



**Teacher Tip DISCUSSION** When you call on a student, allow him or her a few seconds to consider your question and arrive at an answer.



**Routine Card**  
Refer to Routine 5 for the Handing-Off Procedure.



**www.sra4kids.com**  
**Web Connection**

Some students may choose to conduct a computer search for additional books or information about survival. Invite them to make a list of these books and sources of information to share with classmates and the school librarian. Check the Reading link of the SRA Web page for additional links to theme-related Web sites.

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

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Reading Transparency 41



**Teacher Tip** Have students record in the Response Journal section of their Writer's Notebooks the elements of a diary

## Discussing the Selection

Reading 2.3, 3.2, 3.3; Listen/Speak 1.1



After the second read, the whole group discusses the selection and any personal thoughts, reactions, problems, or questions that it raises. To stimulate discussion, students can ask one another the kinds of questions that good readers ask themselves about a text: *How does it connect to survival? What have I learned that is new? What information surprised me? What did I find interesting about this selection? What is important here? What was difficult to understand? Why would someone want to read this?*

**Handing-Off Procedure** Seeing you as a contributing member of the group sets a strong example for students. To emphasize that you are part of the group, actively participate in the handing-off process. Raise your hand to be called on by the last speaker when you have a contribution to make. Point out unusual and interesting insights verbalized by students so that these insights are recognized and discussed. Engage students in a discussion to determine whether they have grasped the following ideas:

- why Anne's family was going into hiding
- what things they did to prepare for the move
- what the place was like where they hid
- what it might have been like to go through such an experience

During this time, have students return to the clues, problems, and wonderings that they noted during browsing to determine whether the clues were borne out by the selection, whether and how their problems were solved, and whether their wonderings were answered or deserve further discussion and investigation. Let the students decide which items deserve further discussion.

Also have students return to the Focus Questions on the first page of the selection. Select a student to read the questions aloud, and have volunteers answer the questions. If students do not know the answers to the questions, have them return to the text to find the answers.

You may wish to review the elements of a diary with the students at this time. Discuss with them how they can tell that "Anne Frank: The Diary of a Young Girl" is a diary.



Have students break into small groups to discuss what this story tells them about survival. Groups can discuss their ideas with the rest of the class.



Students may wish to record their personal responses to the selection. If students have ever read other literature, fiction or nonfiction, about the Nazi period in Europe, ask them to explain what they read and their reactions to it.