part of the Intolerable Acts, the British government stopped all ships from entering or leaving Boston Harbor without British permission.

Colonization & Revolutionary War - Paul Revere's Ride

by ReadWorks



On April 19, 1775, the American Revolution began. Before the first shots of war were fired, Paul Revere left Boston under a cloak of darkness. He rode his horse to nearby Lexington. Two leaders of the revolution, John Hancock and Samuel Adams, were hiding there. Adams had organized the Boston Tea Party. Hancock would eventually become the first signer of the Declaration of Independence. The British felt that they could squelch the revolution if they could capture these men. Revere was able to warn Hancock and Adams, and both men escaped before the British arrived.

As he galloped across the countryside to Lexington, Revere called out to any colonists that could hear him. He warned them that British soldiers were coming. The colonists had a militia.

These troops could be ready in case of any sort of attack. They were called minutemen because they could prepare so quickly. Minutemen came from farms all over the countryside and gathered together in Lexington. The minutemen lined up and waited for the British to arrive in their red uniforms. The Redcoats came and the men stood facing each other for a few moments. No one moved. Then, the air burst with noise. A shot was fired. No one knows who fired first, but the war started. Shots resounded back and forth. Later, that first shot would be nicknamed the "shot heard 'round the world." The whole world was watching. They wanted to see what would happen to the colonies as they tried to battle one of the greatest countries in the world.

Years later, Henry Wadsworth Longfellow wrote a poem about Paul Revere's famous ride. The details of Longfellow's poem are not completely accurate. Longfellow wanted to arouse patriotism rather than record history.

Read the excerpts below from this famous poem. How do they make you feel?

Paul Revere's Ride

by Henry Wadsworth Longfellow

Listen my children and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year...

A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark
Struck out by a steed flying fearless and fleet:
That was all! And yet, through the gloom and the light,
The fate of a nation was riding that night;
And the spark struck out by that steed, in his flight,
Kindled the land into flame with its heat.
He has left the village and mounted the steep....
It was two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,

And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadow brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket-ball.

You know the rest. In the books you have read,
How the British Regulars fired and fled,--
How the farmers gave them ball for ball,
From behind each fence and farm-yard wall,
Chasing the red-coats down the lane,
Then crossing the fields to emerge again
Under the trees at the turn of the road,
And only pausing to fire and load.

Name: _____ Date: _____

1. Why was Paul Revere's ride so important?

- A. He helped John Hancock and Samuel Adams escape from British troops.
- B. He helped Minutemen leaders to hide from the British.
- C. He helped women and children stay hidden from the British.
- D. He helped George Washington escape from the British.

2. Paul Revere helped what group to prepare for the British troops?

- A. Women and children
- B. Families
- C. Old, patriotic men
- D. Minutemen

3. What was Henry Wadsworth Longfellow's purpose in writing, "Paul Revere's Ride"?

- A. He wanted to make sure everyone knew the true facts
- B. He wanted to arouse patriotism
- C. He was unhappy with Paul Revere
- D. He wanted to support England

4. In the first paragraph it says Paul Revere left Boston under a "cloak of darkness."

That means he left

- A. Wearing a black coat
- B. During the night
- C. During the day
- D. Wearing a dark coat

5. After reading both the passage and the poem, what is the main point of Paul Revere's ride?

- A. Paul Revere was able to warn citizens so they could prepare for the British
- B. Paul Revere helped the British to prepare for the American Minutemen
- C. Paul Revere gave aid to both the American minutemen and the British soldiers
- D. Paul Revere led an army against the Minutemen

