

Big Idea Language of the Discipline Rules

A CRITICAL THINKING

RESOURCE FOR...

NUMBER THE STARS

Engage your students like never before with critical thinking questions for each chapter of the book.

Unanswered Questions Patterns Ethics

Trends Across Disciplines Details

Multiple Perspectives Relate Over Time

Big Idea Language of the Discipline

Increase rigor in your classroom while developing an exciting, more meaningful relationship with a well-loved piece of literature!

This critical thinking resource is a unique novel study guide for Lois Lowry's *Number the Stars*. This set of chapter companions was designed to meet an important need in the classroom; novel companions and/or resources that push students to think beyond the basics and more deeply engage with the text. In this guide you will find a graphic organizer for each chapter in the book. Each organizer focuses on 4 of 11 critical thinking elements (**Big Ideas, Rules, Trends, Patterns, Language of the Discipline, Ethics, Relationships Over Time, Details, Unanswered Questions, Across Disciplines, and Multiple Perspectives**). There is also a "Core Question", which draws on information from the 4 critical thinking elements of the graphic organizer.

The questions on each chapter companion are designed to encourage higher level thinking skills and more complex interactions with the text than traditional novel units typically provide. Students also learn to support responses with evidence from the text, even in the case of contradictory opinions.

These graphic organizers are aligned with the "K-12 Common Core Anchor Standards for Reading" and are perfect for providing more complex literary analysis for GATE students, while also allowing students of different ability levels to further develop their critical thinking skills.

The graphic organizers in this unit can easily be used in a variety of different ways:

- As post chapter individual literary response activity and/or assessment
- As a base for jigsaw groups- each group member from a "home base" group meets with an "expert" group to discuss/answer one of the four questions. They then return to their "home" group and lead a discussion utilizing the information they gathered. The home group then works together to discuss/answer the "core question".
- As a foundation for literature group discussions- the graphic organizers help guide the discussion and provide the group with clear defined objectives
- As a scaffolded literary response activity- the organizers for certain chapters can easily be used to assist your students in writing an in-depth literary response piece. The four questions can be answered with support and thoroughly discussed. The students can then use that information as a source/pre-write for developing a longer written response for the "Core Question".
- As a "think-pair-share" activity- Students meet with a different partner to discuss/answer each of the four questions. They then work by themselves or with another partner to complete the "Core Question".

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Ethics Rules Trends Patterns

Unanswered Questions Multiple Perspectives

Across Disciplines Relate Over Time Details

Helping teachers thrive in the classroom

Teacher THRIVE

Thank you for downloading this resource! There is nothing more rewarding to me than creating resources that make teachers' jobs easier.

Also, thank you for all that you do with our most precious resource—children! Your job is far from easy, so anything I can do to help you brings me great joy. Please feel free to email me anytime with questions, feedback, or comments.

Melissa Tallman
info@teacherthrive.com

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TRENDS

Make a prediction about how an event from this story might connect to a current event.

UNANSWERED QUESTIONS

After reading the introduction, what question(s) do you have for the author? What response(s) would you expect?

Core Question

Review the part of the introduction where the author mentions "cruelty and courage." How do these two elements oppose each other? Can you provide an example from your own life or another story?

BIG IDEA

Based on the introduction, what theme(s) do you expect to encounter in the book? Support your response with evidence.

MULTIPLE PERSPECTIVES

What perspective(s) do you think will be represented in this story? Why do you think so?

RULES

How does the author include societal or familial rules that need to be followed by the characters?

LANGUAGE OF THE DISCIPLINE

Based on descriptions from the chapter, how do you know that this story takes place in a certain time period?

Core Question

Compile a list of important elements from this chapter that the author included in order to "set the stage" of this story.

RELATE OVER TIME

Find evidence from the chapter that indicates the characters have experienced changes over time.

ETHICS

What dilemma or conflict did the characters face in this chapter?

