

**WELCOME TO ESL GRADUATE STUDIES**

**NUMBER THE STARS  
BOOK CLUB**

**CHAPTERS 10 & 11**

**9 & 10 JULY 2025**

LILY L. (WEDNESDAY)

# 45-SECOND SUMMARY

GIVE A BRIEF OVERVIEW OF THE ASSIGNED READING  
IN 45 SECONDS OR LESS.

After meeting Ellen with her parents Annmarie felt the bond of their friendship had not broken, but it was as if Ellen had moved now into a different world, the world of her own family. Uncle Henrik leaves the house and heads toward his boat. Annemaria was tired, it was already very late. She went to the living room where people had gathered and dozed in the rocking chair. She was awakened by the appearance of the soldiers. They had come to observe the house because an unusual number of people had gathered tonight. One of them demanded that the coffin be open. Mama explained that it had been closed because Aunt Great-aunt Birte had died and was dangerously ill, but she pretended to be glad that he had offered to open it. But when the Nazi officer heard this, he slapped Mama, spat in disgust, insulted her, and the uniformed men left the house. When everyone was certain the soldiers were far from the house, Peter Neilsen opened the lid of the casket. There was no one inside, at all. Instead, it was stuffed with folded blankets and the clothing of unknown people. Peter handed out the warm clothing and blankets to all the people, saying, "You will need them later, for warmth." He also gave Mr. Rosen a small package. He did not say what was inside it, only that it was an important thing. It was one more time, Annmarie realized, when they protected one another by not telling. At the end of Chapter 11, Mama and Peter led two separate groups of people to the harbor. Annemarie realized that Uncle Henrik would take them in his boat, to the opposite side from Denmark, across the sea to Sweden.

## IRA (THURSDAY)

# 45-SECOND SUMMARY

**GIVE A BRIEF OVERVIEW OF THE ASSIGNED READING  
IN 45 SECONDS OR LESS.**

After Uncle Henrik had left, having made sure that "everyone" had arrived. After a short period of calm, the officers filled the house with the frighteningly familiar staccato of gleamed boots. They had come to observe, as the house was unusually crowded. After looking around and questioning Annemarie sternly, they received the explanation that Great-Aunt Birthe had died. The officer demanded that the coffin be opened, and Mrs. Johansson said that he was right: according to custom, the coffin should be opened to pay respect, and that it was stupid of the village doctor to forbid the opening of the coffin because of typhus, and that she would have wanted to say goodbye to Great-Aunt Birthe. But after a disgusting scene, out of fear of catching typhus, the soldiers left. Unable to check whether all the soldiers had left, Peter took the Bible and began to read the psalms. After some time, not hearing anyone's presence near the house through the open window, Peter approached the coffin and opened the lid.

The coffin appeared to be filled with folded blankets and bulky clothing. Peter muttered that it would be very cold. After dressing everyone warmly and providing them with small packages of food prepared in advance, Peter handed Mr. Rosen a paper-wrapped package with the request that it be given to Henrick. Dividing the families into two groups, Peter asks Mrs. Johansen to wait 20 minutes before accompanying the Rosen family to Henrick's boat. Annamaria realizes that these two Jewish families have nothing left but pride and a dark path ahead across the sea to Sweden.

MARIA (WEDNESDAY)

# COMPREHENSION QUESTIONS

1.- Why did the Nazi officer slapped mama in the face?

2.- What did Peter do when he finished reading the Bible?

3.- What does Peter did after the soldiers left?

4.- What was in the coffin?

5.- What did Uncle Henrik do to help the Rosen's family?

## MARIANA (WEDNESDAY)

# VOCABULARY BUILDER

CHOOSE 3–5 IMPORTANT OR INTERESTING WORDS FROM THE READING.

1– **Slapped**. Definition: Hit someone or something quickly with an open hand.

Example: With a swift motion the Nazi officer slapped Mama across her face. (He hit her with his hand.)

2– **Relit**. Definition: Lit again; made something burn or shine again.

Example: He relit the extinguished candle. (The candle went out, and he made it light again.)

3– **Patched**. Definition: Fixed by sewing a piece of fabric over a hole or tear.

Example: Annemarie watched as Ellen took the jacket in her arms and looked at it. It was patched and worn. (It had been torn before, but she fixed it.)

4– **Shabby**. Definition: Old, not in good condition.

Example: Never had Ellen worn anything so shabby and old. (The clothes were used a lot and looked bad.)

