

Pathways Reading Program Unit

Twenty and Ten!
by Claire Huchet Bishop

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.

Pathways- *Twenty and Ten!* by Claire Huchet Bishop

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Pre-reading</p> <p>World War II BrainPop (brainpop.com->social studies->U.S. history->World War II- free trial)</p> <p>Color WWII map http://www.mapsofworld.com/world-maps/world-war-ii-map.html#</p> <p>Center time: Define vocab from classroom kid's dictionaries (or from Teacher Resource Study Guide—attached sheet) on vocab map</p>	<p>Discussion expectations (<i>teacher manual 4.1</i>)</p> <p>Discussion: Life in 1940s. (Activities-></p> <ul style="list-style-type: none"> - rationing - evacuee letters - wartime home) <p>http://www.bbc.co.uk/schools/primaryhistory/world_war2/world_at_war/teachers_resources.shtml</p>	<p>Look at war journals: -Anne Frank - http://www.annefrank.com/who-is-anne-frank/diary-excerpts/ -Civil War diary- http://www.ioweb.com/civilwar/ -Iraq diary- http://www.npr.org/news/special/s/wardiaries/razar/index.html</p> <p>Center time: Make personal response journals (stationary, brown paper cover etc) *Have model to show at center!</p>	<p>KWL What we know about WWII so far. How might it affect the kids in our story?</p> <p>What story elements belong in a summary? http://www.studyzone.org/testprep/ela4/o/summary.cfm</p> <p>Center time: computers-summary exercise- Studyzone.org-> summary exercise</p>	<p>Vocab quiz</p>
<p>Chapter 1</p> <p>Fake-it v Competent Readers (<i>Teacher's Manuel p 90</i>) as a class on poster paper</p> <p>Anticipation Guide</p> <p>Teacher reads chapter 1 aloud</p> <p>STOP: let students journal several times</p> <p>Share journal with partner</p>	<p>The kids in our story are displaced persons. What does that mean? How does it affect their life? http://www.palmbeachschool.s.org/multicultural/documents/4thHelpingOthers.pdf (pg 4, #7)</p> <p>Have books available about other DPs. (gypsies, Hutu of Rwanda, Karen of Thailand)</p>	<p>Sticky note Discussion sheet (<i>teacher manual 4.12</i>)</p> <p>Buddy read Ch 1 while looking for sticky note categories</p> <p>Conduct sticky note discussion</p> <p>Group Self-Assessment (<i>teacher manual 4.1</i>)</p>	<p>Review summary writing</p> <p>Write story elements in pairs.</p> <p>Write chapter 1 summary individually in journal.</p> <p>Share with partner –Are all elements included?</p> <p>Center time: make vocab flashcards- draw</p>	<p>Vocab quiz</p>

<p>Center time: Define vocab from classroom kid's dictionaries on vocab map</p>	<p>In pairs, have students look through the books and share what they learn.</p>		<p>pictures/ write vocab on back</p>	
<p>Chapter 2 Teacher reads chapter 2 aloud STOP to journal along the way!</p> <p>Center time: Define vocab from classroom kid's dictionaries on vocab map</p>	<p>Review discussion expectations</p> <p>DISCUSSION: Giving up something for someone. Also about receiving gifts. Read John 3:16. How does the story compare to what Jesus gave up?</p> <p>Make a Venn Diagram on poster paper comparing the two situations.</p> <p>Buddy read chapter 2. Sticky note discussion</p>	<p>Write story elements in pairs.</p> <p>Write chapter 2 summary individually in journal.</p> <p>Share with partner</p> <p>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?</p> <p>(German Afrika Korps) http://www.youtube.com/watch?v=SYE7iBmjEMg</p> <p>(Coming in on a Wing and a Prayer) http://www.youtube.com/watch?v=B69CquvLHgY&feature=bf_next&list=PLFF8CE6B1A4C6CF06</p>	<p>Make leek and potato soup</p>	<p>Vocab quiz</p>