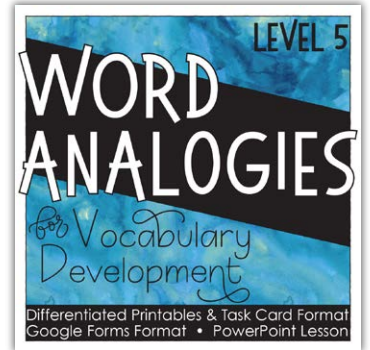
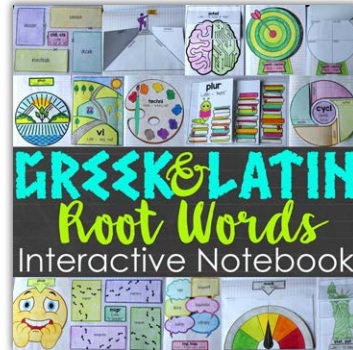
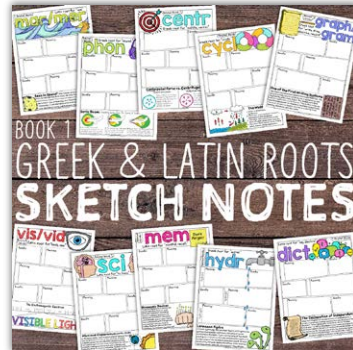
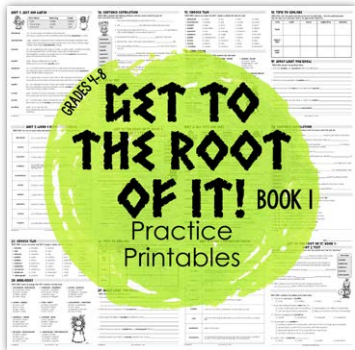


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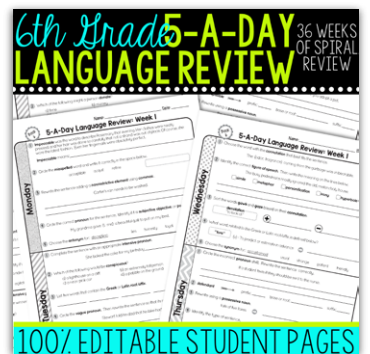
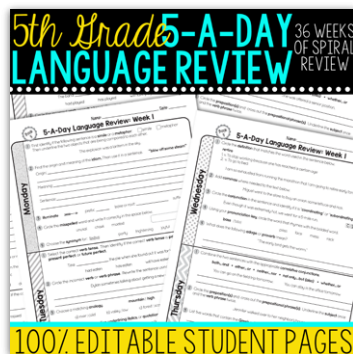
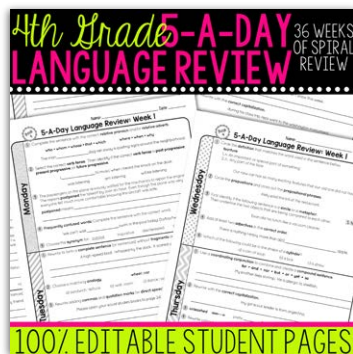
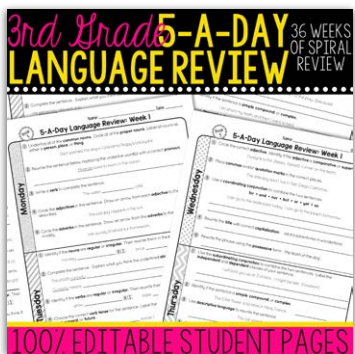


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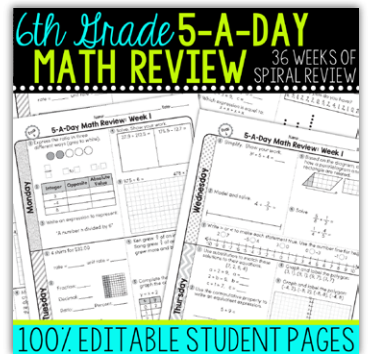
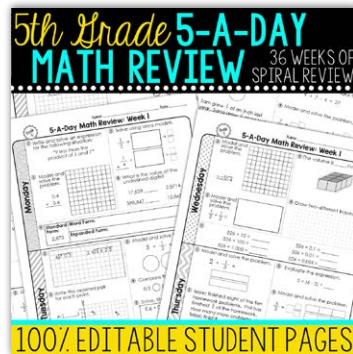
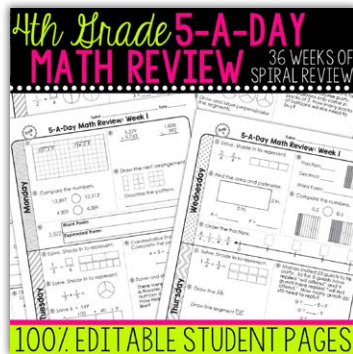
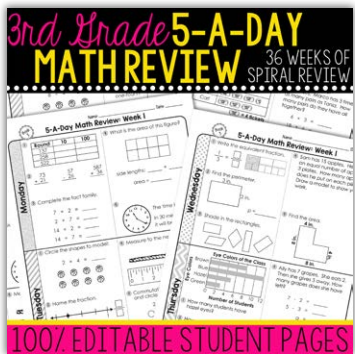
VOCABULARY RESOURCES



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DAILY MATH REVIEWS (GRADES 3-6)



HANDS-ON MATH TILES

