Reading Reconsidered Curriculum Number the Stars Fluency Practice Teacher Guide

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| **Name** | **Pre WCPM** | **Notes**  **Set 1** | **Notes**  **Set 2** | **Notes**  **Set 3** | **Post**  **WCPM** |
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**Fluency Tracker**

**Goal**: Students achieve 110+ Words Correct Per Minute (WCPM) with 99% accuracy and correct prosody.

Click [here](https://www.cde.state.co.us/sites/default/files/documents/coloradoliteracy/clf/downloads/tools_for_assessing_prosody.pdf) for a prosody rubric you might find helpful.

**Directions:** Practice reading each set of sentences for 2 weeks about 2-3 times per week in a small group. You may choose from 6 different sets depending on the needs of their group. In some cases, you may want to have students use a new set after 1 week of practice. Additional sets may be sent home for practice.

**Materials**:

* + - A copy of the set of sentences
    - 1 ruler per student

**Before Reading**: Set an explicit goal with each student around accuracy, prosody, or rate. **Note:** *Speed alone should not be a goal. The goal is accuracy and expression that get quicker.*

**Example Goals**:

* “See if you can read with more expression.”
* “Try to chunk words together and link them into longer phrases.”
* “See if you can make it sound suspenseful.”

**Leading Fluency Practice**

1. **Teacher Model**: Read aloud modeling expression once or twice. Read slightly slower than normal but with full expression.
2. **Shared Reading**: Use [FASE Reading](https://docs.google.com/document/d/1PRZoH3p6r-F64FKQa5HcZbJf3tIFVBRaoiulpnKBZKg/edit?usp=sharing) to read through the passage 1-2 times.
3. **Partner Reads**.
   * One student reads and the other student tracks with a ruler for passive decoding.
   * Partners alternate sentences through the set and then switch and read again.
   * Each student should read all of the sentences 3-4 times.
4. **Circulation and Prompting**: During partner reads, circulate to different pairs listening to students reading, identifying miscues, and providing prompts. See the prompting resource to help you.
5. **Comprehension Check**: Have students complete 1-2 comprehension questions when they are finished reading. You may choose the means of participation (Everybody Writes, Turn and Talk, Cold Call, or Take Hands).
6. End the session with 1-2 students reading aloud a few sentences to celebrate their growth.

**Why repeated readings?**

To develop fluency, readers need to see and hear words to link the pronunciation of the word to its spelling. Once the brain has created a map of the word and its pronunciation, it can recall the word more quickly, and this leads to greater fluency over time. When students do lots of decoding where they are seeing and saying the word, it supports their fluency development.

**How do I choose my fluency set?**

Ask yourself, do my students need support with decoding, prosody, or both?

**Narrative sets** provide increased opportunities for expression with voice and tone shifts as well as increased use of dialogue, phrasing and more complex punctuation.

**Knowledge Building sets** have an increased number of adjacent consonant blends and polysyllabic words to support students with weak decoding skills. These sets also contain varied sentence structures to support phrasing.

You may want to expose your students to the knowledge building sets before you teach those lessons in class to set them up for success when reading independently. We recommend waiting to expose students to the narrative sets until after students have read those pages in the text.

**Teacher Note:** One the first day of intervention, you may want to read through directions on student packet page 2. These are also provided below.

**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.

**Fluency Goals:**

Studies show that when a goal is written down in front of students, they are more likely to attend to it.

To start, establish the goal after you have read aloud. The goal can be based on the content of the day’s reading, the genre or any other component of fluency.

After modeling, you should quickly discuss, “Today we are going to work on . . .” and as students develop, they can branch off into individual goals as you identify and address gaps. Students should write the goal at the top of their fluency set in the space provided.

**Benefits of Partner Reading**:

Students get practice as both readers and listeners. When students follow along with a ruler and alternate sentences or sections, they are more likely to attend to the words. In addition, alternating turns creates opportunities for students to take a break, avoid overloading their working memory, and limit frustration.

