Reading Reconsidered Curriculum Number the Stars Fluency Practice

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**What is Fluency?**

Reading fluently means reading words accurately, at a speed that matches normal conversation, and with expression in order to understand the text. Fluent readers pay attention to:

* **Punctuation**: Which punctuation marks appear in the sentence? What clues does punctuation give you about when you should pause or how you should convey emotion?
* **Important words**: Are there any words that require special emphasis or give clues about the emotion of a sentence?
* **Dialogue**: How does the dialogue change what kind of expression you use? How is the person who is speaking feeling? What might they sound like?
* **The tone of the passage**: Are you capturing the intended meaning behind what you are reading? Are you capturing the voice of the narrator in your reading?

**Directions for students:**

1. Write your personal reading goal at the top of the page.
2. Listen to the teacher read aloud the set of sentences. Pay attention to when the teacher’s voice pauses or changes.
3. Now your teacher will call on students to read the sentences aloud.
4. Now reread the set of sentences with your partner.
   1. Partner 1 (reader) reads the first sentence.
   2. Partner 2 (listener) listens while following along with a ruler.
   3. Let the reader try to decode the words. If they are stuck, the listener can help after the reader has given it a try.
   4. If neither student can read the word, jot it in your ‘Words to Practice’ box.
5. Switch roles for the next sentence and continue alternating through the set of sentences.
6. Reread the set following the above directions 3-4 times.
7. Listen for your teacher’s directions to see which questions you will be answering on the back of your sheet.

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Words to Practice

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*Number the Stars*

Set 1: Lesson 2 203 Total Words

Below are some sentences about German Occupation and World War II.

1. In the 1930s, the Nazi Party took control in the European country of Germany.
2. Antisemitism, meaning hatred of Jewish people and prejudice against them, was fundamental to the Nazi party’s beliefs.
3. German Nazis wanted to conquer the world through war and eliminate Jewish people.
4. In 1939, Germany started World War II by invading and occupying the neighboring country of Poland.
5. Germany then invaded and occupied countries across Europe using a tactic called “blitzkrieg,” or “lightning war.”
6. The strategy involved fast, surprise attacks that overwhelmed opposing forces and caused them to surrender.
7. Between 1939 and 1941, Germany defeated and occupied many European countries.
8. Initially, the small country of Denmark hoped to remain neutral in World War II, meaning they did not intend to take sides in the conflict.
9. However, on April 9, 1940, German forces crossed the border into Denmark and invaded.
10. The German army was so powerful that the Danish government chose not to fight back.
11. Rather than fighting until their inevitable defeat, Denmark surrendered quickly to German control.
12. The Danish government cooperated with the German occupiers to protect Danish citizens from harsh punishments or strict rules introduced by the Nazis.

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Reading Comprehension Questions

Set 1: Lesson 2

Below are some questions from the sentences about German Occupation and World War II.

1. What is antisemitism?
2. How did World War II start?
3. What was Denmark’s hope when the war first started?
4. What does it mean when a country remains neutral in a war?
5. What does “blitzkrieg” or lightening war mean?

1. What did Denmark do when Germany invaded? Why?

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Words to Practice

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*Number the Stars*

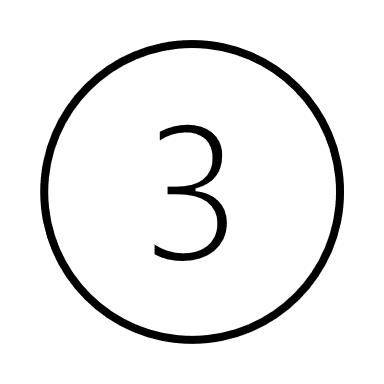
Set 2: Lesson 5, pgs. 27-29 288 Total Words

Below is a passage from *Number the Stars* where Kirsti arrives home upset because she doesn’t like the fish shoes her mother has bought her.

The door opened and Kristi stomped in, her face tear stained and glowering. Mama followed her with an exasperated look and set a package down on the table

“I won’t!” Kristi sputtered. “I won’t ever, ever wear them! Not if you chain me in a prison and beat me with sticks!”