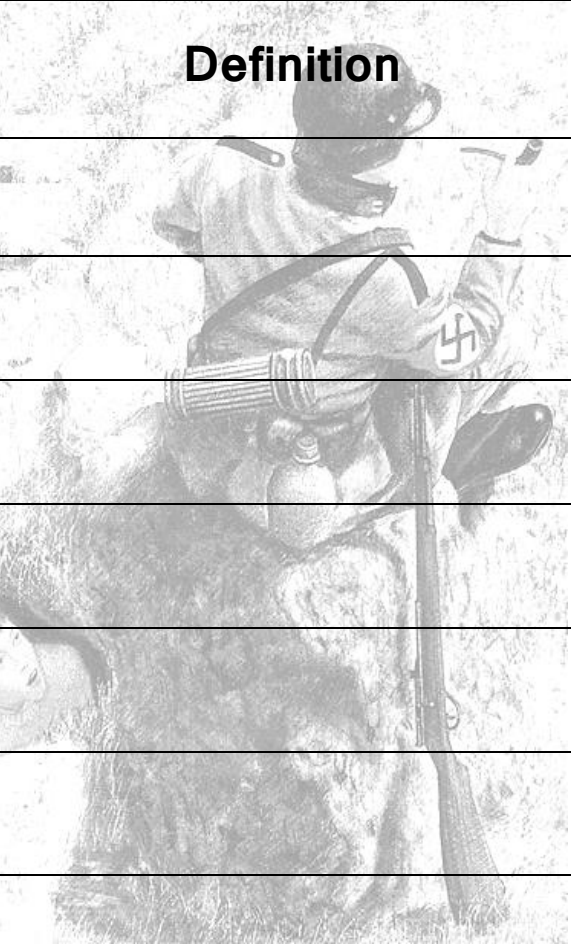

<p>Chapter 3 Teacher reads chapter 3 aloud STOP to journal along the way!</p> <p>Center time: Define vocab from classroom kid's dictionaries</p>	<p>Beans to chocolate. (Reading A-Z book chapter)</p> <p>http://www.hersheys.com/ads-and-videos/how-we-make-chocolate.aspx making video</p> <p>In groups, have students make a process poster of the steps to make chocolate.</p>	<p>Silently read chapter 3 Write summary in journal</p> <p>Center time: draw/color WWII chocolate wrapper in journal (pictures of WWII chocolate bars)http://www.wwiisupply.com/choc.html</p>	<p>Sample milk chocolate, white chocolate, dark chocolate, baker's chocolate. *CHECK FOOD ALLERGIES FIRST!!!</p> <p>Journal about each taste and expectations vs. reactions to each taste.</p> <p>Center time: Draw/color a picture of the wrapper of favorite chocolate in journal</p>	<p>Vocab quiz</p>
<p>Chapter 4a p (39-48) Teacher reads chapter 4 aloud STOP to journal along the way!</p> <p>Center time: Define vocab from classroom kid's dictionaries</p>	<p>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?</p> <p>http://www.vintageadbrowse.com/food-ads-1940s</p> <p>http://www.youtube.com/watch?v=doA05liO3QM</p>	<p>Buddy read chapter 4 Write summary</p> <p>Center time: make vocab into a memory game. Each student writes the vocab on one card and then the definition (and picture is applicable) on another card. Play memory with partner.</p>	<p>DISCUSSION: War Today.</p> <p>Why does war occur?</p> <p>What happens when people are faced with war.</p> <p>What impact does war have on people? (lose home, little available food, separates families)</p> <p>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)</p>	<p>Vocab quiz</p>

<p>Chapter 4b p.(49-62) Teacher reads chapter 4b aloud STOP to journal along the way!</p> <p>Center time: Define vocab from classroom kid’s dictionaries</p>	<p>Read story: Corrie Ten Boom from Bible Textbook Following His Way Ls 41 Level C</p> <p>Discussion: Her experiences compared to characters in book.</p> <p>Write or make something for Corrie Ten Boom that would encourage her. Include a Bible verse.</p>	<p>Buddy read chapter 4b Write summary</p> <p>Center time: students draw a map with one 3-d box as the school. Label the cave, the road, etc. (see attached photo)</p>	<p>Rationing slideshow http://www.learnnc.org/lp/editions/ww2-rationing/5934</p> <p>Center time: In journal, students imagine what might be rationed if the U.S. went to war today. How would student’s lives change personally?</p>	<p>Vocab quiz</p>
<p>Chapter 5 Teacher reads chapter 5 aloud STOP to journal along the way!</p> <p>Center time: Define vocab from classroom kid’s dictionaries</p>	<p>Silently read chapter 5 Write summary</p> <p>Discussion: Normandy was the beginning of the end of WWII. http://www.youtube.com/watch?v=feKQD3EiFUg 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?</p>	<p>Discussion: Courage. The 20 kids showed great courage as they saved the life of the 10 kids.</p> <p>Think-Pair-Share http://learningtogive.org/lessons/unit491/lesson1.html</p> <p>Center time: Have art supplies including old magazines available for students to create a piece of art that displays ‘courage’</p>	<p>Vocab quiz</p>	<p>Book Celebration! Students wear wartime clothes (military or civilian).</p> <p>Make food (but ration it at first). http://woottonbridgeio.w.org.uk/recipes/wartime.php</p> <p>Play games (http://www.chifleyhome.org.au/education/information-sheets/1940s-day)</p> <p>Share journals</p>