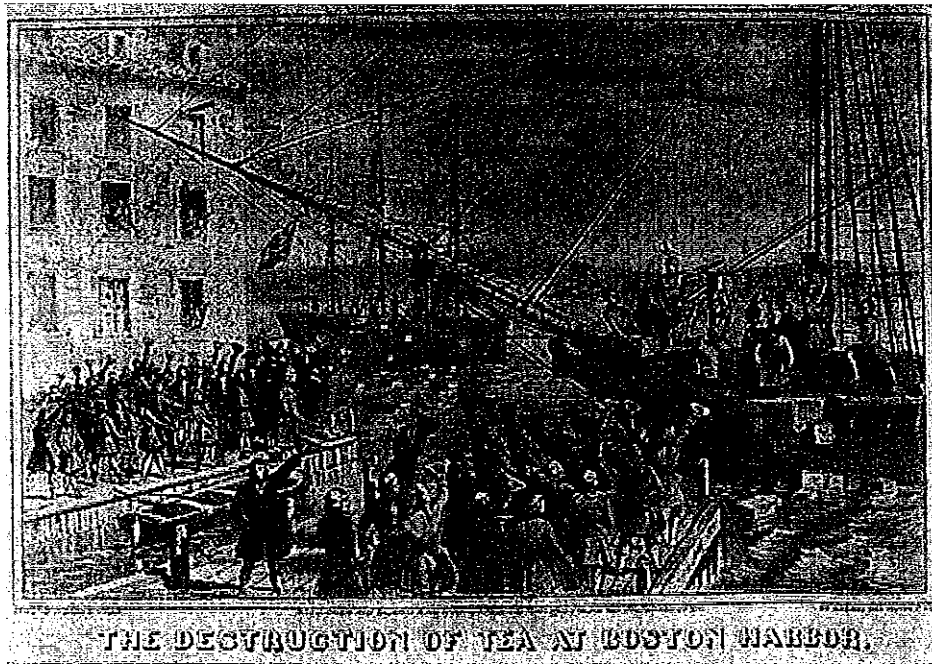
6. Halfway through the poem, Longfellow writes: "And the spark struck out by that steed, in his flight; Kindled the land into flame with its heat." What do you think he meant?
7. Why was the "shot heard round the world" so important to other countries?
8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

John Hancock escaped British capture, _____ becoming the first signer of the Declaration of Independence.

- A. after
- B. later
- C. since
- D. beyond

Colonization and Revolutionary War: Introduction to the Revolutionary War

by ReadWorks



As the colonies took root, they grew used to mostly governing themselves. Great Britain decided it wanted more control. It began to force new taxes on the colonists. They wanted to raise money from the goods they were shipping to the colonies. In 1764, the British Parliament passed the Sugar Act to raise the tax on sugar. The next year, the British Parliament passed the Stamp Act. Colonists now had to pay taxes for newspapers, marriage licenses, and all other legal documents.

Many colonists were angered by these taxes. They hadn't agreed to them and felt they were illegal and unfair. Each new tax led to a bigger protest on the part of these colonists. Besides taxes, many colonists were also unhappy about some of the rules the British were forcing on them. In 1765, the British Parliament passed the Quartering Act. The act stated that colonists had to agree to give British troops food and let them stay in their homes. Colonists who were unhappy with how the British were treating them decided to fight back peacefully.

In 1765, the Stamp Act Congress met in New York. The Congress was made up of representatives from many colonies. The representatives agreed to boycott British goods until

the Stamp Act was repealed. That same year, the Sons of Liberty, a secret organization of colonists in favor of liberty, was formed.

Tensions grew between the Colonists and the British. In 1770, tensions erupted with the Boston Massacre. British troops thought they were under attack when colonists in Boston started throwing snowballs at them. They panicked. One soldier started firing his gun. Then more soldiers fired into the unarmed crowd. Five colonists were killed and six were injured.

The British government was afraid of losing control over the colonies. They removed all the taxes on imports to try to make the colonists happy. They allowed, however, one tax to remain in place for tea. In 1773, Parliament passed the Tea Act to help get the East India Company out of financial trouble. This act enabled the British trading company to sell tea in America at a low price. Even with a tax on tea, the British company had a price advantage over American tea companies. The colonists were furious. They feared East India's tea would put American tea companies out of business. In Boston, a leader of the resistance named Samuel Adams decided to protest. He spoke to a group of colonists on December 16, 1773 at the Old South Church in Boston. Shortly after he spoke, a large group of men boarded British ships and dumped thousands of pounds of East India's tea into the harbor. Crowds of onlookers gathered to celebrate the rebellious act. They nicknamed the event the Boston Tea Party.