Partner reading creates a performance aspect that is crucial. It ensures students strive towards fluency and gives a purpose to the reading.

We recommend you avoid pointing to the words with a finger as this tends to limit students’ ability to push eyes forward for phrasing.

**Comprehension Questions:**

End every intervention session with 1-2 comprehension questions. Each time students read, we want to ensure students see reading as tied to creating meaning.

*Number the Stars*

Set 1: Lesson 2 203 Total Words

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

**Prompting Students:** Use the fewest number of words possible to avoid disrupting the flow of the text.

**Responding to Errors:** Pause student at miscue: Say, “Try again. <Give the rule or unknown sound letter correspondence.> After your first few sessions, students should only need the rule and you can eliminate any extra language.

**Prompts to Support Possible Decoding Errors:**

**Nazi:** model pronunciation for students

**European:** chunk it

* yer/uh/pe/en

**Germany:**

* use the soft g sound /j/
* y says long e sound /ee/

**antisemitism:** Chunk it

* an-ti-sem-i-tis-m

**fundamental:** Chunk it

* fun-da-men-tal

**conquer:**

* con-quer
* q-u-says /k/

**eliminate:** chunk it

* e-lim-i-nate

**occupying:**

* use the long u sound like in unit

**neighboring:**

* eigh says the long a sound like in wait

**tactic:** Define: a plan or an approach.

* tac-tic

**“blitzkrieg”:** model pronunciation for students (German word)

* krieg says /kreeg/

**strategy:** chunk it

* use the short e sound
* g-y says /jee/

**overwhelmed:** chunk it

**neutral:** n-e-u says /noo/

**inevitable:** Chunk it

* in-ev-it-a-ble

**surrendered:** Chunk it

* sur-rend-ered

**cooperated:** o-o says long o sound

**citizens:** c-i says soft c sound /s/

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 punishmentsor strict rules introduced by the Nazis.

Set 1: Reading Comprehension Questions

**Teacher Note:** These questions have been provided to support student comprehension after repeated readings. These questions are designed to ensure students consistently connect reading with meaning making. Since students will be reading this passage 2-3 times per week, identify 2-3 questions for students to answer at the end of each invention session. You can vary the means of participation using a combination of Turn and Talk, Stop and Jot, Cold Call and taking hands. We suggest you spend no more than 3 minutes on comprehension questions. Possible answers have been provided for you.

Set 1: Lesson 2

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

1. What is antisemitism?

**Answer:** Antisemitism is the hatred of Jewish people and prejudice against them.

1. How did World War II start?

**Answer:** World War II started when Germany invaded and occupied Poland.

1. What was Denmark’s hope when the war first started?

**Answer:** Denmark hoped they could remain neutral during the war.

1. What does it mean when a country remains neutral in war?

**Answer:** If a country remains neutral in war, they don’t take sides in the conflict.

1. What does “blitzkrieg” or lightening war mean?

**Answer: “**Blitzkrieg” or lightening war is a strategy where you invade another country using quick surprise attacks that overwhelm the opposing forces.

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

**Answer:** When Germany invaded, Denmark chose to surrender to protect their citizens from the harsh rules and punishments of the Nazis.

*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.

1. 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!”**

1. 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.”**

1. “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.”

1. 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.

1. “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.

6. “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!”**

**Prompting Students:** Use the fewest number of words possible to avoid breaking the narrative.

**Responding to Errors:** Pause student at error or punctuation mark and say, “Try again.” <Give prompt on phrasing, inflection> or you may choose to model the sentence and have the student repeat the sentence mimicking you.

**Prompts to support prosody:**

**Commas:**

* Give a short pause at each comma
* If a student struggles to read the words within the comma as a phrase, you should model and have the student repeat.