Annemarie giggled and looked questioningly at her mother. Mrs. Johansen sighed. “I bought Kristi some new shoes,” she explained. “She’s outgrown her old ones.”

“Goodness Kristi,” Ellen said. “I wish my mother would get me some new shoes. I *love* new things, and it’s so hard to find them in the stores.”

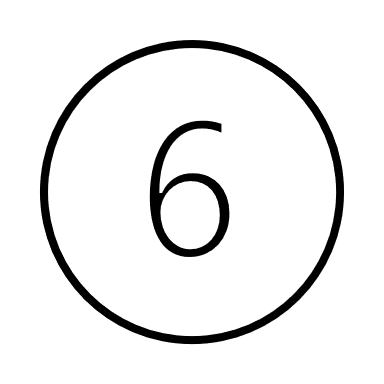
“Not if you go to a *fish* store, Kristi bellowed! “But most mothers wouldn’t make their daughters wear ugly *fish* shoes!”

“Kirsten,” Mama said soothingly, “you know it wasn’t a fish store. And we were lucky to find shoes at all.”

Kirsti sniffed. “Show them,” she commanded. “Show Annemarie and Ellen how ugly they are.”

Mama opened the package and took out a pair of little girl’s shoes. She held them up and Kirsti looked away in disgust.

“You know there is no leather anymore,” Mama explained. “But they’ve found a way to make shoes out of fish skin. I don’t think these are too ugly.”

Annemarie and Ellen looked at the fish skin shoes. Annemarie took one in her hand and examined it. It was odd looking. The fish scales were visible. But, it was a shoe, and her sister needed shoes.

“It’s not so bad, Kirsti,” she said lying a little. Ellen turned the other one over in her hand. You know it’s only the color that’s ugly.”

“Green!” Kirsti wailed. “I will never *ever* wear green shoes!”

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Reading Comprehension Questions

Set 2: Lesson 5

Below are some questions from the passage you read from pages 27-29 of *Number the Stars*.

1. Kirsti enters the room very upset. List two words or phrases from the first paragraph that show how she feels.
2. Why is Kirsti upset?
3. How does Mama feel when they get home from shopping? Why?
4. Why can’t Mama just buy Kirsti different shoes?
5. Why does Annemarie lie a little and tell her sister they aren’t so bad??
6. Why might an author put a word in italics when writing dialogue? (Italics are when the word is slanted like *this.)*

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Words to Practice

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*Number the Stars*

Set 3: Lesson 13 257 Total Words

Below are some sentences about the Danish rescue.

1. During World War II, Germany invaded and occupied over twenty countries.
2. According to the Jewish Virtual Library, “Denmark was the only occupied country that actively resisted Nazi attempts to relocate its Jewish citizens.”
3. In September of 1943, a German diplomat learned of Nazi plans to deport Danish Jews.
4. He secretly informed members of the Danish resistance who alerted leaders of the Danish Jewish community.
5. Jewish leaders and members of the Danish resistance spread the news of the planned deportations throughout Denmark.
6. Danish citizens responded quickly. Jews and non-Jews worked together to organize a nationwide effort to smuggle Denmark’s Jews by sea to neutral Sweden.
7. Prior to the German occupation, approximately 8,000 Jews lived in Denmark.
8. The United States Holocaust Memorial Museum explains, “Within a few weeks, fishermen helped ferry some 7,200 Danish Jews and 680 non-Jewish family members to safety across the narrow body of water separating Denmark from Sweden.”
9. The secret rescue of Danish Jews was risky for both the escaping Jews and the non-Jewish Danes supporting them.
10. Around 200 people were caught by the Germans while attempting to escape to Sweden and were deported to a concentration camp.
11. According to the United States Holocaust Memorial Museum, “Without the Danes’ widespread support for Jews and active resistance to Nazi policies, few if any Jews would have survived the Holocaust in Denmark.”
12. Over ninety percent of Danish Jews survived the Holocaust, a far higher percentage than from any other occupied nation.