The British responded quickly and harshly. In 1774, they passed several measures known as the Intolerable Acts. They closed the Boston port and made it difficult for the major city to function. Other colonies, especially Maryland, helped Boston survive by sending food and supplies.

All of these events had two main consequences. First, they made the colonists resent Britain. Britain's government seemed far away and out of touch with the colonists' needs. Many colonists began to think about ruling themselves. Second, they helped unite the colonists. The colonists had come to the New World with very different backgrounds and lifestyles. They were sprawled all over the East Coast of this big continent. But Britain's acts gave them a single purpose and a common cause: justice and liberty.

In September 1774, the first meeting of the First Continental Congress took place. Representatives from 12 of the American Colonies met to discuss how they would unite and defend their rights as men. Within months the Revolutionary War would begin. Less than two years later, on July 4, 1776, America would declare its independence.

Name: _____ Date: _____

1. What was the purpose of the Quartering Act?

- A. Colonists had to allow British soldiers to live in their homes.
- B. The colonists had to pay a tax on all legal documents.
- C. One out of every four men had to serve in the British army.
- D. Each colony was divided into four quarters.

2. What was a consequence of the Boston Tea Party?

- A. King George III allowed the colonists to declare independence.
- B. The Stamp Act Congress was held.
- C. The Sons of Liberty was formed.
- D. King George III closed Boston's Port.

3. Based on the passage, the main reason that colonists became upset with the British was that

- A. The colonists wanted to take over the British government.
- B. The British made laws that colonists thought were unfair.
- C. British soldiers were using the Quartering Act too much.
- D. The colonists were mostly upset about the price of tea.

4. Read the following sentences: "They closed the Boston port and made it difficult for the major city to function. Other colonies, especially Maryland, helped Boston survive by sending food and supplies."

The word **function** means

- A. to work normally
- B. to start existing
- C. to hold political rallies
- D. to obey orders

5. The primary purpose of this passage is to

- A. Convince the reader that the American colonists were overreacting to British actions.
- B. Compare the American colonies to other colonies in the British Empire
- C. Illustrate how American politics are different from British politics.
- D. Explain the events that led American colonists to declare independence from the British.

6. Describe two of the laws mentioned in the passage.

7. Explain how American colonial history would have been different if the British had not passed the Intolerable Acts.

8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

The British wanted to keep control of the American colonies, _____, their actions were out of touch with the colonists' needs.

- A. however
- B. as a result
- C. thus
- D. most importantly

MR HARTLE

5th & 6th

MATH

Students,

The AMI material is either in paper form, or can be accessed in Google Classroom. The AMI work in Google Classroom is listed as AMI for each grade level. The codes for accessing the new Google Classroom AMI work are:

6th grade ;Use the + sign in the top right of the Google Classroom to open a new class. The code for this new AMI class is **4t4wmhe**.

5th Grade ;Use the + sign in the top right of the Google Classroom to open a new class. The code for this new AMI class is **gk4yo55**.

Share all completed documents with Mr. Hartle to receive feedback on your success.

AMI Packet Material and Directions

The AMI paper packet of material was created to be new, yet familiar work to keep you thinking. The order in which this work is done does not really matter, however each week was designed to be similar.

Each week you are to do:

One Sudoku puzzle

One Magic Square

Two Mash-UP math puzzles

One page of problem solving problems

If you need assistance you can email me at clair.hartle@norfork.k12.ar.us or you can text your question to 972-571-3032.

When you complete a page, take a picture of the completed work and text it to 972-571-3032. Make sure to include your name with the text. I will then reply with feedback on your work.

I will not be picking up paper packets.

The assigned projects are still intact and will be due at school when we return. If you are having trouble with these you can contact the number above or email me your questions at clair.hartle@norfork.k12.ar.us.

