



REAL MEN READSM

Sponsored by CHASE 

5th Grade

May Reading Selection

The Boy in the Striped Pajamas *A Fable*

By: John Boyne

Description of Selection:

Bruno, a 9-year-old boy, must leave his grandiose house in Berlin after his father receives a new position in the German Army to move to Auschwitz (Out-With, as he calls it). Bruno notices the people in striped pajamas who live across the fence from him. As he becomes friends with Shmuel, one of the boys in striped pajamas, he starts to question what he knows about adults and how he led his old life in Berlin.

Purpose for Reading Aloud:

Reading aloud builds children's vocabulary, improves their listening skills, enhances their understanding of what has been read, and improves their attitude toward reading.

Before Reading:

- Tell the children that you will be reading from a book about a boy who, much like Bud, is confused by the adult world. Since he is a 9-year-old, Bruno does not always understand what is happening around him. This lack of understanding leads him to question the way people act toward one another, including his actions.
- Point out that this book is set during the World War II Era and is specifically set during the Holocaust. Explain to the students that during the Holocaust, the Jews, as well as other minority groups, were persecuted and killed by the Nazi government in Germany between 1933 and 1945.
- Ask the students what life might be like for people in Germany or any of the occupied countries during this period.
- Begin reading Chapter 1.

During Reading:

- Read to page 2. Stop before paragraph 3. Ask the students why Bruno might think he caused this. Probe them about where Bruno might be going. Does it seem possible that he might be going away alone?

- Continue reading through the first paragraph on page 5. Clarify for the children that the “Fury” is actually the Führer, the title given to Adolf Hitler. Probe the students about the type of work they think Bruno’s father does. Ask them why they think it might be difficult for Bruno to understand what his father does.
- Continue reading through page 7. Stop after paragraph 4. Have the students consider whether or not Bruno is overreacting to the move. Is he right to complain so much? If they are going so far away, where might the family be moving?
- Continue reading through page 8. Ask the children to discuss the changes that Bruno and his mother mentioned. Probe their thinking about why turning the lights out would keep people safe. After students share, explain that this was a way to keep people and homes safe from bombing attacks.
- Finish reading the chapter.

After Reading:

- Ask the students to visualize the home where Bruno and his family lived and where they are going to leave. Have them share what they see.
- Probe the students’ thinking about what Bruno’s life will be like at his new home.
- Have the students finish the book. Ask them to consider what Bruno learned about living during a war. Have students look for evidence of how Bruno’s view of people changed after he moved and befriended Shmuel.

Richard M. Daley, *Mayor*

Chicago Board of Education

Rufus Williams, *President*

Clare M. Muñana, *Vice President*

Members:

Norman R. Bobins, Tariq H. Butt, M.D.

Alberto A. Carrero, Jr., Peggy A. Davis, Roxanne Ward

Chicago Public Schools

Arne Duncan, *Chief Executive Officer*

Barbara Eason-Watkins, *Chief Education Officer*