

### Objectives

- Students will understand the selection vocabulary before reading.
- Students will use the comprehension strategies Asking Questions, Monitoring and Clarifying, and Making Connections as they read the story for the first time.
- Students will use the comprehension skill Author's Point of View as they read the story for the second time.

### Materials

- Student Anthology, pp. 392–403
- Inquiry Journal, p. 85
- Reading Transparencies 26, 41
- Teacher Observation Log
- Science/Social Studies Connection Center Card 51
- Home Connection, p. 59
- Comprehension and Language Arts Skills, pp. 144–145
- Routine Card
- Unit 4 Assessment, pp. 18–21



### Routine Card

Refer to Routine 3 for the Clues, Problems, and Wonderings Routine.

Clues	Problems	Wonderings
"Yes, I'm still alive" — Anne has survived	stifled?	Who is Kitty?

Reading Transparency 41

## Build Background

### Activate Prior Knowledge

- Preteach this lesson by asking students if they have ever kept a diary. Did they keep it for a long time? Do they still keep a diary? Discuss that a diary is a record of a person's life. Usually, a diary is not written to be shared with anyone.
- Have students use their prior knowledge about survival to generate questions and make predictions of what the selection is about.
- Before reading the selection, remind students to check the Concept/Question Board to refresh their memories about what they learned about survival from earlier selections in the unit. In addition, they should see if there are any questions on the board that this selection might answer.

### Background Information

- If some students are not familiar with the Holocaust, you might explain that during World War II, the Nazi regime in Germany placed millions of people, mainly Jews, in concentration camps, where families were separated and forced to labor without pay. Millions were beaten and killed. Help students understand that because of attitudes such as hatred towards others, many people during World War II died who were not actually fighting on the battlefield.
- In 1944, Anne's family was discovered by the Gestapo (the Nazi police) and arrested. Anne died in March 1945, in a concentration camp, but her father survived and later returned to their hiding place, where he found Anne's diaries. Anne's diaries have been translated into 32 languages and made into a play and a movie.

## Preview and Prepare

### Browse [Reading 2.3](#)

- Have students read aloud the title as well as the names of the author and illustrator. Read the introduction as well. Have students browse through the story and discuss what they think this story might have to do with survival. Remind students that good readers make predictions about the text to help monitor comprehension.
- Have students search for clues that tell them something about the selection. Use the Clues/Problems/Wonderings chart on **Reading Transparency 41** to record their observations as they browse. For instance, the sentence, "Yes, I'm still alive, indeed, but don't ask where or how," is a clue that Anne has so far survived some sort of catastrophe. In the Problems column, students might point out that they are unfamiliar with the word *stifled*. Students may wonder who Kitty is. To save time and model note taking, write the students' observations as brief notes rather than complete sentences.