



Activity Guide

800-788-1121

A Picture Book of Anne Frank

This Live Oak Readalong can be correlated to the following Common Core State Standards (CCSS):

RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

RI.4.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

The accompanying activities can be correlated to the following Common Core State Standards:

RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RF.3.3.c: Decode multisyllable words.

W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.7: Conduct short research projects that build knowledge about a topic.

SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.2: Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.

SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

3.NBT.A.2: Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.1.c.: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.

BEFORE LISTENING

About the Story

This book introduces a difficult part of history to young readers. It describes the life and true experiences of Anne Frank, a young Jewish victim of the Holocaust, who chronicled her years in hiding during World War II through diary entries.

Activate Prior Knowledge/Build Background

Explain to the group that a terrible event that has come to be known as the "Holocaust" took place in Europe in the 1930s-1940s. The German people were experiencing difficulties, and many people were out of work. When Adolf Hitler rose to power, he blamed Germany's hard times on the Jewish people (among others). Tell the students that to escape certain death in work camps, the Jewish people were forced to leave their homes and friends to search for hiding places. This book tells the story of the Frank family, who sought safety in a small, attic-like apartment, and after two years of hiding were found by the Nazis. The focus of this book is on the teenage daughter Anne, who recorded those years in a diary.

AFTER LISTENING

Standards-Linked Activities

Listening/Speaking

CCSS: RI.3.1, RI.3.2, SL.3.2, SL.3.3; RI.4.2, SL.4.1.c

Ask children the following questions about the book. Call on volunteers to respond orally.

- How did the Frank family's lives change after Adolf Hitler came to power?
- What were some of the preparations the Frank family made before they went into hiding?
- What were the difficulties the Frank family encountered while they were in hiding?
- What was the plan Mr. Frank told his family so that they would be able to find each other if they were separated?
- What was Anne's life like after the Nazis found her and her family?
- How old was Anne when she died?
- How many members of Anne's family survived the camps? Who survived?

Vocabulary

CCSS: RI.3.4, RF.3.3.c; RI.4.4

Be sure students have an understanding of the following terms. Depending on age, simply discuss the terms, or have children look them up in a dictionary.

Nazi Auschwitz	Adolf Hitler	refugee	typhus
Holocaust annex	chancellor	tragedy	translated
prejudice	Montessori School	communists	

Social Studies: Fostering Tolerant Children

CCSS: SL.3.1; SL.4.1

Define prejudice as the pre-judging of another person, usually in a negative way. Explain that prejudice comes from thoughtless hatred or dislike of a person's color, religion, or nationality. Give some examples of prejudice, and then have the group offer their own examples. Extend this activity by further explaining that prejudice (as well as discrimination and segregation), have existed not only in Nazi Germany, but all over the world. Explain that the type of prejudice experienced by Anne Frank's family is known as anti-Semitism, and that prejudice can take many forms. Brainstorm with the group various instances of prejudice, discrimination, and segregation. Create a chart.

Math: A Timeline to Remember

CCSS: 3.NBT.A.2; 4.MD.A.2

Use the "Important Dates" section in the back of the book to create a time line. Ask children to answer word problems based on the time line (Example: If Anne was born in 1929 and she was sent to Auschwitz in 1944, how old was she at the time?), or give children blank time lines and have them fill in important dates.

Language Arts/Theater – Break a Leg!

CCSS: W.3.4; W.4.4

Anne Frank loved to write stories and plays. Divide the class into small groups and have them each write a one or two act play. After they have been approved by you, have the students perform their play for the rest of the class.

On the Internet: Anne Frank

CCSS: RI.3.5, W.3.7; W.4.7

Before you send children to do research using any of the keywords listed below, you may wish to try them yourself to be sure the sites are suitable.

Using "Anne Frank" as the keyword, have children locate various pieces of biographical information about her. Assemble printed information into a class book display. Other keywords to search for extension activities could include the vocabulary terms listed above.