## MARIANA (WEDNESDAY)

# VOCABULARY BUILDER

CHOOSE 3–5 IMPORTANT OR INTERESTING WORDS FROM THE READING.

5– **Gripped.** Definition: Held tightly.

Example: The mother closed her eyes; her husband gripped her shoulder. (He held it very tight).

6– **Wordlessly.** Definition: Without speaking; in silence.

Example: Peter kissed Mama wordlessly. ( He showed his care or goodbye silently, using action instead of words).

7– **Frightened.** Definition: Feeling scared or afraid.

Example: 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.

(Being frightened in Number the Stars usually shows being brave even when you are afraid. Many characters feel fear of soldiers, of being caught, or of the unknown , but they act with courage).

BANU (THURSDAY)

# VOCABULARY BUILDER

CHOOSE 3–5 IMPORTANT OR INTERESTING WORDS FROM THE READING.

**Chase** = to run after in an attempt to catch.

**Startle** = to surprise or frighten someone suddenly.

**Dismay** = a feeling of fear, sadness, or worry because something unexpected or bad happened.

**Hearse** = a special vehicle used to carry a coffin during a funeral.

**Wryly** - Wry = in a way that shows dry or sarcastic humor, often mixed with sadness or irony.

## SASHA (WEDNESDAY)

# SOUND SPOTTER

IDENTIFY 3–5 WORDS THAT ARE DIFFICULT TO PRONOUNCE OR THAT SOUND INTERESTING.

- **psalm** (SAHM): A sacred song or hymn, especially from the Bible

Peter stood and drew the dark curtains across the windows. He relit the extinguished candle. Then he reached for the old Bible that had always been there, on the mantel. He opened it quickly and said, "I will read a psalm"

- **speckled** (Pronunciation: /'spek·əld/ → SPEK-uhld)

Meaning: Marked with many small spots or patches of color.

"The night breeze moved the dark curtain at the open windows. Outside, she knew, the sky was speckled with stars"

- **spattered** (Pronunciation: /'spæt.ərd/ → SPAT-erd) (rhymes with "shattered")

Part of speech: Verb (past tense of spatter) or adjective

Meaning: To scatter or splash small drops or spots of a liquid or soft substance — often something messy like mud, water, or blood.

"With one gloved thumb he pressed a candle flame into darkness. The hot wax spattered the table"

## SASHA (WEDNESDAY)

# SOUND SPOTTER

IDENTIFY 3–5 WORDS THAT ARE DIFFICULT TO PRONOUNCE OR THAT SOUND INTERESTING.

- **Rummaging** (Pronunciation: /'rʌm.ə.dʒɪŋ/ → RUM-uh-jing) (“RUM” like the drink + “uh” + “jing” like in “jingle”)

Part of speech: Verb (present participle of rummage)

Meaning: To search through something in a hurried, messy, or careless way — often by moving things around.

“He found a thick sweater for Mrs. Rosen, and a woolen jacket for Ellen's father. After a moment of rummaging through the folded things, he found a smaller winter jacket, and handed it to Ellen.”

- **Tightened** (Pronunciation: /'taɪ.tənd/ → TIE-tənd) (“TIE” as in necktie + “tənd” — the “gh” is silent)

Part of speech: Verb (past tense of tighten)

Meaning: To make something more tight, secure, or firm.

“The mother tightened her arms around the baby and looked up at Peter, pleading. “Please, no, “she said.”

- **yawned** (Pronunciation: /yôrnd/) (Think: yawn + -ed, sounds like “yawnd”)

Part of speech: “Yawned” is the past tense of the verb “yawn.”

Meaning: Yawn means to open your mouth wide and take a deep breath, usually because you are tired, bored, or sleepy.

“The baby yawned and swallowed. The mother closed her eyes; her husband gripped her shoulder.”

**BANU (THURSDAY)**

# **SOUND SPOTTER**

**IDENTIFY 3-5 WORDS THAT ARE DIFFICULT TO PRONOUNCE OR THAT SOUND INTERESTING.**

1-Solemn (Sal um)

2-Casket

3-Shiver

4-Staccato

## ARSENIA (WEDNESDAY)

# CHARACTER TRACKER

**DESCRIBE ONE CHARACTER'S TRAITS OR ACTIONS IN THE READING.**

In this chapter, Mrs. Johansen shows bravery, cleverness, and leadership. When the soldiers arrive at Uncle Henrik's house and begin to question the contents of the casket, she remains calm and composed. She takes control of the situation with confidence and explains that the casket holds the body of Great-aunt Birte. She uses deception with clarity and confidence to protect others. Her quick thinking and convincing tone persuade the soldiers not to open it. Mrs. Johansen is calm under pressure, brave in the face of danger, and firm in her words. Her presence conveys quiet authority and protection.