Twenty and Ten

By Claire Huchet Bishop

Name: _____ Chapter: _____

Vocabulary Word	Part of Speech	Definition	Sentence
			
			

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

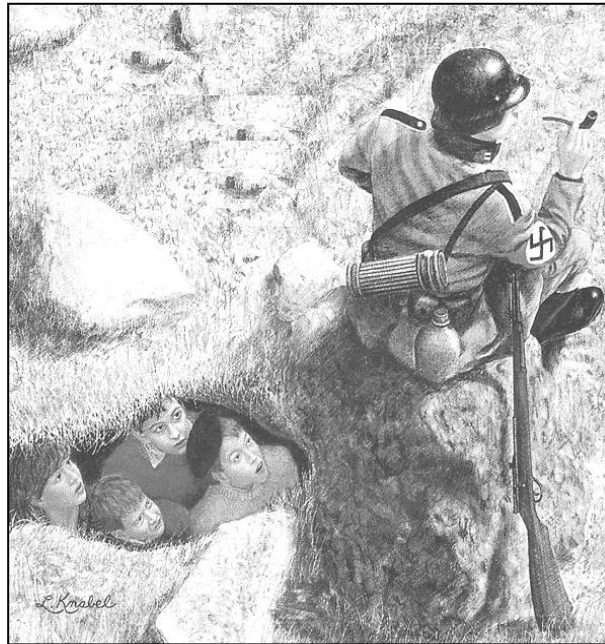
Normandy- a heavy war zone in France during WWII