WEEK 1 - MATH

Complete the Magic Squares by filling in the missing spaces. The Magic Sum is given above each square. The three numbers in each row, column, and diagonal should add up to give the Magic Sum. Note: A number can not be used more than once in any square

$4/6 - 4/10$

Magic Sum = 18

	6	
5		2

$4/6 - 4/10$ SODUKU

	3			2		4	
	6					9	
						5	
8	9			3			
1		6		4	8		3
				1	4	8	
3		1		7	6		
		9					
				1	5	2	4



math challenge

#1 of 17

of the day

$$\text{bear} + \text{bear} - \text{monkey} = \text{bird}$$

$$3 \times \text{bird} = 33$$

$$\text{bird} - \text{monkey} = 7$$

$$\text{bear} - 3 = \text{monkey}$$

$$\text{monkey} = ?$$

Learn more about fractions at www.k5math.com

Get more weekly math challenges at www.elashipmath.com

2020 Math Puzzle 1- student sheet

Koala-

Camel-

Bird-

Gorilla-

$$\text{Garfield} + \text{Garfield} + \text{Garfield} = 99$$

$$101 = \text{Garfield} + \text{Odie} + \text{Odie}$$

$$\text{Odie} - \text{Jon} = 5$$

$$\text{Jon} + \text{Garfield} + \text{Odie} = ?$$

Garfield =
Odie (dog) =
Jon =
? =

Math Problems- Week 1 - 5th & 6th AMI

Lining Up

At School Street Elementary, the students in Ms. Wolfe's 3rd grade line up in a straight line. When the teacher counts the students from the front of the line, Isabelle is #14. When the teacher counts from the back of the line, Isabelle is #8.

How many students are in line altogether?

Show your work using pictures, numbers or symbols.

All Aboard

A train can hold 78 passengers. The train starts out empty and picks up 1 passenger at the 1st stop, 2 new passengers at the 2nd stop, 3 new passengers at the 3rd stop and so forth. After how many stops will the train be full? Show your work using pictures, numbers or symbols.

Bat-tastic

It is Halloween, and Jordan and five friends want to dress up as bats. Each costume has a wingspan of 2 and $\frac{1}{2}$ feet each. If Jordan and five friends stretched out all of their wings tip to tip, how far would they reach? Show your work using pictures, numbers or symbols.

How Many Boxes?

The Halloween store has 4 separate large boxes, and inside each large box there are three separate small boxes, and inside each of these small boxes there are 2 separate smaller boxes filled with Halloween items. How many boxes, counting all sizes, are there all together? Show your work using pictures, numbers or symbols.

Horsing Around

Zachary travels on a journey of 50 miles. He spends half of his time riding his horse and half of his time walking. When he rides his horse, he covers 9 miles every hour. When he walks, he covers $3\frac{1}{2}$ miles every hour. How much time does it take him to complete the journey? Show your work using pictures, numbers or symbols.

WEEK 2 MATH

MAGIC SQUARE

Complete the Magic Squares by filling in the missing spaces. The Magic Sum is given above each square. The three numbers in each row, column, and diagonal should add up to give the Magic Sum. Note: A number can not be used more than once in any square

$$3/30 - 4/3$$

Magic Sum = 15

3		
	9	2

SADUKU

$$3/30 - 4/3$$

	9		8		2	7	5	
					3	1	6	4
3								9
	1	4						
2						3		
5	3		1					
				1			2	
9	8			4				
	2			5				7