LILY S. (WEDNESDAY)

# SCENE SETTER

**PICK ONE PLACE FROM THE STORY AND USE CREATIVE, DESCRIPTIVE LANGUAGE TO DESCRIBE IT.**

After the Nazis soldiers left the house and drive away. Peter stood and drew the dark curtains across the windows. I that moment I can image how the people inside the house are faced pain, loss, afraid and disappointed. Peter decided to read a psalm from the old Bible that was always on the shelf. When he started with the strong voice, all the people on the room, they began to relax, "It is he who heals the broken in spirit and binds up their wounds", he who numbers the stars one by one." They understand that the inference is that God's great power is intertwined with His great heart love for humanity.

God knows and numbers the stars, yet He is concerned about us. He binds our broken hearts with sensitivity and kindness, and He brings healing into the depths of our souls.

**MONICA (THURSDAY)**

# SCENE SETTER

**PICK ONE PLACE FROM THE STORY AND USE CREATIVE, DESCRIPTIVE LANGUAGE TO DESCRIBE IT.**

## **The Rosen's apartment**

A neat inviting place with white walls, polish wooden floors with large windows and curtains to allow the natural light to come in and heavy ones to keep the light inside at night. A cozy living room with minimalist furniture, pastel tone cushions and wool throws with a big bookcase in the corner next to Mr. Rosens chair, and next to it a wooden basket with yarn. On top of the fireplace a family picture and a vintage painting of Copenhagen downtown. The dining room with a table to accommodate 6 persons, a sideboard displaying the menorah and pothos plants in the corner.

**ESMERALDA (WEDNESDAY)**

# **CULTURE CONNECTOR**

**FIND ONE ELEMENT THAT CONNECTS TO YOUR HOME CULTURE  
OR TO MODERN U.S. CULTURE.**

In *Number the Stars*, the Johansen family uses a fake funeral as a code to protect Jewish people. The closed coffin, candles, and warning not to open it for “health reasons” are part of a resistance strategy.

This reminds me of how, in my culture and in U.S. communities like Los Angeles, people use signals, whistles, or social media to warn about ICE. In both cases, coded language helps face danger.

The wake is a tradition that began in the Middle Ages and is still practiced in many cultures. These chapters show how rituals can become powerful tools for protection and resistance.

**CRISTY (WEDNESDAY)**

# EMOTIONS EXPLORER

**CHOOSE A MOMENT THAT MADE YOU  
FEEL SOMETHING (HAPPY, SAD, SURPRISED, ANGRY, ETC.).**

**page 85 chapter 10.**

when the soldiers asked to open the casket and Anne Marie's mother said that it was a good idea to open it, because the doctor had said that they shouldn't because the aunt had died of typhus and they hadn't seen her. my feeling was of **worry and anguish**, because if they had opened the casket they would have realized that it was empty and the mother very bravely gave them a very good answer.

**page 93 chapter 11.**

When Anne Marie begins to remember the happy moments with the Rosens, and seeing the Rosens tired and anxious, and leaving their whole story behind, Anne Marie felt worried because she knew the fears they were going to face with the soldiers and at sea.

- I felt **sad** because I didn't even know what could happen to the Rosens and Peter and if she would see them again.

FLAVIA (THURSDAY)

# PASSAGE PICKER

In the pages 93 and 94 when Annemarie thinks about pride. Looking the Rosens she remembered the happier times. She realizes that there are **different kinds of pride**.

“... He didn't seem to be hurt. Maybe just his pride... It was an odd word: pride.”

“ All of those things, those sources of pride...had been left behind in Copenhagen.”

“ But their shoulders were as straight as they had been in the past... So there were other sources, too, of pride, and they had not left everything behind.”

One is about things like money, power, status and feeling better than others. An other is about who you are, your identity, your dignity, your values , your family.

Even though they have lost everything material, the Rosens remain proud of who they are.

# LORI GRAMMAR CATCHER

FIND ONE INTERESTING GRAMMAR STRUCTURE OR PATTERN IN THE READING.