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Reading Comprehension Questions

Set 3: Lesson 13

Below are some questions from the sentences you just read about the Danish Resistance during World War II.

1. How many countries did Germany invade during World War II?
2. What made Denmark different than other occupied countries?
3. How did Danish citizens help Jewish citizens escape deportation?
4. How many people were saved thanks to the Danish Resistance?
5. Participation in the Danish Resistance was described as dangerous. Why?
6. How many Danish Jews survived the Holocaust?

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Words to Practice

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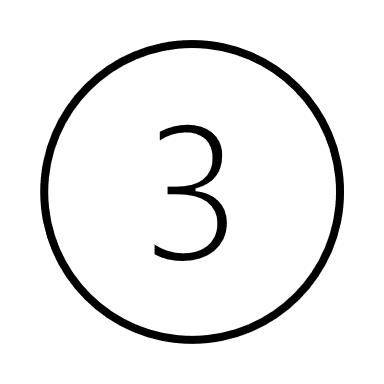
Set 4: Lesson 13, pp. 93-94 275 Total Words

Below is a passage from *Number the Stars* where Annemarie thinks about the Rosens as they await their escape to Sweden.



It was an odd word: *pride*. Annemarie looked at the Rosens, sitting there, wearing the misshapen, ill-fitting clothing, holding ragged blankets folded in their arms, their faces drawn and tired. She remembered the earlier, happier times: Mrs. Rosen, her hair neatly combed and covered, lighting the Sabbath candles, saying the ancient prayer. And Mr. Rosen, sitting in the big chair in their living room, studying his thick books, correcting papers, adjusting his glasses, looking up now and then to complain good-naturedly about the lack of decent light. She remembered Ellen in the school play, moving confidently across the stage, her gestures sure, her voice clear.

All of those things, those sources of pride – the candlesticks, the books, the daydreams of theater – had been left behind in Copenhagen. They had nothing with them now; there was only the clothing of unknown people for warmth, the food from Henrick’s farm for survival, and the dark path ahead, through the woods, to freedom.

Annemarie realized, though she had not really been told, that Uncle Henrik was going to take them in his boat, across the sea to Sweden. She knew how frightened Mrs. Rosen was of the sea: its width, its depth, its cold. She knew how frightened Ellen was of the soldiers, with their guns and boots, who were certainly looking for them. And she knew how frightened they all must be of the future.

But their shoulders were as straight as they had been in the past: in the classroom, on the stage, at the Sabbath table. So there were other sources, too, of pride, and they had not left everything behind.

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Reading Comprehension Questions

Set 4: Lesson 13

Below are some questions from the passage you read in *Number the Stars* pages 93-94.

1. Why are the Rosens wearing ill misshapen clothing?
2. What is a happy memory Annemarie has of Mr. Rosen? Mrs. Rosen?
3. What is a happy memory Annemarie has of Ellen?
4. What are some of the things that made the journey across the Sea scary for the Rosens?
5. What does Annemarie list the Rosens have left behind? What do these possessions represent?
6. What does Annemarie mean when she says “*So there were other sources, too, of pride. Not everything had been left behind*”?

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Words to Practice

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*Number the Stars*

Set 5: Lesson 19 220 Total Words

Below are some sentences about the end of World War II in Denmark.

1. After Denmark helped most of its Jewish citizens escape from Nazi relocation in October 1943, the relationship between Germany and Denmark deteriorated.
2. In response to the resistance fighters’ acts of sabotage, the German army began to blow up Danish buildings and kill Danish citizens.
3. In 1944, as Hitler’s army was attempting to invade the Soviet Union in the East, Britain, the U.S., and other allies landed in France to force the Germans to fight in two places at once.
4. Two enormous military forces, the Soviets and the Allies, approaching from the east and the west, eventually wore the Nazis down.
5. In May of 1945, the Nazis finally surrendered to the Allies.
6. According to the Royal Danish Library, after the news of the war’s end was announced in Denmark, “A wildly euphoric mood [spread] across the country.
7. After the defeat of Nazi Germany, many Jewish families returned to their homes.
8. Although a housing shortage required some of them to live in shelters for a few months, most found their homes and businesses as they had left them, since the local authorities had refused to permit the Germans or their collaborators in Denmark to seize or plunder Jewish homes.
9. Denmark had one of the highest Jewish survival rates for any German-occupied European country.

