Pathways Reading Program Unit

Twenty and Ten!
by Claire Huchet Bishop

Rachel Roddy, 2012, rachel.roddy@gmail.com
This unit plan is written for the book *Twenty and Ten!* by Claire Huchet Bishop. The book has been selected as a fourth grade theme book in the Pathways Reading Program under the category **Social Issues & Culture/ Social Science/Current Events.** The book follows the plight of ten Jewish children in the midst of World War II as they find refuge with twenty French children at a parochial school in the mountains of France. This book highlights not only the elements and effects of war, but the courage it takes to stand for what’s right.

The **unit plan** (pages 3-6) should be the first page.

The **vocabulary map** (page 7) is handed out each Monday for center time and to take home to study.

The **all vocab defined** (page 8) is a teacher resource. Alternatively, the teacher can hand out the vocab for the week to the students in center time.

Each Monday, the teacher should print out the **vocab vertical banners** (pages 10-40), attach them and hang them on the theme bulletin board near the center.

The **unit quizzes** (pages 41-51) are each Friday.

The **letter to a soldier** (page 52) picture is the prompt for week 4a.

The **3d map** (page 53) picture is an example for week 4b.
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</table>
| **Pre-reading**<br>World War II BrainPop (brainpop.com->social studies->U.S. history->World War II- free trial)<br>Color WWII map [http://www.mapsofworld.com/world-d-maps/world-war-ii-map.html#](http://www.mapsofworld.com/world-d-maps/world-war-ii-map.html#)| Discussion expectations (teacher manual 4.1)<br>**Discussion:** Life in 1940s.<br>Activities->- rationing - evacuee letters - wartime home<br>[http://www.bbc.co.uk/schools/primaryhistory/world_war2/world_at_war/teachers_resourc es.shtml](http://www.bbc.co.uk/schools/primaryhistory/world_war2/world_at_war/teachers_resources.shtml)| Look at war journals:<br>-Anne Frank - [http://www.annefrank.com/who-is-anne-frank/diary-excerpts/](http://www.annefrank.com/who-is-anne-frank/diary-excerpts/)<br>-Civil War diary-[http://www.io web.com/civilwar/](http://www.ioweb.com/civilwar/)<br>-Iraq diary-[http://www.npr.org/news/specials/wardiaries/razar/index.html](http://www.npr.org/news/specials/wardiaries/razar/index.html)| **KWL**<br>What we know about WWII so far. How might it affect the kids in our story?<br>What story elements belong in a summary? [http://www.studyzone.org/testprep/ela4/o/summar yl.cfm](http://www.studyzone.org/testprep/ela4/o/summar yl.cfm)| **Vocab quiz**<br>Chapter 1<br>Fake-it v Competent Readers (Teacher’s Manuel p 90) as a class on poster paper<br>Anticipation Guide<br>Teacher reads chapter 1 aloud<br>**STOP:** let students journal several times<br>Share journal with partner |<br>**Center time:** Define vocab from classroom kid’s dictionaries (or from Teacher Resource Study Guide—attached sheet) on vocab map<br><br><br>**Chapter 1**<br>The kids in our story are displaced persons. What does that mean? How does it affect their life? [http://www.palmbeachschools.org/multicultural/documents/4thHelpingOthers.pdf](http://www.palmbeachschools.org/multicultural/documents/4thHelpingOthers.pdf) (pg 4, #7)<br>Have books available about other DPs. (gypsies, Hutu of Rwanda, Karen of Thailand)<br><br>Sticky note Discussion sheet (teacher manual 4.12)<br>Buddy read Ch 1 while looking for sticky note categories<br>Conduct sticky note discussion<br>Group Self-Assessment (teacher manual 4.1)<br><br>Review summary writing<br>Write story elements in pairs.<br>Write chapter 1 summary individually in journal.<br>Share with partner –Are all elements included?<br>**Center time:** make vocab flashcards- draw |<br>**Center time:** Make personal response journals (stationary, brown paper cover etc)<br>*Have model to show at center! | **Vocab quiz**
<table>
<thead>
<tr>
<th>Center time: Define vocab from classroom kid’s dictionaries on vocab map</th>
<th>In pairs, have students look through the books and share what they learn.</th>
<th>pictures/ write vocab on back</th>
</tr>
</thead>
</table>
| **Chapter 2**  
Teacher reads chapter 2 aloud  
STOP to journal along the way! | Review discussion expectations  
**DISCUSSION:**  
Giving up something for someone. Also about receiving gifts.  
Read John 3:16.  
How does the story compare to what Jesus gave up?  
Make a Venn Diagram on poster paper comparing the two situations.  
Buddy read chapter 2.  
Sticky note discussion | Write story elements in pairs.  
Write chapter 2 summary individually in journal.  
Share with partner |
| **Center time:** Listening  
Listen to wartime music. How does it make you feel? What is the differences between wartime music from the U.S. and Germany?  
(German Afrika Korps) [http://www.youtube.com/watch?v=SYE7iBmjEMg](http://www.youtube.com/watch?v=SYE7iBmjEMg)  
(Coming in on a Wing and a Prayer) [http://www.youtube.com/watch?v=B69CquvLHgY&feature=bf_next&list=PLFF8CE6B1A4C6CF06](http://www.youtube.com/watch?v=B69CquvLHgY&feature=bf_next&list=PLFF8CE6B1A4C6CF06) | Make leek and potato soup | Vocab quiz |
### Chapter 3
Teacher reads chapter 3 aloud
**STOP to journal along the way!**