**USING MODALS (“HELPING” VERBS) TO EXPRESS OBLIGATION, NECESSITY, POSSIBILITY & ADVICE**

**MODAL + BASE FORM OF VERB**

**OBLIGATION:** “PETER STOOD. ‘I **MUST** GO,’ HE SAID.”

**NECESSITY:** “‘SOON WE WILL **HAVE TO** ADD ANOTHER BLANKET TO YOUR BED,’ MAMA SAID

**POSSIBILITY:** “THEY **MIGHT** COME TONIGHT.”

**ADVICE:** “YOU **SHOULD** STAY HIDDEN.”

FIGURATIVE LANGUAGE:

“IT WAS STILL RAINING THE NEXT MORNING WHEN MAMA TOLD ME. MAMA WAS CRYING, AND THE RAIN MADE IT SEEM AS IF THE WHOLE WORLD WAS CRYING.”

**DANGERS WERE NO MORE THAN ODD IMAGININGS, LIKE GHOST STORIES THAT CHILDREN MADE UP TO FRIGHTEN ONE ANOTHER: THINGS THAT COULDN’T POSSIBLY HAPPEN.**

**CAROLINA (WEDNESDAY)**

# **PREDICTION MAKER**

**MAKE A THOUGHTFUL PREDICTION ABOUT WHAT MIGHT HAPPEN NEXT.**

My prediction for the next chapter is that the women of the Johansen family will return to their home in Copenhagen so as not to raise suspicion, since the situation is very difficult

**KARINA (THURSDAY)**

# **PREDICTION MAKER**

**MAKE A THOUGHTFUL PREDICTION ABOUT WHAT MIGHT HAPPEN NEXT.**

The first group, consisting of the old man and the young couple with the baby, successfully crosses into Sweden. When the second group—formed by the Rosens and accompanied by Annemarie’s mother—heads to the shore where Henrik is waiting, they spot a group of Nazi soldiers and are forced to find another route. The alternate path takes much longer, and Henrik decides to set sail, as staying any longer might raise suspicion. The group eventually arrives at the shore only to find that the boat is gone. They decide to return to the house, where Annemarie is waiting anxiously. When she sees her mother, she feels relieved, but when she sees her friend Ellen, she is overjoyed to see her again.

## ESL Book Club Assignments (Chapters Twelve and Thirteen)

Student:	Responsibility:	
<b>Carolina / Karina</b>	<b>45-Second Summarizer:</b>	Give a brief overview of the assigned reading in 45 seconds or less.
	➤ Skills practiced: summarizing, sequencing, time awareness	
<b>Lily L. / Ira</b>	<b>Comprehension Quizzer:</b>	Create a brief (3-5 question) quiz to test reading comprehension.
	➤ Skills practiced: reading for detail, forming questions	
<b>Maria / Ana</b>	<b>Vocabulary Builder:</b>	Choose 3–5 important or interesting words from the reading.
	➤ Skills practiced: vocabulary acquisition, context clues, paraphrasing	
<b>Mariana / Fatemeh</b>	<b>Sound Spotter:</b>	Identify 3-5 words that are difficult to pronounce or that sound interesting.
	➤ Skills practiced: noticing pronunciation patterns, asking for help, listening	
<b>Sasha / Banu</b>	<b>Scene Setter:</b>	Pick one place from the story and use creative, descriptive language to describe it.
	➤ Skills practiced: spacial thinking, descriptive language, making inferences	
<b>Lily S. / Monica</b>	<b>Culture Connector:</b>	Find one element that connects to your home culture or to modern U.S. culture.
	➤ Skills practiced: making comparisons, speaking about culture, critical thinking	
<b>Esmeralda / Erika</b>	<b>Character Tracker:</b>	Describe one character’s traits or actions in the reading.
	➤ Skills practiced: character analysis, using descriptive language	
<b>Arsenia / Auricelia</b>	<b>Emotions Explorer:</b>	Choose a moment that made you feel something (happy, sad, surprised, angry).
	➤ Skills practiced: emotional vocabulary, personal connections, speaking fluency	
<b>Cristy / Stefanie</b>	<b>Passage Picker:</b>	Choose one sentence or short passage that you found meaningful or powerful.
	➤ Skills practiced: reading aloud, text analysis, expression	
<b>Marisela / Flavia</b>	<b>Prediction Maker:</b>	Make a thoughtful prediction about what might happen next.
	➤ Skills practiced: inferencing, using evidence from text	