MATH CHALLENGE

$$\triangle + \triangle + \triangle = 42$$

$$\triangle + \text{ship} = 17$$

$$\triangle = \text{circle}$$

$$\text{circle} = \text{ship} \times \text{ship}$$

$$\text{circle} + \text{ship} + \text{circle} = ?$$

Star Wars Math Challenge student sheet

Kylo Ren =

Luke Skywalker =

BB-8 =

Rebel Pilot =

? =



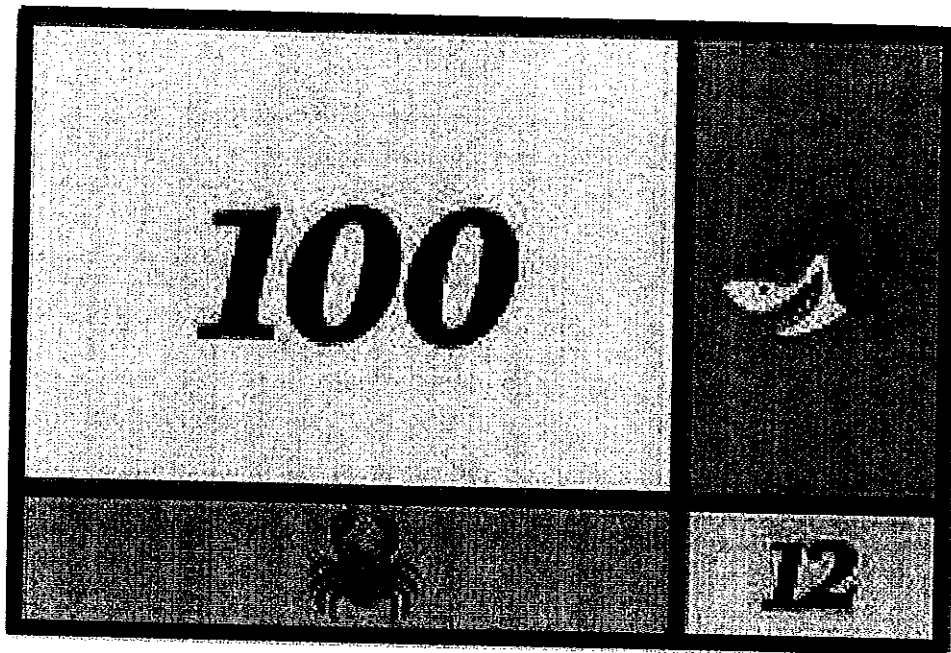
math challenge

#14 of 17

of the day

If the multiplication diagram below represents the value 182, find the value of each emoji.

10



Get more weekly math challenges at www.nashipraxis.com

Student Answer Sheet- Day 14 of 17

(Hint: The whole diagram represents 182 and the two given sections represent 112. How can you distribute the difference of 70 between the two unknown sections?)

Clown Fish =

Octopus =

Shark =

Crab =

Whale =

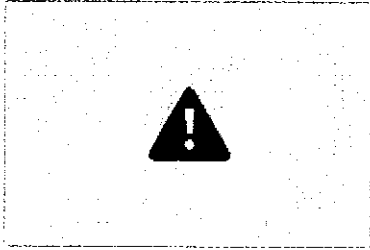
Area Model:

5th + 6th - Week 2

Rock, Paper Scissors

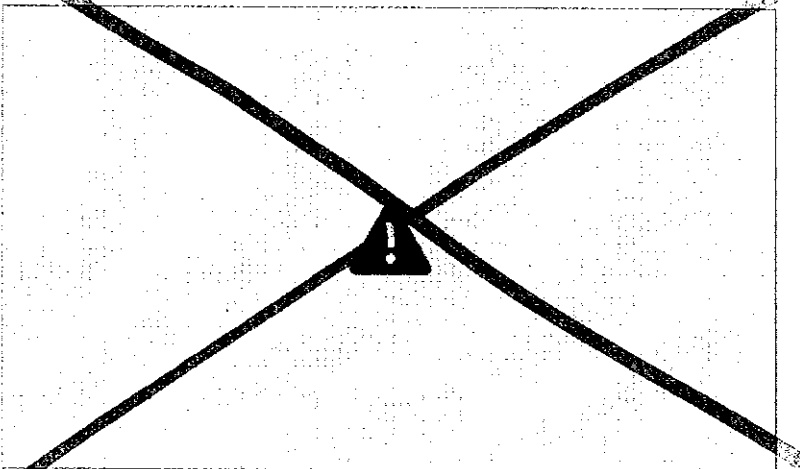
- ① Amir and Blanca play rock, paper, scissors ten times on the first day of school. Amir plays rock three times, scissors six times, and paper once. Blanca plays rock twice, scissors four times, and paper four times. The order they played them in is not known, but none of the games was a tie. Can you tell who won and by how many games?