<table>
<thead>
<tr>
<th>Center time: Define vocab from classroom kid’s dictionaries</th>
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<tbody>
<tr>
<td>Beans to chocolate. (Reading A-Z book chapter)</td>
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<tr>
<td>In groups, have students make a process poster of the steps to make chocolate.</td>
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<tr>
<th>Silently read chapter 3</th>
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<tbody>
<tr>
<td>Write summary in journal</td>
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| Sample milk chocolate, white chocolate, dark chocolate, baker’s chocolate. |
| *CHECK FOOD ALLERGIES FIRST!!! |

<table>
<thead>
<tr>
<th>Center time: Draw/color WWII chocolate wrapper in journal (pictures of WWII chocolate bars)</th>
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<tbody>
<tr>
<td><a href="http://www.wwiisupply.com/choc.html">http://www.wwiisupply.com/choc.html</a></td>
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<tr>
<th>Vocab quiz</th>
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### Chapter 4a p (39-48)
Teacher reads chapter 4 aloud
**STOP to journal along the way!**

<table>
<thead>
<tr>
<th>Center time: Define vocab from classroom kid’s dictionaries</th>
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<tbody>
<tr>
<td>Many things changed while many things have stayed the same since WWII. Look at the Campbell’s print ad in 1940’s and the video ad of 2012. How are they similar and different? Why did they make these changes? Make a Venn diagram in journal. What other things have changed since the war?</td>
</tr>
<tr>
<td><a href="http://www.vintageadbrowser.com/food-ads-1940s">http://www.vintageadbrowser.com/food-ads-1940s</a></td>
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<tr>
<td><a href="http://www.youtube.com/watch?v=doA05liO3QM">http://www.youtube.com/watch?v=doA05liO3QM</a></td>
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<thead>
<tr>
<th>Buddy read chapter 4</th>
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<tr>
<td>Write summary</td>
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<tr>
<th>DISCUSSION: War Today.</th>
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<tr>
<td>Why does war occur?</td>
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<td>What happens when people are faced with war.</td>
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<td>What impact does war have on people? (lose home, little available food, separates families)</td>
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| Center time: Choose a picture. Write a letter to the soldier. Think about how he’s feeling? What words can you say to cheer him up? (pictures attached) |