**“I won’t” Kristi sputtered…” (1):**

* Define sputtered.
* Reread from the start with anger
* Teacher model: Try reading it like this. <teacher models rereading Kirsti’s lines angrily>

**“I *love* new things, …” (2):**

* *Love* is written in italics so when reading slow down and emphasize that word
* If student struggles, teacher should model and have student repeat.

**“Kirsten,” Mama said soothingly…(3):**

* Try reading it with a comforting sound to your voice.
* Teacher model: Try reading it like this.

<Teacher models rereading in a calm, steady voice>

**“But they’ve found a way…” (5):**

* Reread with positivity in your voice.
* Teacher model: Try reading it like this. <Teacher models Mama’s positive tone>

**“Green, Kirsti wailed. I will never *ever*…” (6)**

* Reread that line with Kirsti’s emotion in your voice.
* Put emphasis on the word in italics.
* Teacher model: Try reading it like this. <Teacher models rereading Kirsti’s dialogue with an angry tone slowing down on the word *ever*.

Set 2 Reading Comprehension Questions

**Teacher Note:** These questions have been provided to support student comprehension after repeated readings. These questions are designed to ensure students consistently connect reading with meaning making. Since students will be reading this passage 2-3 times per week, identify 2-3 questions for students to answer at the end of each invention session. You can vary the means of participation using a combination of turn and talk, stop and jot, cold call and taking hands. We suggest you spend no more than 3 minutes on comprehension questions. Possible answers have been provided for you.

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.

**Possible answers:**  Kirsti *stomped* in, her face *tearstained*, and **glowering**

1. Why is Kirsti upset?

**Answer:**  Kirsti is upset because her Mama bought her new shoes that are made of fish skin because leather is no longer available. Kirsti thinks the shoes are ugly.

1. How does Mama feel when they get home from shopping? Why?

**Answer:**  Mama is exasperated because Kirsti is so upset about her new shoes and she knows that they won’t be able to find other shoes.

1. Why can’t Mama just buy Kirsti different shoes?

**Answer:**  Mama can’t buy Kirsti different shoes because there is no leather left. It is hard to find shoes in the stores.

1. Why does Annemarie lie a little and tell her sister they aren’t so bad?

**Answer:**  Annemarie lies because she knows her sister needs shoes, and these are probably the only ones available.

1. Why might an author put a word in italics when writing dialogue? (Italics are when the word is slanted like *this.)*

**Answer:**  Italics are used by authors to draw attention to a specific word or phrase.

*Number the Stars*

Set 3: Lesson 13 257 Total Words

Below are some sentences about the Danish rescue.

**Prompting Students:** Use the fewest number of words possible to avoid disrupting the flow of the reading.

**Responding to Errors:** Pause student at miscue: Say, “Try again”. <Give the rule or unknown sound letter correspondence.> After your first few sessions, students should only need the rule, and you can eliminate any extra language.

**Prompts to Support Possible Decoding Errors:**

**invaded:**

* in-vad-ed
* use the long /a/ sound

**occupied:**

* occ-u-pied
* use the long /u/ sound

**resisted:** chunk it

* re-sis-ted

**relocate:** chunk it

* re-lo-cate
* o says long o sound
* c-a-t-e follows a cvce pattern which makes a long vowel sound

**diplomat:** chunk it

* dip-lo-mat

**resistance:** chunk it

* re-sis-tance
* c-e makes the soft c sound /s/

**deportations:** chunk it

* de-por-ta-tions
* t-i-o-n-s says /shuns/

**nationwide:** look for 2 smaller words

* nation-wide
* t-i-o-n says /shun/

**smuggle:**

* Define: to take goods to or from a place secretly

**approximately:**

* ap-prox-i-mate-ly
* a uses the schwa sound /uh/

**Holocaust:**

* initial o uses the short o sound
* middle o uses the long o sound
* a-u say /aw/

**escaping:** chunk it

* e-scap-ing
* use a short e sound like in egg

**concentration: chunk it**

* con-cen-tra-tion
* c-e makes the soft c sound

**widespread:** look for 2 smaller words

**percentage:** c-e makes the soft c sound

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.