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Reading Comprehension Questions

Set 5: Lesson 18

Below are some questions from the sentences you just read about the end of World War II in Denmark.

1. How did Germany respond to the Danish Resistance’s acts of sabotage?
2. Who fought alongside the United States in the war? What were they called?
3. How did World War II end?
4. Describe the mood in Denmark when the war finally ended. Use the word *citizen* in your answer.
5. What was one challenge some Jewish citizens faced when they returned to Denmark?
6. Why were many Jewish homes and businesses left untouched during the Nazi occupation.

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Words to Practice

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*Number the Stars*

Set 6: Lesson 17, pgs. 114-115 306 Total Words

Below is the passage from *Number the Stars*. Annemarie has been stopped on the path by German soldiers on her way to deliver an item to Uncle Henrik that is needed to bring the Rosens to safety.



”Are you alone?” one asked.

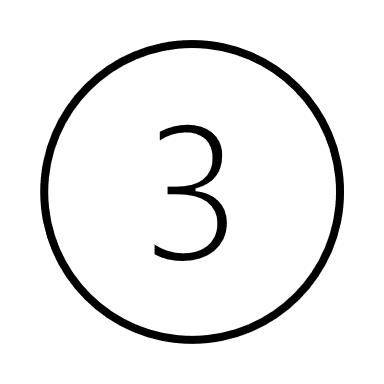
Annemarie nodded. “Yes,” she said. One of the dogs growled. But she noticed that both dogs were looking at her lunch basket.

One soldier stepped forward. The other, and the two holding the dogs, remained where they were.

“You came out before daybreak just to bring a lunch? Why doesn’t your uncle eat fish?”

What would Kirsti reply? Annemarie tried to giggle, the way her sister might. “Uncle Henrik doesn’t even *like* fish,” she said, laughing. “He says he sees way too much of it, and *smells* too much of it. Anyway, he wouldn’t eat it raw!” She made a face. “Well, I suppose he would if he were starving. But Uncle Henrik always has bread and cheese for lunch.”

Keep chattering, she told herself, as Kirsti would. A silly little girl. “I like fish,” she went on. “I like it the way my mother cooks it. Sometimes she rolls it in breadcrumbs, and –”

The soldier reached forward and grabbed the crisp loaf of bread from the basket. He examined it carefully. Then he broke it in half, pulling the two halves apart with his fists.

That would enrage Kirst, she knew. “Don’t” she said angrily. “That’s Uncle Henrik’s bread! My mother baked it!”

The soldier ignored her. He tossed the two halves of the loaf to the ground, one half in front of each dog. They consumed it, each snapping at the bread and gulping it so that it was gone in an instant.

 “Have you seen anyone in the woods?” The soldier barked the question at her.

“No, Only you.” Annemarie stared at him. “What are you doing in the woods, anyway? You’re making me late. Uncle Henrik’s boat will leave before I get there with his lunch. Or what’s *left* of his lunch.”

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Reading Comprehension Questions

Set 6: Lesson 17

Below are some questions from the passage you read in *Number the Stars* pages 114-115.

1. Who stops Annemarie when she’s walking on the path through the woods?
2. What does Annemarie tell the solder is her reason?
3. Why does Annemarie remind herself to behave like Kirsti?
4. In section 2, why might the author put the words *like* and *smell* in italics?
5. What does Annemarie do when the soldier gives the bread to the dogs? Why might this behavior be unexpected?
6. How would you describe Annemarie’s tone in the last line when she says, “Or what’s *left* of his

lunch”?