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<thead>
<tr>
<th>Vocab quiz</th>
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<tr>
<th>Chapter 4b p.(49-62)</th>
<th>Teacher reads chapter 4b aloud</th>
<th><strong>STOP to journal along the way!</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Center time:</strong></td>
<td>Define vocab from classroom kid’s dictionaries</td>
<td><strong>Read story:</strong> Corrie Ten Boom from <em>Bible Textbook Following His Way Ls 41 Level C</em></td>
</tr>
<tr>
<td><strong>Discussion:</strong></td>
<td>Her experiences compared to characters in book. Write or make something for Corrie Ten Boom that would encourage her. Include a Bible verse.</td>
<td>**Buddy read chapter 4b ** <strong>Write summary</strong></td>
</tr>
<tr>
<td><strong>Center time:</strong></td>
<td>students draw a map with one 3-d box as the school. Label the cave, the road, etc. (see attached photo)</td>
<td><strong>Rationing slideshow</strong> <a href="http://www.learnnc.org/lp/editions/ww2-rationing/5934">http://www.learnnc.org/lp/editions/ww2-rationing/5934</a></td>
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<tr>
<td><strong>Center time:</strong></td>
<td>In journal, students imagine what might be rationed if the U.S. went to war today. How would student’s lives change personally?</td>
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<thead>
<tr>
<th>Chapter 5</th>
<th>Teacher reads chapter 5 aloud</th>
<th><strong>STOP to journal along the way!</strong></th>
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<tbody>
<tr>
<td><strong>Center time:</strong></td>
<td>Define vocab from classroom kid’s dictionaries</td>
<td>**Silently read chapter 5 ** <strong>Write summary</strong></td>
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<tr>
<td><strong>Discussion:</strong></td>
<td>Normandy was the beginning of the end of WWII. <a href="http://www.youtube.com/watch?v=feKQD3EiFUg">http://www.youtube.com/watch?v=feKQD3EiFUg</a> This video focuses on those who lost their lives. Why is it important for us to see and remember them? “Lest we forget” what does that mean?</td>
<td><strong>Discussion:</strong> Courage. The 20 kids showed great courage as they saved the life of the 10 kids. <strong>Think-Pair-Share</strong> <a href="http://learningtogive.org/lessons/unit491/lesson1.html">http://learningtogive.org/lessons/unit491/lesson1.html</a></td>
</tr>
<tr>
<td><strong>Center time:</strong></td>
<td>Have art supplies including old magazines available for students to create a piece of art that displays ‘courage’</td>
<td><strong>Vocab quiz</strong></td>
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| **Vocab quiz** |
# Twenty and Ten

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<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Part of Speech</th>
<th>Definition</th>
<th>Sentence</th>
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Twenty and Ten
Vocabulary Study Guides

Pre-reading
boulder- large stone
Nazi- a political group in Germany (1933-1945) led by Hitler
triumphantly- celebrating victory
ration cards- cards for food or goods
Jew- a group of people who came from Jacob

Chapter 1
DP- displaced person
refugee- someone who escapes to safety
Nativity- story of Jesus’ birth
Flight To Egypt- story of Mary, Joseph and Jesus escaping King Herod
dogged- determined or stubborn
crestfallen- sad because of a recent disappointment
census- count a group of people
pummel- hit or beat

Chapter 2
leek- an edible plant that looks like an large green onion
collapse- fall down
slogan- motto or saying
mutter- grumble or complain
vehemently- angrily
fond- to like or enjoy
sneer- naughty smile and hurtful words

Chapter 3
harsh- stern or unkind
reproach- criticize or disapprove
cross- angry with someone
frantic- crazy or anxious
hoist- lift or pull

Chapter 4
quarrel- argument
fortnight- 14 days, two weeks
casually- without worry, comfortably
placidly- calmly
caress – lovingly touch
guffaw- deep, hearty laugh
Chapter 4b
- ruthlessly- no mercy
- Alsatian- person from northeast French
- Schnell- “quickly” in German
- roam- wander around
- clockwork- working together perfectly
- obstinate- stubborn
- thrash- beat