Ferociously- violently

duration- a length of time

***Twenty
and Ten***

By Claire Huchet Bishop



boulder

Nazi

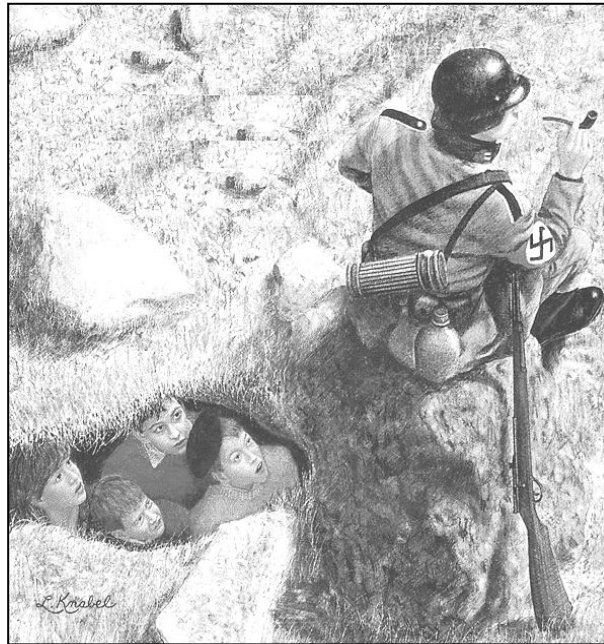
triumphantly

ration cards

Jew

***Twenty
and Ten***

By Claire Huchet Bishop, Chapter 1



DP

refugee

Nativity

Flight to

Egypt

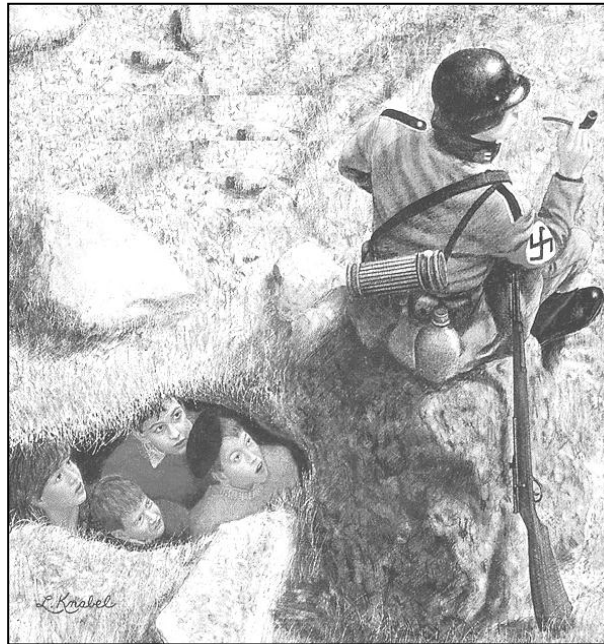
dogged

census

pummel

***Twenty
and Ten***

By Claire Huchet Bishop, Chapter 2



leek

collapse

slogan

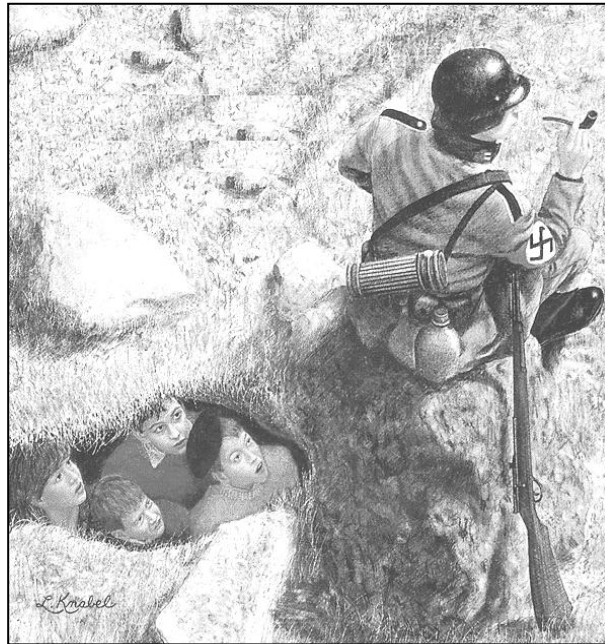
vehemently

fond

sneer

***Twenty
and Ten***

By Claire Huchet Bishop, Chapter 3



hoist

reproach

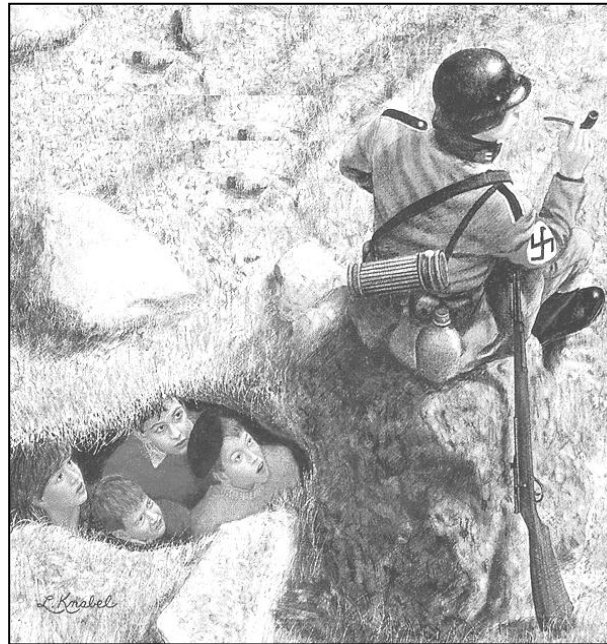
cross

frantic

harsh

***Twenty
and Ten***

By Claire Huchet Bishop, Chapter 4a



quarrel

fortnight

casually

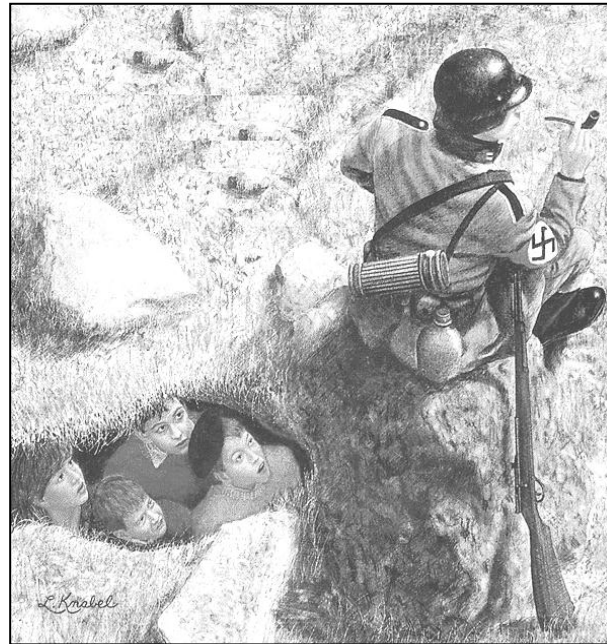
placidly

caress

guffaw

***Twenty
and Ten***

By Claire Huchet Bishop, Chapter 4b



ruthlessly

Alsatian

schnell

roam

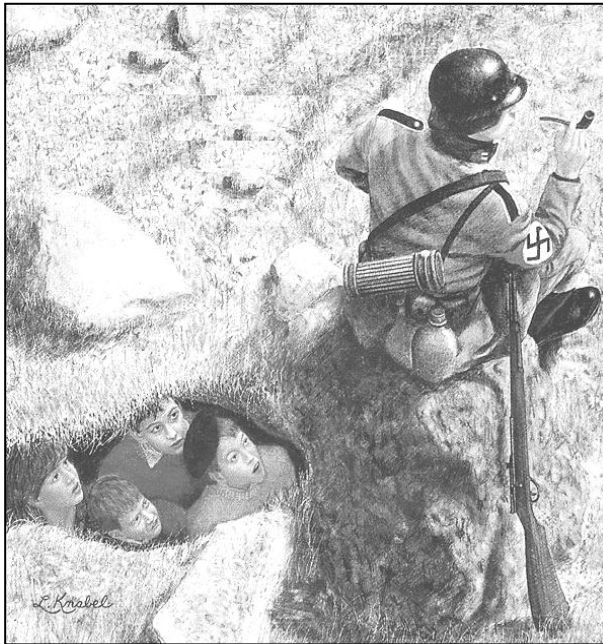
clockwork

obstinate

thrash

***Twenty
and Ten***

By Claire Huchet Bishop, Chapter 5



sobber

venture

aghast

imprudent

Normandy

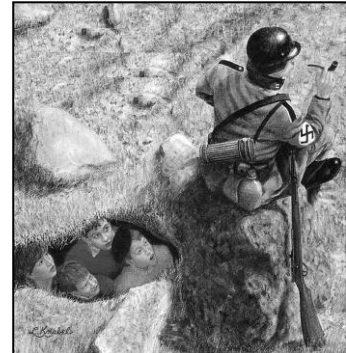
ferociously

duration

Twenty and Ten - Vocabulary Quiz

Pre-reading

Name: _____