Set 3 Reading Comprehension Questions

**Teacher Note:** These questions have been provided to support student comprehension after repeated readings. These questions are designed to ensure students consistently connect reading with meaning making. Since students will be reading this passage 2-3 times per week, identify 2-3 questions for students to answer at the end of each invention session. You can vary the means of participation using a combination of turn and talk, stop and jot, cold call and taking hands. We suggest you spend no more than 3 minutes on comprehension questions. Possible answers have been provided for you.

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?

**Answer:**  Germany invaded over 20 countries during World War II.

1. What made Denmark different than other occupied countries?

**Answer:**  Denmark was the only occupied country to actively resist Nazi attempts to relocate Jewish citizens.

1. How did Danish citizens help Jewish citizens escape deportation?

**Answer:**  Danish fisherman helped ferry people across the water that separated Denmark from Sweden.

1. How many people were saved thanks to the Danish Resistance?

**Answer:**  Over 7,200 Danish Jews and 680 non-Jewish family members were delivered to Sweden safely.

1. Participation in the Danish Resistance was described as dangerous. Why?

**Answer:**  Participating in the Danish Resistance was dangerous because if the Germans caught you, they sent you to concentration camps.

1. How many Danish Jews survived the Holocaust?

**Answer:**  Over ninety percent of Danish Jews survived the Holocaust which was more than any other occupied nation.

Freak the Mighty

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.

1. **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.
2. All of those things, those sources of pride – the candlesticks, the books, the daydreams of theater – had been left behind in Coopenhagen. **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.
3. 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.
4. **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**.

**Prompting Students:** Use the least number of words possible to avoid breaking the narrative.

**Responding to Errors:** Pause student at error or punctuation mark and say, “Try again.” <Give prompt on phrasing, inflection> or you may choose to model the sentence and have the student repeat the sentence mimicking you.

**Prompts to Support Prosody:** This passageprovides opportunities for students to practice phrasing with commas separating long lists of memories or descriptions. Emphasize for students the need to pause at each comma while keeping the words within the commas together.

**“It was an odd word: *pride*…” (1):**

* Reread that line with a longer pause at the colon.
* Teacher model: Try reading it like this <teacher models pause at colon and emphasis on the word *pride*>

**“She remembered the earlier, happier times:…” (1)**

* Reread that line with a happy nostalgic tone.
* Teacher model: Try reading it like this <teacher models emphasizing happy reminiscent tone>

**“They had nothing with them now;… (2):**

* Reread that statement with a sense of sadness, like this <teacher model>

**“She knew how frightened Ms. Rosen was of the sea: its width, its depth, its cold.” (3):**

* Reread the phrases between each comma more slowly to emphasize their meaning.
* Reread that statement with fear in your voice, like this <teacher model>

**“But their shoulders were as straight as they had been in the past: in the classroom, on the stage, at the Sabbath table.” (4)**

* Reread that first sentence emphasizing the words *shoulders* and *straight* to show the reader the contrast here.

**“…and they had not left everything behind” (4):**

* Reread that line more slowly emphasizing the word *not*.

Set 3 Reading Comprehension Questions

**Teacher Note:** These questions have been provided to support student comprehension after repeated readings. These questions are designed to ensure students consistently connect reading with meaning making. Since students will be reading this passage 2-3 times per week, identify 2-3 questions for students to answer at the end of each invention session. You can vary the means of participation using a combination of turn and talk, stop and jot, cold call and taking hands. We suggest you spend no more than 3 minutes on comprehension questions. Possible answers have been provided for you.

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?

**Possible Answers:**  The Rosens are escaping to Sweden and have borrowed clothing from others to keep warm during the journey.

1. What is a happy memory Annemarie has of Mr. Rosen? Mrs. Rosen?

**Answer:**  Mrs. Rosen, her hair neatly combed and covered, lighting the Sabbath candles, saying the ancient prayer. Mr Rosen, sitting in their living room, studying, correcting papers, adjusting his glasses, or complaining that there isn’t enough light.