Caravan of Camels



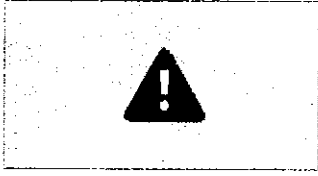
- ② A camel shepherd bought a caravan of camels. On his journey through the desert, he noticed that the camels all had a very bad disease and would be of no use for traveling any further. He returned to the seller and asked for new camels. The seller said, "I will gladly give you the same number of camels that you bought if you can tell me how many camels you started with." The camel shepherd could not remember exactly how many he had bought, but he knew it was less than 100. He remembered that if the camels walked in rows of 2, one walked alone; in rows of 3, one walked alone; in rows of 4, one walked alone; and in rows of 5, one walked alone. How many camels were in the caravan? Show your thinking using pictures, words, or numbers.

~~What time is it?~~



~~The digits on this clock add up to 6. How many times during the day (24 hours) will the digits add up to 6? Show your work using pictures, numbers or symbols.~~

Handshakes



3. At the end of the Red Sox game, the 10 players and 4 coaches each shook hands with one another. Each person shook hands exactly one time with every other person. How many total handshakes were there? Show your thinking using pictures, numbers or symbols.

WEEK 3 - MATH

4/13 - 4/17

13

4/13 - 4/17

4/13 - 4/17

	6	7
	10	

SODUKU

4/13 - 4-17

				2		
7	1		9	5	8	
	9	2		4	6	
	8	6		7		4
	4		5		1	
	1	4				2
	2				9	7
9				8		
		8		6		

599



math challenge

#2 of 17

of the day

$$\text{Pineapple} + \text{Pineapple} + \text{Pineapple} = \text{Strawberry}$$

$$\text{Strawberry} \times 1 = \text{Grapes}$$

$$\text{Grapes} + \text{Grapes} = 24$$

$$\text{Watermelon slice} + \text{Pineapple} = 6$$

$$\text{Grapes} + \text{Strawberry} + \text{Watermelon slice} = ?$$

Don't forget to get more math challenges at www.mathaproff.com
 Get more weekly math challenges at www.mathaproff.com

2020 Math Puzzle #2- Student Sheet

Pineapple-

Strawberry-

Grapes-

Watermelon-

?-



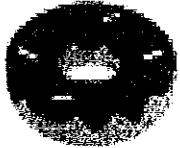





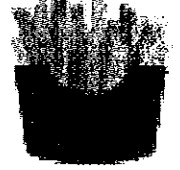


math challenge

of the day

**Find the value of each icon
in the multiplication table below:**

0  2

	0		
			12
	0		



Student Answer sheet-Day 13 of 17

(Hint: Think about what happens when you multiply values by zero and by one)

Avocado =

Pancakes =

Banana =

Donut =

Coffee =

French Fries =

6th Grade-Math Problem Solving- Week 3

On average, I sleep about 7 hours 45 minutes each day. So, during one year, I sleep for $7.45 \times 365 = 2719.25$ or about 2700 hours. This calculation is not correct. What is the correct answer? (Hint: Think about the minutes as fractional parts of an hour.)

Sheila works 8 hours per day on Monday, Wednesday and Friday, and 6 hours per day on Tuesday and Thursday. She does not work on Saturday and Sunday. She earns \$324 per week. How much does she earn in dollars per hour?

Max is organising a trip to the airport for a party of 75 people. He can use two types of taxi. A small taxi costs \$40 for the trip and holds up to 4 people. A large taxi costs \$63 for the trip and holds up to 7 people.

1.a. If Max orders 6 large taxis, how many small taxis will he need? Show how you figured it out.

b. How much will the total cost be? Show all your calculations.

2. Max can organize the journey more cheaply than this! How many taxis of each type should Max order, to keep the total cost as low as possible? Explain your reasoning, and show all your calculations.