

Set Purposes Reading 2.2

Before they read, have students set their own purposes for reading the selection. Have them ask themselves questions such as: *Why did Anne Frank keep a diary? What might it have been like to live in hiding? What does this story have to do with survival?*

Also have students think about how the theme of the story piques their curiosity or connects to their personal interests or experiences. In addition, they may want to think about information in the selection that may be useful to their work on their unit investigations.

Selection Vocabulary

As students study vocabulary, they will use a variety of skills to determine the meaning of a word. These include context clues, word structure, and apposition. Students will apply these skills while reading to clarify additional unfamiliar words.

Display **Reading Transparency 26** before reading the selection to introduce and discuss the following words and their meanings.

- concentration camps:** fenced and guarded camps for keeping prisoners of war, refugees, and political prisoners (page 392)
- confide:** tell secrets to; to discuss private thoughts (page 393)
- stifled:** unable to breathe (page 395)
- quarters:** living space (page 397)
- rations:** fixed amounts of something like food or clothing for one person for each day (page 401)

Have students read the words in the Word Box, stopping to blend any words that they have trouble reading. Help them decode multisyllabic words by breaking the words into syllables and blending the syllables. If a word is not decodable, give students the pronunciation.

Have students read the sentences on **Reading Transparency 26** and use context to figure out the meaning of the words. Be sure students explain which skill they are using and how they figured out the meanings of the words. Have students reread each sentence, substituting the definition for the actual word, to see if the sentence makes sense.



Teacher Tip To help students decode

words, divide them into the syllables shown below. The information following each word

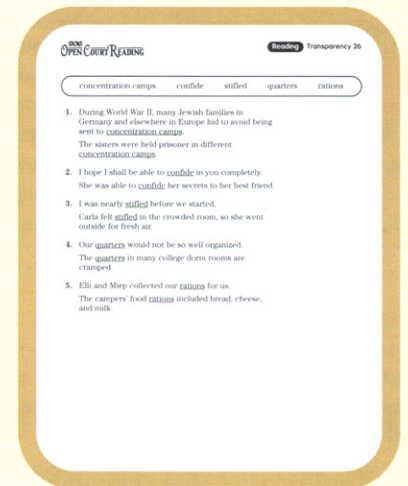
tells how students can figure out the meaning of each word.

- | | |
|-----------------------------|---------------|
| con • cen • tra • tion camp | context clues |
| con • fide | context clues |
| sti • fled | context clues |
| quar • ters | context clues |
| ra • tions | context clues |



Routine Card

Refer to Routine 2 for the Selection Vocabulary Routine.



Reading Transparency 26

**UNIVERSAL ACCESS:
MEETING INDIVIDUAL NEEDS**

ELL Support

For ELD strategies, use the *English-Language Development Guide*, Unit 4, Lesson 5.

Intervention Support

For intervention strategies, use the *Intervention Guide* Unit 4, Lesson 5.



**www.sra4kids.com
Web Connection**

Students can use the connection to Survival in the Reading link of the SRA Web page for more background information about survival.