1. What is a happy memory Annemarie has of Ellen?

**Answer:** Annemarie remembers Ellen in the school play and how confident she was on the stage.

1. What are some of the things that made the journey across the Sea scary for the Rosens?

**Answer:** Mrs. Rosen feared the cold dark sea. Ellen feared the soldiers who were looking for them.

1. What does Annemarie list the Rosens have left behind? What do these possessions represent?

**Answer**: Annemarie says the Rosen have left the candlesticks, the books, and their daydreams of theater. These are all items that represent the characters’ identities.

1. What does Annemarie mean when she says “*So there were other sources, too, of pride. Not everything had been left behind*”?

**Answer:**  Annemarie realizes that even though their possessions are gone, the Rosens have pride within themselves. They have not lost their identities or their family.

Number the Stars

Set 5: Lesson 19 220 Total Words

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

**Prompting Students:** Use the fewest words possible to avoid disrupting the flow of the reading.

**Responding to Errors:** Pause student at miscue: Say, “Try again”. <Give the rule or unknown sound letter correspondence.> After your first few sessions, students should only need the rule and you can eliminate any extra language.

**Prompts to Support Possible Decoding Errors:**

**citizens:**

* c-i says soft c sound /s/

**relocation:** chunk it

* re-lo-ca-tion

**deteriorated:** chunk it

* de-ter-i-or-at-ed
* t-e-r says /teer/
* i makes the long e sound

**resistance:** chunk it

* re-sis-tance
* c-e makes the soft c sound /s/

**sabotage:** chunk it

* sa-bo-tage
* o makes the schwa sound /uh/
* g-e says the soft g sound/j/

**enormous:** chunk it

**approaching:**

* initial a says schwa sound /uh/

**eventually:**

* initial e says the schwa sound/uh/
* t-u says /ch/

**surrendered:** chunk it

* sur-ren-der-ed

**announced:**

* o-u says /ow/
* c-e makes the soft c sound /s/

**euphoric:**

* Define: intense happiness
* e-u says the long u sound /yoo/
* p-h makes the /f/ sound

**required:**

* re-qui-red

**authorities:**

* au-thor-it-ies

**collaborators:** chunk it

* col-lab-or-at-ors

**seize:**

* Define: to take suddenly
* ei makes the long e sound /ee/

**plunder:**

* Define: steal or take through violence

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.

Set 5 Reading Comprehension Questions

**Teacher Note:** These questions have been provided to support student comprehension after repeated readings. These questions are designed to ensure students consistently connect reading with meaning making. Since students will be reading this passage 2-3 times per week, identify 2-3 questions for students to answer at the end of each invention session. You can vary the means of participation using a combination of turn and talk, stop and jot, cold call and taking hands. We suggest you spend no more than 3 minutes on comprehension questions. Possible answers have been provided for you.

Set 5: Lesson 19

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?

**Answer:**  The German army began to blow up Danish buildings and kill Danish citizens in response to the Danish Resistance’s acts of sabotage.

1. Who fought alongside the United States in the war? What were they called?

**Answer:**  The United States fought alongside Britian and other countries. They were known as the Allies.

1. How did World War II end?

**Answer:**  World War II ended when the Allies attacked from the west and the Soviet forces attacked from the East causing Germany to have to fight the war in two locations.

1. Describe the mood in Denmark when the war finally ended. Use the word citizen in your answer.

**Possible Answers:**  When the war ended, the citizens of Denmark were euphoric, intensely happy.

1. What was one challenge some Jewish citizens faced when they returned to Denmark?

**Answer:**  Some Jewish citizens couldn’t return to their homes immediately and had to live in shelters for a few months due to a housing shortage.

1. Why were many Jewish homes and businesses left untouched during the Nazi occupation.

**Answer:**  Many of the Jewish homes and businesses were untouched because the local Danish authorities wouldn’t allow Germans or their supporters to steal or damage them.