Matching.

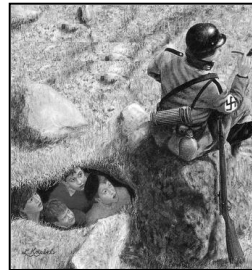
- | | |
|-----------------|--|
| 1. triumphantly | a. celebrating victory |
| 2. Nazi | b. a large stone |
| 3. Jew | c. a German political group |
| 4. ration card | d. a group of people who came from Jacob |
| | e. a card to get food or goods |

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. _____

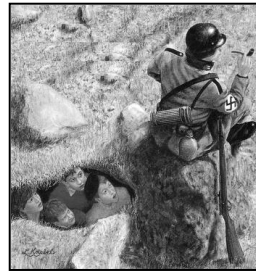
3. _____

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-

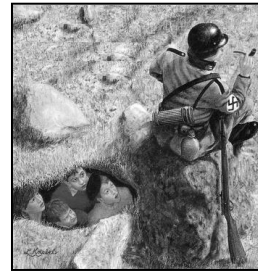
6. sneer-

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.

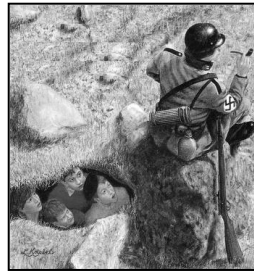
1. _____ - crazy or anxious
2. _____ - lift or pull
3. _____ - criticize or disapprove
4. _____ - stern or unkind
5. _____ - angry with someone

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

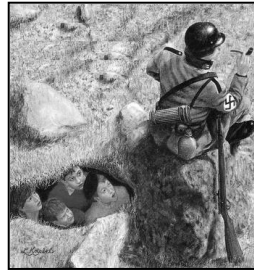
How would the situation in chapter four been different if

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
thrash	

1. _____

2. _____

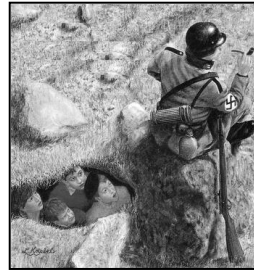
3. _____

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/>



<http://thekitchencabinet.us/wp-content/uploads/Afghanistan-soldier-alone.jpg>

3D Map Example:

