**Table of Contents**

For each chapter:

* write a title (specific enough to not be confused with other chapters--each given title should bring a mental picture of what that chapter included)
* one or more of the comprehension tools listed with each chapter

 Introduction day

1. Chapter One p. 7-13 Trapped in Holland

 *Silently \* find characters & descriptions, setting, emerging plot, and unknown words*

 *\* write a title*

1. Chapter Two p. 14 -24 Captain Braun Comes and Riders Go

 \* *Teacher-created comprehension sheet*

 *\* write a title*

1. Chapter Three p. 25-36 The Little Riders Rescued

 \* *T/F Read-between-the-lines teacher-created sheet*

 *\* write a title*

1. Chapter Four p. 37-57 ??

 *(three days)*  \* *divide into 3 sections; students summarize each section with 5- 6 summary statements or a short phrase and accompanying picture*

 *\* write a title*

 *\* begin divider*

1. Chapter Five p.58-71 ??

 *(two days)* *\* Compare and contrast*

 *\* Write a title*

1. Chapter Six p. 72-76 ??

 *\* write a title*

 *\* create a table of contents*

 *\* make or complete the divider*

 *\* vocabulary test*

**Teacher goals in reading this book:**

* most books on WWII portray Nazi soldiers in only negative ways. This book gives a different picture.
* to see how experiences help shape who we are; forgiveness shapes our lives

There are different ways to read a book:

1. Like a 50 yard dash—the goal is to reach the end, and quickly. In the process you skim the top but never notice nature around you.
2. At a walk—noticing nature around—the big beautiful sky and the lovely song of the bird, a squirrel jumping from tree to tree.
3. On hands and knees, searching the ground for tracks and clues of what is or was or will be there that we can't see at the moment. One clue invites us to retrace our steps and look more intently at other signs. We stop and ponder, wonder and tell others what we found.

All three are valid ways to read. It depends on the purpose of the reading. In this reading class we will primarily read the walking way, sometimes the crawling way: read, reread, stop and ponder, discuss.

* Vocabulary words are an essential part of this study
	+ Assign 2-3 vocabulary words per chapter and give a test at the end of the book
	+ Many students found it very helpful to put meaningful gestures/motions to the vocabulary words. As a class we said the vocabulary word twice and the definition once—all while illustrating the meaning through motions. Saying the last three chapters worth of vocabulary words nearly every day provided a great ongoing review.
	+ Illustrating the words in index cards is also a great learning tool
	+ When doing reviews
		- ask students how the words were used in the book
		- give oral sentences and have them fill in the “blanks” using the proper vocabulary word
		- ask students to give oral sentences with “blanks”
* Students
	+ asked to not read ahead. If given the liberty, they would race through.
	+ all need a three-ring binder to organize their visuals and projects
* Reading methods:
	+ As a class
	+ In pairs
	+ Silently—with this approach it works well to have them write a response paper after reading silently—or some other project to give a picture of what they are thinking.
* Other books to read to set out to be read on the side.
	+ Books about WWII or Holland
	+ Consider setting out the LH 43 WWII books
* Bulletin board ideas:
	+ an enlarged picture of the book cover, the title in large letters
	+ Information about author
	+ Write up significant phrases
	+ A large map of France, Holland, and Germany
	+ A Nazi and Holland flag . . .
	+ The three main elements of a story: Setting, Plot, and Characters

COMPREHENSION SKILLS

* Each chapter has comprehension skills ideas for that chapter. Here are several longer term and ongoing projects that work well with this book:
* Longer term projects (more than just one-dayers).
	+ make a divider sheet with the title, author's name, genre, an illustration of the story, and five significant phrases
	+ Create a Table of Contents complete with titles, and page numbers
	+ Alternate idea: for *The Little Riders* could do a six point summary with illustrations instead of the Table of Contents
* Some ongoing daily projects:
	+ illustrate vocabulary words
	+ this book has no chapter titles nor a Table of Contents. Each day they come up with a fitting title (must be specific enough to not be confused with other chapters. These titles should be on one paper, not scattered throughout the visuals in the binder

**INTRODUCTION**

Objective: Student will be able to . . .

* list two classic books not discussed in class
1. Look at front cover (not back at beginning). Observations from covers. Note
* the Nazi soldiers and flag, the windmill, the riders, the little girl . . .
* the author
* then the summary on the back of the book
* Note no Table of Contents; tell about coming up with titles and making a Table of Contents at the end of the book
1. Time in History – put a picture of the book on the class timeline
* What can they know about the setting by reading the summary on the back? What can they tell about this part of world history? (turn and talk)
1. Geography: find and mark the countries involved in the story
* Talk about Holland – land of
	+ windmills
	+ flowers
	+ canals
* Explain the “land reclaimed from the sea”, polders, etc.
	+ I have some photos
* Everything small, neat, land VERY expensive – reason building are so tall and skinny
	+ think about Corrie Ten Boom house in connection with this
1. Talk about the author: Margaretha Shemin; did she write other books?
2. Set out other books to read alongside this story
* Shadrach
* The Wheel on the School
* When the Dikes Broke
* Hans Brinker and the Silver Skates
* The Hiding Place
* Number the Stars
1. As time allows students may begin the divider for the three-ring binder
* Must include title, author, and genre

**Chapter One p. 7-13**

*Trapped in Holland*

**Objective(s): the student will be able to:**

* read the first chapter silently, record
	+ the names and descriptions of characters
	+ the setting of the story (time and place)
	+ the emerging plot and
	+ unknown words all on the teacher-provided sheet and then join in the class discussion to teacher satisfaction
	+ write and record a title for the chapter

**Introduction and Background**

* Volunteer read the intro on very first page . . .
* Students read the first chapter silently looking to answer these questions:
	+ Characters – and all they can know about each
	+ Country
	+ Emerging plot
	+ unknown words

**Vocabulary—***definitions are given according to how they are used in the book*

* carillon p. 10 [CARE uh lahn] *a set of bells sounded by hammers controlled from a keyboard*
* avert p. 12 *to turn away, trying to avoid something*
* vestibule p. 13 *a small entrance room*

**Bulletin board:**

* Maybe put up symbols of the story: a Nazi flag, German soldier, windmills, clock, horses and riders, canals – make red a prominent color

**Comprehension objectives fleshed out:**

* Students discuss as a class the details they caught from their silent reading. Encourage reading between the lines. Hopefully there will be some disagreements in what they found or predict, especially with the emerging plot part. Such disagreements really add to interest in careful reading.
* take the information gained and orally make reasonable predictions of what complications will follow
* May want to then read it as a class and look for more.
* Characters:
* Johanna: loved the little riders, had a room in the attic of her Grandparents' house, left with Grandparents and caught in Holland because war broke out, now there for 4 years
* her father and mother; father raised in Holland, loved the little riders, a sea captain
* Grandfather and Grandmother – caring for Johanna in parents' absence, love the little riders, Grandmother insists on meals on time
* the German soldiers – marched, sang loudly, searched people's houses
* Setting: time and place: World War II, in Holland
* Emerging Plot
	+ Parents can't come get Johanna home to America
	+ The war with the Germans broke out; Holland is overrun by Germans
	+ The little riders were ancient and highly prized by the old towns' residents; *riders made of lead*
	+ Grandfather the only man in town who understood how the little riders clock worked; he was worried about the little riders
	+ German soldiers are in the house searching for something
	+ Johanna would never look at a German in the face

**Chapter Two p. 14-24**

*Captain Braun Comes and the Riders Go*

**Objective(s): the student will be able to:**

* working in pairs fill out the teacher-prepared comprehension sheet
* write a title for this chapter

**Introduction and Background**

* Students give their predictions of what will happen in this chapter

**Vocabulary—** *definitions are given according to how they are used in the book*

* requisition p. 15 *the act of demanding the use of a provision*
* belfry p. 18  *a bell tower*
* munition p. 22 *ammunition*

**New characters:**

* Captain Braun

**Comprehension objectives fleshed out:** teacher-created comprehension sheet

How does the author's twice mentioned reference to the fly fit in the story?

Think about descriptions of the German soldiers (may use things from first chapter) and then tell how Captain Braun fits this description.

* Loud, bold, arrogant
* marched, always singing
* laughed and shouted “Heil Hitler”
* posted big white bulletins on the corners of streets telling of victories and orders
* big heavy polished boots and gray uniform
* Captain Braun – he DIDN”T fit the descriptions!
	+ rang bell softly
	+ made a little bow and offered his hand
	+ apologized!!
	+ played a flute

Find the three reasons it so dangerous to have a German soldier in the house. Make a tally mark for each as you find them.

* They had a radio in the den
* Grandfather held (forbidden) weekly meetings
* other dangerous secrets

Describe both her attic room and the den, her new room. List a minimum of 3 descriptions for each and then underline the one in each set that you think was the most important to Johanna

* Her attic room
	+ the cubbyhole in the back of the closet, Johanna's secret hiding place
	+ had bright, gay pictures
	+ bright and sunny
	+ window facing the church with the little riders
* The den, her new room
	+ smelled old and musty
	+ small dark room Johanna had never liked
	+ had only one small window, sun never shone in it, faced the gray side wall of the church
	+ could not see the riders through the window
	+ felt like church was about to fall on her
* In your own words tell what terrible thing is happening to the town

Chapter 2 Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Follow the given directions. Note that some simply say, “think about” or “find” and others indicate you need to write your answer.

1. How does the author's twice mentioned reference to the fly fit in the story?
2. Think about descriptions of the German soldiers (may include things from first chapter) and then write out how Captain Braun does not fit this description.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
1. Find the three reasons it so dangerous to have a German soldier in the house. Make a tally mark for each as you find them. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Describe in writing both Johanna's attic room and the den, her new room. List a minimum of 3 descriptions for each and then underline the one in each set that you think was the most important to Johanna.
* Her attic room
* The den, her new room
1. In your own words tell what terrible thing is happening to the town

**Chapter Three p. 25 – 36**

*The Little Riders Rescued*

**Objectives: the student will be able to:**

* follow on the map of western Europe the advancing Allied troops – France, southern Holland, Germany
* fill out the T/F read between the lines teacher-prepared sheet either as individuals or in pairs
* record a title for the chapter

**Introduction and Background**

* Who are the Allied armies?
* Ask students why radios would be forbidden . . .

**Materials**

* Maps of western Europe

**Vocabulary—***definitions are given according to how they are used in the book*

* inaudible p. 26 *note the in and the audible; in means NOT, audible means capable of being heard*
* Allied p. 26 *nations united against Germany in WWII*
* civilian p. 31 *a person not in the armed forces, police, or firefighters*

Comprehension objectives fleshed out:

1. Count the things that hint to you that Captain Braun is a gentle hearted person. Write the one thing that seems to say he is intentionally looking out for the good of the family. Simply make a tally mark for each of the other ones.
* Walked softly in his heavy boots
* When he needed to talk to Grandfather or Grandmother, he stamped heavily
* had a picture of his family on the wall
* loved to play the flute
* Whistling as he was coming as if to warn
1. \_\_\_\_\_ The news of the Allied forces landing in Germany shook up the Germans and greatly cheered the Hollanders.
2. \_\_\_\_\_ Radios were forbidden by the Germans because they did not want locals to hear news of the war.
3. \_\_\_\_\_ A genius had designed and created the little riders on the clock.
4. \_\_\_\_\_ Johanna was glad Captain Braun seemed to not have discovered her secret cubbyhole.
5. \_\_\_\_\_ Grandfather was a recognized leader in the community.
6. \_\_\_\_\_ Town people were glad it was raining and dark when they slipped out to the town meeting.
7. \_\_\_\_\_ No villagers were allowed to be our after curfew time without danger of punishment.
8. \_\_\_\_\_ The villagers had invented a few secret codes of communication..
9. \_\_\_\_\_ Even Johanna and Grandmother had a part to play in the secret meetings.
10. \_\_\_\_\_ Food/drinks were rationed because of the war.
11. \_\_\_\_\_ Grandfather persuaded the whole village to hide the little riders.
12. \_\_\_\_\_ Johanna was comforted by Captain Braun's flute music.
13. \_\_\_\_\_ Each metal rider was about one foot tall.
14. \_\_\_\_\_ The little riders are hidden in a room very close to Captain Braun!

Chapter 3 Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Count the things that hint that Captain Braun is a gentle hearted person. Write the one thing that seems to say he is intentionally looking out for the good of the family. Simply make a tally mark for each of the other ones.
2. \_\_\_\_\_ The news of the Allied forces landing in Germany shook up the Germans and greatly cheered the Hollanders.
3. \_\_\_\_\_ Radios were forbidden by the Germans because they did not want locals to hear news of the war.
4. \_\_\_\_\_ A genius had designed and created the little riders on the clock.
5. \_\_\_\_\_ Johanna was glad Captain Braun seemed to not have discovered her secret cubbyhole.
6. \_\_\_\_\_ Grandfather was a recognized leader in the community.
7. \_\_\_\_\_ Town people were glad it was raining and dark when they slipped out to the town meeting.
8. \_\_\_\_\_ No villagers were allowed to be our after curfew time without danger of punishment.
9. \_\_\_\_\_ The villagers had invented a few secret codes of communication..
10. \_\_\_\_\_ Even Johanna and Grandmother had a part to play in the secret meetings.
11. \_\_\_\_\_ Food/drinks were rationed because of the war.
12. \_\_\_\_\_ Grandfather persuaded the whole village to hide the little riders.
13. \_\_\_\_\_ Captain Braun's flute music comforted Johanna.
14. \_\_\_\_\_ Each metal rider was about one foot tall.
15. \_\_\_\_\_ The little riders are hidden in a room very close to Captain Braun!

**Circle the 2-3 statements you think the author wanted most to communicate to her readers in this chapter.**

**Chapter Four p. 37-57**

Divide this chapter into 3 days: p. 37 – 43; 44- 49 and 50 -57

**Objectives: the student will be able to:**

* summarize each section with 5-6 summary statements or a short phrase and accompanying picture
* write a title for the chapter
* begin the divider for the book – see chapter six for the requirements

**Introduction and Background**

* read the section from the very first page and tell that this comes from this chapter
* ask for predictions of what they think will happen

**Vocabulary—***definitions are given according to how they are used in the book*

* bayonet p. 52 *a steel blade attached to the muzzle end of a rifle*
* immaculate p. 53 *spotlessly clean*
* unceremoniously p. 55 *abruptly, rudely*

**Other comments:**

* The first day read as a class and do that day's summary statements together as a class.
* Day two's section stops at a terrible spot. Allow students to read ahead once they have completed their 5-6 summary statements on that days pages.
* Students may want to write out short phrases as they read as summary statements to choose from rather than waiting till the end and then go back and skim or simply try to remember

**Comprehension objectives fleshed out:**

**Section one: p. 37-43**

1. Johanna is so happy the little riders are safe in their house
2. In the morning Grandfather goes to a nearby village to make plans to whisk the little riders to a safer place
3. Grandfather brings back 24 burlap sacks and that night the three of them put a rider or horse into each sack
4. Suddenly a group of soldiers come to the house demanding the church key to go get the riders
5. The soldiers quickly come back and Grandfather tries to convince them the riders must be stolen

**Section two: p. 44 - 49**

1. The soldiers don't believe Grandfather's lie and take him and Grandmother to the Headquarters with them.
2. Johanna knows it is up to her to hide the riders before they return to search the house – but where?
3. She hurries to hide them in her secret cubbyhole before Captain Braun returns
4. The lock sticks and she cannot, cannot open it.
5. Captain Braun comes home early and catches her in the act.
6. Johanna shouts nasty angry words at Captain Braun

**Section three: p. 50 - 57**

1. Captain Braun ignores Johanna's nasty words, looks at the riders and likes them
2. He quickly helps Johanna hide the little riders and the radio in the cubbyhole
3. The soldiers return with Grandfather and Grandmother, and tear up the house looking for the little riders – but neither they nor the radio can be found
4. When they enter the attic room to search it, they find Captain Braun and do not search there!
5. Johanna tells Grandfather and Grandmother where she hid the things
6. That night Johanna slips upstairs and asks Captain Braun to play the flute for her

**Chapter Five p. 58 – 71**

*likely two days*

**Objectives: the student will be able to:**

* record an appropriate title for this chapter
* use a Venn diagram to complete a compare and contrast of the hard/sad/things missed mentioned in this chapter and the good/surprising/redemptive events (minimum 12 things listed). They will then write 1-2 sentences about their favorite part of the chapter.

**Introduction and Background**

* the chapter starts out with lots of hard times and ends with lots of happy times; think about why the author would put the two in the same chapter

**Vocabulary—***definitions are given according to how they are used in the book*

* mutilate p. 59 *to permanently destroy; cut off*
* forage p. 60 *to search for provisions*

**Comprehension objectives fleshed out:**

* use a Venn diagram to complete a compare and contrast of the hard/sad/things missed mentioned in this chapter and the good/surprising/redemptive events (minimum 12 things listed).  *Don't forget to include things from Captain Braun's perspective.* Then ponder the question of whether anything ties the two sides together? Can they find any similarities or common themes?
* Also write 1-2 sentences about their favorite part of the chapter.
* Hard/sad/things being missed
	+ fuel rationed; parks mutilated
	+ food rationed; so hungry can't sleep
	+ bicycles with wooden tires
	+ long, very hard winter
	+ Captain Braun rarely plays his flute anymore
	+ Captain Braun will miss the riders
	+ Captain Braun misses his family
* Good/surprising/redemptive events
	+ The war is over!
	+ People can move about on the streets freely again – without fear
	+ Captain Braun leaves on good terms
	+ Grandfather invites him to return; “forgives him”
	+ Captain Braun would often take out the little riders and look at them!
	+ He leaves the flute for Johanna along with a special note
	+ Johanna gets her room back!
	+ Captain Braun gets to return to his family
	+ The Canadian soldiers gave candy to the children
	+ The riders will ride again!
	+ Father returns
* Both
	+ they stick together and work together as a family
	+ love – Captain Braun; love – Captain Braun playing for Johanna when she made lots of noise; love – Father returning

Write 1-2 about which part of this chapter you like best.

**Chapter Six p. 72 - 76**

**Objectives: the student will be able to:**

* record an appropriate title for this chapter
* find one sentence that symbolizes Johanna at peace with the past while looking ahead to the future.
* create a simple Table of Contents including title of book, author, chapter titles and pages
* make/complete a divider for the book including title of book, author, genre, a significant illustration, and 5 well-chosen phrases
* complete the vocabulary test covering the words in this book with a minimum of 85% accuracy

**Introduction and Background**

* Talk about how Captain Braun leaving on good terms changes the ending of the story. How does forgiveness change our lives?

**Vocabulary—***definitions are given according to how they are used in the book*

* rostrum p. 74 – *a stage for public speaking*

**Comprehension objectives fleshed out:**

Find one sentence that symbolizes Johanna at peace with the past while looking ahead to the future.  *If they need help, tell them to reread the final pages and find a sentence that refers to two “objects” – one object clearly represents the hard past, the other could also, but it more represents the future.*

* Page 76 “In one hand she still held the flute; with the other she squeezed her father's hand very tightly.”

Final projects:

* Make a simple Table of Contents
	+ Record title of book and author
	+ list chapter number with title, and page number similar to published Table of Contents
* Make/complete a divider for the notebook. Required to include a significant symbolic picture and a minimum of 5 well-chosen phrases –
	+ - picture ideas: flute, horse and rider, Nazi and Holland flags, church steeple, marching soldiers . . .
		- phrase ideas: cubbyhole, shiny boots, stiff bow, riders, 12:00, flute music . . .