Freak the Mighty

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

Below is a 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.



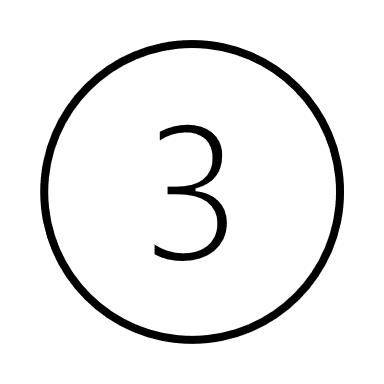
**”Are you alone?” one asked.**

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.”**

**Prompting Students:** Use the least number of words possible to avoid breaking the narrative.

**Responding to Errors:** Pause student at decoding error or punctuation mark and say, “Try again”. <Give prompt on phrasing, inflection> or you may choose to model the sentence and have the student repeat the sentence mimicking the teacher.

**Prompts to Support Prosody:**

**Comma:**

* Give a short pause at the comma.
* If a student struggles to read the words within the comma as a phrase, teacher should model and have student repeat.

**“Are you alone?” one asked. (1):**

* Reread that line with your voice going up at the end of the question.
* Teacher model: Try reading it like this. <teacher models a questioning inflection>

**“Uncle Henrik doesn’t even *like* fish…” (2):**

* Reread the line emphasizing the words in italics *like* and *smells*.
* Teacher model: Try reading it like this. <teacher models the disgusted tone.

**“Keep chattering, she told herself …” (2):**

* Reread that line in a quieter voice to show the character thinking to herself.
* Teacher model: Try reading it like this. <teacher models using a whisper voice >

**“Don’t” she said angrily… (3)**

* Reread that line showing Kirsti is angry.
* Teacher model: Try reading it like this. <teacher models using an angry childlike voice>

**“Have you seen anyone in the woods? The soldier barked …” (4)**

* Reread that question in an angry loud voice.

**“What are you doing in the woods, anyway? … (4)**

* Reread these lines in an accusing voice.
* Teacher model: Try reading it like this. <teacher models both the accusing tone and the emphasis on the word *left*.>

Set 6 Reading Comprehension Questions

**Teacher Note:** These questions have been provided to support student comprehension after repeated readings. These questions are designed to ensure students consistently connect reading with meaning making. Since students will be reading this passage 2-3 times per week, identify 2-3 questions for students to answer at the end of each invention session. You can vary the means of participation using a combination of turn and talk, stop and jot, cold call and taking hands. We suggest you spend no more than 3 minutes on comprehension questions. Possible answers have been provided for you.

Set 6: Lesson 17

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

1. Who stops Annemarie when she’s walking on the path through the woods?

**Answer:**  German soldiers stop Annemarie on the path in the woods.

1. What does Annemarie tell the solder is her reason?

**Answer:**  Annemarie tells the soldiers she is bringing lunch to her Uncle Henrik.

1. Why does Annemarie remind herself to behave like Kirsti?

**Answer:** Annemarie reminds herself to behave like Kirsti because if she acts like a silly little girl, the soldiers won’t become suspicious.

1. In section 2, why might the author put the words *like* and *smell* in italics?

**Answer:**  The author uses italics to emphasize the most important words in the dialogue. You can imagine that Annemarie says these words more slowly and clearly to make them stand out.

1. What does Annemarie do when the soldier gives the bread to the dogs? Why might this behavior

be unexpected?

**Answer:**  Annemarie yells as the soldiers when they give the bread to the dogs. This is unexpected because usually you wouldn’t yell at soldiers because you would be afraid of what they might do to you, but Annemarie is trying to act like a silly girl who doesn’t even know she should be afraid.

1. How would you describe Annemarie’s tone in the last line when she says, “Or what’s *left* of his

lunch.”?

**Answer:**  Annemarie might sound annoyed or accusing in the last line of the passage.