Chapter 5
- sober- disheartened or more realistic
- venture- risk
- aghast- shocked
- imprudent- irresponsible
- Normandy- a heavy war zone in France during WWII
- Ferociously- violently
- duration- a length of time
Twenty
and Ten
By Claire Huchet Bishop
ration cards
Jew
Twenty and Ten
By Claire Huchet Bishop, Chapter 1
DP
refugee
Nativity
Flight to Egypt dogged
census
pummel
Twenty
and Ten
vehemently
fond
sneer
Twenty and Ten
By Claire Huchet Bishop, Chapter 3
hoist
reproach
cross
frantic
harsh
Twenty
and Ten
placidly
carress
guffaw
Twenty
and Ten
By Claire Huchet Bishop, Chapter 4b
ruthlessly
Alsatian
schnell
roam
clockwork
obstinate
thrash
Twenty and Ten
By Claire Huchet Bishop, Chapter 5
sober
venture
aghast
imprudent
Normandy
ferociously
duration
**Twenty and Ten - Vocabulary Quiz**

Pre-reading

Name: ____________________________________________

Matching.

1. triumphantly  
   a. celebrating victory  
   b. a large stone  
2. Nazi  
   c. a German political group  
3. Jew  
   d. a group of people who came from Jacob  
4. ration card  
   e. a card to get food or goods  

Write one complete paragraph about how kid’s lives’ were affected by World War II. Remember to include as many parts of a summary as you can. Don’t forget proper sentence structure, capitalization and punctuation.

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
Twenty and Ten -Vocabulary Quiz

Chapter 1

Name: _____________________

Choose three words and define them.

DP census Nativity refugee Dogged Flight to Egypt pummel

1. ____________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________

2. ____________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________

3. ____________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________
   ________________________________________________
Write one paragraph about what you would have done in this situation and why.
Twenty and Ten - Vocabulary Quiz

Chapter 2

Name: _____________________

Define each word.

1. leek- ____________________________________________

2. collapse- __________________________________________

3. slogan- ____________________________________________

4. vehemently- ________________________________________

5. fond- ______________________________________________
6. sneer-

________________________________________________________

________________________________________________________

Write one paragraph about either what Henry or Arthur was thinking in this chapter.

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________
Twenty and Ten - Vocabulary Quiz

Chapter 3

Name: _____________________

Read the definition. Write the vocabulary word.

1. _____________________ - crazy or anxious
2. _____________________ - lift or pull
3. _____________________ - criticize or disapprove
4. _____________________ - stern or unkind
5. _____________________ - angry with someone

Write one paragraph about Chapter 3, “The Cave”.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Twenty and Ten - Vocabulary Quiz

Chapter 4a

Name: _____________________

Circle the correct definition.

1. quarrel
   lovingly touch argument

2. fortnight
   deep, hearty laugh 14 days, two weeks

3. casually
   without worry, comfortable calmly

4. placidly
   without worry, comfortable calmly

5. caress
   loving touch without worry, comfortable
How would the situation in chapter four been different if
Sister Gabriel would have been at the school?

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________
Twenty and Ten - Vocabulary Quiz

Chapter 4b

Name: _____________________

Choose three words and define them.

- ruthlessly
- Alsatian
- Schnell
- roam
- clockwork
- obstinate
- trash

1. __________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

2. __________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

3. __________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
What would you have done differently if you were Janet and the Nazi’s found you?
Twenty and Ten - Vocabulary Quiz

Chapter 5

Name: _____________________

Read the definition. Write the vocabulary word.

1. _____________________  - a heavy war zone in France during WWII
2. _____________________  - disheartened or more realistic
3. _____________________  - risk
4. _____________________  - irresponsible
5. _____________________  - shocked
6. _____________________  - a length of time
7. _____________________  - violently

What happened at the end of the book?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Letter to a Soldier:

http://parttimelawyerfulltimemommy.blogspot.com/

3D Map Example: