

Set 1

FAMOUS KIDS



Lesson Plans for Primary Grade Struggling Readers

TEACHING GUIDE

Teaching Tips

- Please read the lesson plan before working with a student
- During planning stage, consider the need for extension activities
- A timer, if available, may be needed for some sessions
- Implement lessons in one-on-one or small group (3 to 5 students) settings

Target Audience

These lessons are designed for primary/elementary school students

- in Grade/Years 3 and 4
- who are below average at word reading, reading comprehension, and/or other reading-related tasks compared to their grade-level peers

Lesson Objectives

To improve students'

- decoding skills
- sight word reading skills
- reading fluency
- vocabulary knowledge
- reading comprehension monitoring
- writing skills

ACKNOWLEDGEMENT

This work has been funded by the Economic and Social Research Council's Impact Acceleration Accounts provided to Durham University.



This work is licensed under the Creative Commons Attribution-NonCommercial- NoDerivatives 4.0 International License. To view a copy of this license, visit

<https://creativecommons.org/licenses/by-nc-nd/4.0/>

"Multicomponent lessons for struggling readers: Famous Kids" by Dr. Johny Daniel is licensed under CC BY-NC-ND 4.0

Grade-level Reading Comprehension (15 minutes)

*We'll be reading about **William Kamkwambe**. As we read, underline any word you don't understand. At the end of each section, we will stop and identify some keywords and write the main idea for each section. My turn to read first.*

Section 1

- Teacher reads section one. Students follow along on their sheets.

William Kamkwamba is from Malawi. About 19 million people live in this African country. Most people in Malawi work as farmers. They grow food for a living. Some crops farmers grow are corn, soybeans, and potatoes.

William's family grew corn. Each year, the family would **harvest** 15–20 bags of corn. These bags of corn were the food they ate for the rest of the year. They would grind or powder the corn and use it to make food.

- After reading section 1, ask the students, *What are some key words in section 1?* (Malawi, William, farmer)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., William is from Malawi, which is a country of farmers).

What are some keywords in Section 1? _____

Using the keywords, write a summary sentence for Section 1: _____

- Teacher and students read section 2 together. The teacher can choral read (everyone reads together), whip read (each student reads a sentence until the end of the section), or read and leave out words for students to fill in.

In the year 2000, William's father **harvested** just three bags of corn. That was a very difficult year for them. The family ate just one meal a day to make the corn last longer.

That year, William had to drop out of high school. His parents did not have the money to pay for it. William hoped he could go back to school the next year if the corn harvest was good, and his parents had more money.

He did not want to fall behind his classmates though. So, William began to spend time at the school library. The books in the school library were in English. William did not know much English. He could not understand the science books he wanted to read.

Set 1

- After reading section 2, ask the students, *What are some key words in section 2?* (e.g., William, harvest, drop out, money)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., Due to the poor harvest, William had to drop out of school. Or William's family had a poor harvest and had no money to send him to school).

Section 3

- Teacher and students read section 3 together. The teacher can choral read (everyone reads together), whip read (each student reads a sentence until the end of the section), or read and leave out words that students fill in.

William began to study the diagrams in the science books. He learned the meanings of English words in the diagrams or images. That helped him understand the pictures better.

One day, William came across a book about wind energy. It had a picture of windmills on it. When William learned that he could create electricity from the wind, he was excited! The wind was free!

William decided to build a windmill to help his father water his crops and to create electricity for their house. Most people in Malawi had no electricity in their homes. So, this was a great idea.

However, William did not have any money to buy the materials he needed. This 14-year-old chap did not give up. He kept thinking of ways to build his windmill.

- After reading section 3, ask the students, *What are some key words in section 3?* (e.g., idea, diagrams, electricity)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., Studying the diagrams in books gave William an idea to create electricity. Or The diagrams gave William an idea to create electricity).

Section 4

- Students read this section in pairs. Student one reads the first paragraph and student two follows along. Students switch roles for each paragraph.
- Teacher monitors and provides feedback.
- If working one-on-one, teacher and student take turns reading each paragraph.

William found his materials at a scrap metal yard. This was a place where people dumped old or broken items such as old TVs. William picked many items of scrap metal and used them to build his first windmill.

The windmill sat atop a tall frame made of wooden poles. William's windmill began to create electricity! Soon, William's family were able to power some lamps in their house.

People began to notice. Slowly, William started to become popular.

Set 1

Today, William is known in many countries. He travels and shares his story with students. He wrote a book, and Hollywood has made a movie that shows how he built his windmill.

- After reading section 4, ask the students, *What are some key words in section 4?* (e.g., windmill, famous, electricity)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., William became famous for creating electricity from his windmill).

Lexile: 610-800L

Word Count: 443

Corrective Feedback

WORD READING

If students make an error in reading a word, isolate each phoneme/syllable, and blend the word. Say:

That's not quite right. Remember a-t together make the sound /at/. What sound? [Wait for student response] *That's right /at/. The word is /ch//a/ /t/ chat. What word?* [Wait]

If the word is a sight word or an irregular word, say the word out loud and have the student repeat after. *That word is electricity. What word?*

COMPREHENSION

If a student fails to identify the keyword or the main idea statement, teachers need to model identifying the keywords and writing the main idea statement.

Activity 1

Read the sections and discuss the questions.

William Kamkwamba

Section 1

William Kamkwamba is from Malawi. About 19 million people live in this African country. Most people in Malawi work as farmers. They grow food for a living. Some crops farmers grow are corn, soybeans, and potatoes.

William's family grew corn. Each year, the family would **harvest** 15–20 bags of corn. These bags of corn were the food they ate for the rest of the year. They would grind or powder the corn and use it to make food.



What are some keywords in Section 1?

Using the keywords, write a summary sentence for Section 1:

Section 2

In the year 2000, William's father **harvested** just three bags of corn. That was a very difficult year for them. The family ate just one meal a day to make the corn last longer.

That year, William had to drop out of high school. His parents did not have the money to pay for it. William hoped he could go back to school the next year if the corn harvest was good, and his parents had more money.

He did not want to fall behind his classmates though. So, William began to spend time at the school library. The books in the school library were in English. William did not know much English. He could not understand the science books he wanted to read.

What are some keywords in Section 2?

Using the keywords, write a summary sentence for Section 2:

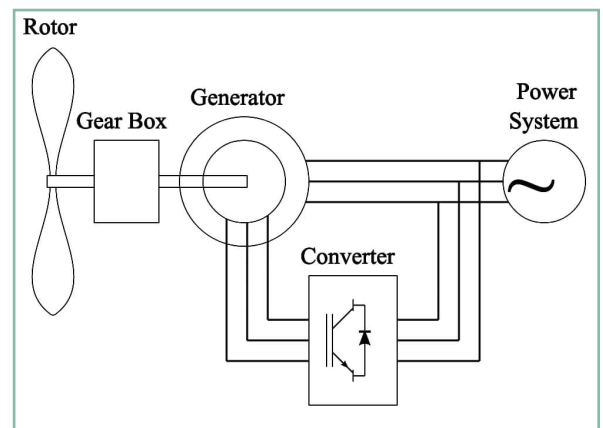
Section 3

William began to study the diagrams in the science books. He learned the meanings of English words in the diagrams or images. That helped him understand the pictures better.

One day, William came across a book about wind energy. It had a picture of windmills on it. When William learned that he could create electricity from the wind, he was excited! The wind was free!

William decided to build a windmill to help his father water his crops and to create electricity for their house. Most people in Malawi had no electricity in their homes. So, this was a great idea.

However, William did not have any money to buy the materials he needed. This 14-year-old chap did not give up. He kept thinking of ways to build his windmill.



What are some keywords in Section 3?

Using the keywords, write a summary sentence for Section 3:

Section 4

William found his materials at a scrap metal yard. This was a place where people dumped old or broken items such as old TVs. William picked many items of scrap metal and used them to build his first windmill.

The windmill sat atop a tall frame made of wooden poles. William's windmill began to create electricity! Soon, William's family were able to power some lamps in their house.

People began to notice. Slowly, William started to become popular.

Today, William is known in many countries. He travels and shares his story with students. He wrote a book, and Hollywood has made a movie that shows how he built his windmill.



What are some keywords in Section 4?

Using the keywords, write a summary sentence for Section 4:

Grade-level Reading Comprehension (15-17 minutes)

*We'll be re-reading the passage about **William Kamkwambe**. After reading each section, we will answer some comprehension questions.*

Section 1

- Students read in pairs. Student 1 reads paragraph one and student 2 follows. Students switch roles until the end of section 1.
- For students who have severe word reading disabilities consider providing them access to the audio files.

William Kamkwamba is from Malawi. About 19 million people live in this African country. Most people in Malawi work as farmers. They grow food for a living. Some crops farmers grow are corn, soybeans, and potatoes.

William's family grew corn. Each year, the family would **harvest** 15–20 bags of corn. These bags of corn were the food they ate for the rest of the year. They would grind or powder the corn and use it to make food.

- Teacher reads the first question and models a think-aloud. For instance, the teacher says, *It says here in passage one that most people in Malawi are farmers. So, my answer for question 1 is farmers.*
- Teacher asks a student to read question 2. He/she asks the group for the answer and its source.
- If students can't answer or provide an incorrect answer, guide them to the paragraph where the answer is located. Have them re-read that paragraph and then answer the question.

Q1. What do most people in Malawi do for a living? (They farm, or They are farmers, or They grow crops).

Q2. How did William's family make food? (They ground the corn to a powder).

Section 2

- Students whisper read this section independently.
- Teacher monitors and provides guidance as needed.

In the year 2000, William's father **harvested** just three bags of corn. That was a very difficult year for them. The family ate just one meal a day to make the corn last longer.

That year, William had to drop out of high school. His parents did not have the money to pay for it. William hoped he could go back to school the next year if the corn harvest was good, and his parents had more money.

Set 1

He did not want to fall behind his classmates though. So, William began to spend time at the school library. The books in the school library were in English. But William did not know much English. He could not understand the science books he wanted to read.

- Teacher asks a student to read question 3. He/she asks the group for the answer and its source.
- If students can't answer or provide an incorrect answer, guide them to the paragraph where the answer is located. Have them re-read that paragraph and then answer the question.

Q3. Why did William drop out of high school? (His family had no money, His family had a poor harvest, and they had no food and money)

Section 3

- Students whisper read this section independently.
- Teacher monitors and provides guidance as needed.

William began to study the diagrams in the books. He learned the meanings of English words in the diagrams. That helped him understand the pictures better.

One day, William came across a book about wind energy. It had a picture of windmills on it. When William learned that he could create electricity from the wind, he was excited! The wind was free!

William decided to build a windmill to help his father water his crops and to create electricity for their house. Most people in Malawi had no electricity in their homes. So, this was a great idea.

However, William did not have any money to buy the materials he needed. This 14-year-old chap did not give up. He kept thinking of ways to build his windmill.

- Teacher asks a student to read question 4. He/she asks the group for the answer and its source. Repeat the process for question 5.
- If students can't answer or provide an incorrect answer, guide them to the paragraph where the answer is located. Have them re-read that paragraph and then answer the question.

Q. 4 Where did William find pictures of windmills? (In a book)

Q. 5 Why did William decide to build a windmill? (To create electricity)

Section 4

- Students whisper read this section independently.
- Teacher monitors and provides guidance as needed.

Set 1

William found his materials at a scrap metal yard. This was a place where people dumped old or broken items such as bicycles. William picked many items of scrap metal and used them to build his first windmill.

The windmill sat atop a tall frame made of wooden poles. William's windmill began to create electricity! Soon, William's family were able to power some lamps in their house.

People began to notice. Slowly, William started to become popular.

Today, William is known in many countries. He travels and shares his story with students. He wrote a book, and Hollywood has made a movie that shows how he built his windmill.

- Teacher asks a student to read question 6. He/she asks the group for the answer and its source.
- Teacher reads Q7 and waits for students to write their responses. Teacher provides corrective feedback if needed.
- If students can't answer or provide an incorrect answer, guide them to the paragraph where the answer is located. Have them re-read that paragraph and then answer the question.

Q. 6 How did William become popular? (He built a windmill that created electricity).

Q7. In your own words, write what you think was the most important idea about William's story. (Answers will vary)

Activity 2

Read the sections and discuss the questions.

William Kamkwamba

Section 1

William Kamkwamba is from Malawi. About 19 million people live in this African country. Most people in Malawi work as farmers. They grow food for a living. Some crops farmers grow are corn, soybeans, and potatoes.

William's family grew corn. Each year, the family would harvest 15–20 bags of corn. These bags of corn were the food they ate for the rest of the year. They would grind or powder the corn and use it to make food.

Q1. What do most people in Malawi do for a living?

Q2. How did William's family make food?

Section 2

In the year 2000, William's father harvested just three bags of corn. That was a very difficult year for them. The family ate just one meal a day to make the corn last longer.

That year, William had to drop out of high school. His parents did not have the money to pay for it. William hoped he could go back to school the next year if the corn harvest was good, and his parents had more money.

He did not want to fall behind his classmates though. So, William began to spend time at the school library. The books in the school library were in English. But William did not know much English. He could not understand the science books he wanted to read.

Q3. Why did William drop out of high school?

Section 3

William began to study the diagrams in the science books. He learned the meanings of English words in the diagrams or images. That helped him understand the pictures better.

One day, William came across a book about wind energy. It had a picture of windmills on it. When William learned that he could create electricity from the wind, he was excited! The wind was free!

William decided to build a windmill to help his father water his crops and to create electricity for their house. Most people in Malawi had no electricity in their homes. So, this was a great idea.

However, William did not have any money to buy the materials he needed. This 14-year-old chap did not give up. He kept thinking of ways to build his windmill.

Q4. Where did William find pictures of windmills?

Q5. Why did William decide to build a windmill?

Section 4

William found his materials at a scrap metal yard. This was a place where people dumped old or broken items such as old TVs. William picked many items of scrap metal and used them to build his first windmill.

The windmill sat atop a tall frame made of wooden poles. William's windmill began to create electricity! Soon, William's family were able to power some lamps in their house.

People began to notice. Slowly, William started to become popular.

Today, William is known in many countries. He travels and shares his story with students. He wrote a book, and Hollywood has made a movie that shows how he built his windmill.

Q6. How did William become so popular?

Q7. In your own words, write what you think was the most important idea about William's story?

Grade-level Reading Comprehension (18 minutes)

*We'll be reading about **Anne Frank**. As we read underline any word you don't understand. At the end of each section, we will stop and identify some keywords and write the main idea for each section. My turn to read first.*

Section 1

- Teacher reads section one. Students follow along on their sheets.

Anne Frank was born in Germany in June 1929. She was Jewish. Sadly, Anne would not live to see her 16th birthday. Anne, and a million more Jewish children, died during World War II.

From birth to the age of four, Anne lived in a city called Frankfurt in Germany. In 1933, Anne's father Otto got a job in the Netherlands. At that time, it was getting hard for Jews to live in Germany under the Nazi party led by Adolf Hitler. So, Otto Frank took the job in Amsterdam, the capital city of the Netherlands. He went alone at first.

Within a year, Anne had joined Otto in Amsterdam along with her mother and older sister. Anne began school and a few years passed without problems.

- After reading section 1, ask the students, *What are some key words in section 1?* (Anne, Amsterdam/Germany, Nazi/Adolf)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., Anne and her family had to move from Germany because of the Nazi party).

Section 2

- Teacher and students read section 2 together. Teacher can choral read (everyone reads together), whip read (each student reads a sentence until the end of the section), or read and leave out words for students to fill in.

In 1940, the Germans took over the Netherlands. Soon, they began to make life difficult for the Jews who lived there. Anne was **forced** to move to a Jewish school. Her family and the other Jews were not allowed to leave the city. Two years went by with life getting increasingly difficult for the Franks.

In June 1942, Anne turned 13 and got a diary as a birthday present. About two weeks later, the Franks went into **hiding** when Anne's sister was ordered by force to go to a Nazi work camp. The Germans sent thousands of Jews to work camps. In these camps, the Jews were **forced** to work hard under tough or difficult conditions.

Anne began writing in her diary soon after she got it. When the family went into hiding, Anne took her diary with her. The family hid in a **secret** apartment in her father's office building.

Set 1

- After reading section 2, ask the students, *What are some key words in section 2?* (e.g., forced, hiding, secret, Nazi)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., Anne and her family were forced to hide from the Nazis in a secret apartment).

Section 3

- Teacher and students read section 3 together. Teacher can choral read (everyone reads together), whip read (each student reads a sentence until the end of the section), or read and leave out words for students to fill in.

A few days later, the Franks were joined in their hiding place by another family. Anne was glad to have new people to talk to. For two years, the Franks stayed hidden or out of sight. Only four of Otto's workers knew about this hiding place. They got the Franks food and other supplies and shared the latest news. Through the two years of hiding, Anne wrote in her diary. She mostly wrote about what happened in the secret apartment.

Anne and the others were found by the Germans in August 1944. Within a month, the Franks were on a train to a work camp in Poland. There, the family was separated. In a few months, Anne and her sister were moved again to a **work camp** in Germany. It was at this camp that Anne became ill and **died**.

Otto was the only one who lived. When the Germans lost the war, Otto was rescued from the German work camp. One of his workers gave him Anne's diary. After some thought, Otto published it in 1947. In her **diary**, Anne had written of her dream to become a writer. By publishing her diary, Otto made her dream come true.

- After reading section 3, ask the students, *What are some key words in section 3?* (e.g., diary, work camp, died)
- Have students write the main idea or a summary statement for this section using the keywords (e.g., Anne Frank died at a German work camp, but her father published her diary to make her dream come true).

Lexile: 610-800

Word Count: 478

Corrective Feedback

WORD READING

If students make an error in reading a word, isolate each phoneme/syllable, and blend the word. Say:

That's not quite right. Remember a-t together make the sound /at/. What sound? [Wait for student response] That's right, /at/. The word is /ch//a/ /t/ chat. What word? [Wait]

Set 1

If the word is a sight word or an irregular word, say the word aloud and have the student repeat after. *That word is electricity. What word?*

COMPREHENSION

If a student fails to identify the keyword or the main idea statement, teachers need to model identifying the keywords and writing the main idea statement.

Teacher Copy

Activity 1

Read the sections and discuss the questions.

Anne Frank

Section 1

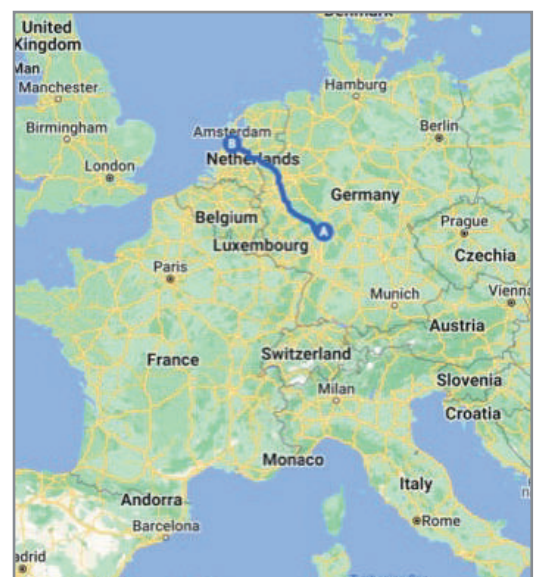
Anne Frank was born in Germany in June 1929. She was Jewish. Sadly, Anne would not live to see her 16th birthday. Anne, and a million more Jewish children, died during World War II.

From birth to the age of four, Anne lived in a city called Frankfurt in Germany. In 1933, Anne's father Otto got a job in the Netherlands. At the time, it was getting hard for Jews to live in Germany under the Nazi party led by Adolf Hitler. So, Otto Frank took the job in Amsterdam, the capital city of the Netherlands. He went alone at first.

Within a year, Anne had joined Otto in Amsterdam along with her mother and older sister. Anne began school and a few years passed without problems.

What are some keywords in Section 1?

Using the keywords, write a summary sentence for Section 1:



Section 2

In 1940, the Germans took over the Netherlands. They soon began to make life difficult for the Jews who lived there. Anne was **forced** to move to a Jewish school. Her family and the other Jews were not allowed to leave the city. Two years went by with life getting increasingly difficult for the Franks.



In June 1942, Anne turned 13 and got a diary as a birthday present. About two weeks later, the Franks went into hiding when Anne's sister was ordered by force to go to a Nazi work camp. The Germans sent millions of Jews to work camps. In these camps, the Jews were forced to work hard under tough or difficult conditions.

Anne began writing in her diary soon after she got it. When the family went into hiding, Anne took her diary with her. The family hid in a secret apartment in her father's office building.

What are some keywords in Section 2?

Using the keywords, write a summary sentence for Section 2:

Section 3

A few days later, the Franks were joined in their hiding place by another family. Anne was glad to have new people to talk to. For two years, the Franks stayed hidden or out of sight. Only four of Otto's workers knew about this hiding place. They got the Franks food and other supplies and shared the latest news. Through the two years of hiding, Anne wrote in her diary. She mostly wrote about what happened in the secret apartment.

Anne and the others were found by the Germans in August 1944. Within a month, the Franks were on a train to a work camp in Poland. There, the family was separated. In a few months, Anne and her sister were moved again to a work camp in Germany. It was at this camp that Anne became ill and died.

Otto was the only one who lived. When the Germans lost the war, Otto was rescued from the German work camp. One of his workers gave him Anne's diary. After some thought, Otto published it in 1947. In her diary, Anne had written of her dream to become a writer. By publishing her diary, Otto made her dream come true.

What are some keywords in Section 3?

Using the keywords, write a summary sentence for Section 3:

Grade-level Reading Comprehension (15-17 minutes)

*We'll be re-reading the passage about **Anne Frank**. After reading each section, we'll answer some comprehension questions.*

Anne Frank

Section 1

- Students read in pairs. Student 1 reads paragraph one and student 2 follows. Students switch roles until the end of section 1.
- For students who have severe word reading disabilities consider providing them access to the audio files.

Anne Frank was born in Germany in June 1929. She was Jewish. Sadly, Anne would not live to see her 16th birthday. Anne, and a million more Jewish children, died during World War II.

From birth to the age of four, Anne lived in a city called Frankfurt in Germany. In 1933, Anne's father Otto got a job in the Netherlands. At that time, it was getting hard for Jews to live in Germany under the Nazi party led by Adolf Hitler.

So, Otto Frank took the job in Amsterdam, the capital city of the Netherlands. He went alone at first. Within a year, Anne had joined Otto in Amsterdam along with her mother and older sister. Anne began school and a few years passed without problems.

- Teacher reads the first question. Models a think aloud. For instance, teacher says, *It says here in paragraph one that first Otto and then Anne moved to Amsterdam in the Netherlands. So, my answer for question 1 is Amsterdam/Netherlands.* [Point to the location in the passage where the information is located].
- Teacher asks a student to read question 2. He/she asks the group for the answer and its source.
- If students can't answer or provide an incorrect answer, guide them to the paragraph where the answer is located. Have them re-read that paragraph and then answer the question.

Q1. Where did Anne and her family move to? (Amsterdam/Netherlands)

Q2. Why did Anne and her family leave Germany? (The Nazis were making it hard for the Jews to live in Germany).

Section 2

- Students whisper read this section independently.
- Teacher monitors and provides guidance as needed.

In 1940, the Germans took over the Netherlands. Soon, they began to make life difficult for the Jews who lived there. Anne was forced to move to a Jewish school. Her family and the other Jews were not allowed to leave the city. Two years went by with life getting increasingly difficult for the Franks.

Set 1

In June 1942, Anne turned 13 and got a diary as a birthday present. About two weeks later, the Franks went into hiding when Anne's sister was ordered by **force** to go to a Nazi work camp. The Germans sent millions of Jews to work camps. In these camps, the Jews were forced to work hard under tough or difficult conditions.

Anne began writing in her diary soon after she got it. When the family went into hiding, Anne took her diary with her. The family hid in a secret apartment in her father's office building.

- Teacher asks a student to read question 3. He/she asks the group for the answer and its source.
- If students can't answer or provide an incorrect answer, guide them to the paragraph where the answer is located. Have them re-read that paragraph and then answer the question.

Q3. Who was forced to go to a work camp? (Jews and/or Anne's sister)

Section 3

- Students whisper read this section independently.
- Teacher monitors and provides guidance as needed.

A few days later, the Franks were joined in their hiding place by another family. Anne was glad to have new people to talk to. For two years, the Franks stayed hidden or out of sight. Only four of Otto's workers knew about this hiding place. They got the Franks food and other supplies and shared the latest news. Through the two years of hiding, Anne wrote in her diary. She mostly wrote about what happened in the secret apartment.

Anne and the others were found by the Germans in August 1944. Within a month, the Franks were on a train to a work camp in Poland. There, the family was separated. In a few months, Anne and her sister were moved again to a work camp in Germany. It was at this camp that Anne became ill and died.

Otto was the only one who lived. When the Germans lost the war, Otto was rescued from the German work camp. One of his workers gave him Anne's diary. After some thought, Otto published it in 1947. In her diary, Anne had written of her dream to become a writer. By publishing her diary, Otto made her dream come true.

- Teacher asks a student to read question 4. He/she asks the group for the answer and its source. Repeat the process for questions 5 and 6.
- If students can't answer or provide an incorrect answer, guide them to the paragraph where the answer is located. Have them re-read that paragraph and then answer the question.

Q. 4 How long did Anne hide in the secret place? (2 years)

Q. 5 Where did Anne die? (At a work camp / In Germany)

Set 1

Q.6 What was Anne's dream? (To become a writer)

- Discussion Question: Ask students the below question and discuss orally
In your own words, what do you think was the most important idea about Anne's story?
(Answers will vary)

Teacher Copy

Activity 2

Read the sections and discuss the questions.

Anne Frank

Section 1

Anne Frank was born in Germany in June 1929. She was Jewish. Sadly, Anne would not live to see her 16th birthday. Anne, and a million more Jewish children, died during World War II.

From birth to the age of four, Anne lived in a city called Frankfurt in Germany. In 1933, Anne's father Otto got a job in the Netherlands. At the time, it was getting hard for Jews to live in Germany under the Nazi party led by Adolf Hitler. So, Otto Frank took the job in Amsterdam, the capital city of the Netherlands. He went alone at first.

Within a year, Anne had joined Otto in Amsterdam along with her mother and older sister. Anne began school and a few years passed without problems.

Q1. Where did Anne and her family move to?

Q2. Why did Anne and her family leave Germany?

Section 2

In 1940, the Germans took over the Netherlands. They soon began to make life difficult for the Jews who lived there. Anne was forced to move to a Jewish school. Her family and the other Jews were not allowed to leave the city. Two years went by with life getting increasingly difficult for the Franks.

In June 1942, Anne turned 13 and got a diary as a birthday present. About two weeks later, the Franks went into hiding when Anne's sister was ordered or forced to go to a Nazi work camp. The Germans sent thousands of Jews to work camps. In these camps, the Jews were forced to work hard under tough or difficult conditions.

Anne began writing in her diary soon after she got it. When the family went into hiding, Anne took her diary with her. The family hid in a secret apartment in her father's office building.

Q3. Who was forced to go to a work camp?

Section 3

A few days later, the Franks were joined in their hiding place by another family. Anne was glad to have new people to talk to. For two years, the Franks stayed hidden or out of sight. Only four of Otto's workers knew about this hiding place. They got the Franks food and other supplies and shared the latest news. Through the two years of hiding, Anne wrote in her diary. She mostly wrote about what happened in the secret apartment.

Anne and the others were found by the Germans in August 1944. Within a month, the Franks were on a train to a work camp in Poland. There, the family was separated. In a few months, Anne and her sister were moved again to a work camp in Germany. It was at this camp that Anne became ill and died.

Otto was the only one who lived. When the Germans lost the war, Otto was rescued from the German work camp. One of his workers gave him Anne's diary. After some thought, Otto published it in 1947. In her diary, Anne had written of her dream to become a writer. By publishing her diary, Otto made her dream come true.

Q4. How long did Anne hide in the secret place?

Q5. Where did Anne die?

Q6. What was Anne's dream?

Below we reference past literature that has guided us in developing this open educational resource:

Reading Theories and Conceptual Work That Guide the Lesson Plan Development

1. Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press.
2. Compton, D. L., Miller, A. C., Elleman, A. M., & Steacy, L. M. (2014). Have we forsaken reading theory in the name of “quick fix” interventions for children with reading disability?. *Scientific Studies of Reading, 18*(1), 55-73.
3. Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education, 7*(1), 6-10.
4. Perfetti, C. A. (1988). Verbal efficiency in reading ability.
5. Perfetti, C. A., & Hart, L. (2002). The lexical quality hypothesis. *Precursors of Functional Literacy, 11*, 67-86.
6. Kintsch, W. (1988). The role of knowledge in discourse comprehension: a construction-integration model. *Psychological Review, 95*(2), 163.

Word Reading Instruction

7. Colenbrander, D., Kohnen, S., Beyersmann, E., Robidoux, S., Wegener, S., Arrow, T., ... & Castles, A. (2022). Teaching children to read irregular words: A comparison of three instructional methods. *Scientific Studies of Reading, 1-20*.
8. Joseph, L. M., Konrad, M., Cates, G., Vajcner, T., Eveleigh, E., & Fishley, K. M. (2012). A meta-analytic review of the copy-compare and variations of this self-management procedure. *Psychology in the Schools, 49*(2), 122-136.
9. Kress, J. E., & Fry, E. B. (2016). *The reading teacher's book of lists*. Jossey-Bass, a Wiley brand.
10. Steacy, L. M., & Compton, D. L. (2019). Examining the role of imageability and regularity in word reading accuracy and learning efficiency among first and second graders at risk for reading disabilities. *Journal of Experimental Child Psychology, 178*, 226–250.
11. Vaughn, S., Grills, A. E., Capin, P., Roberts, G., Fall, A.-M., & Daniel, J. (2021). Examining the effects of integrating anxiety management instruction within a reading intervention for upper elementary students with reading difficulties. *Journal of Learning Disabilities*. Advanced online publication

Reading Fluency and Reading Comprehension

12. Berkeley, S., & Barber, A. T. (2015). *Maximizing effectiveness of reading comprehension instruction in diverse classrooms: Reading strategies for diverse classrooms*. Brookes Publishing.
13. Daniel, J., Vaughn, S., Roberts, G., & Grills, A. (2021). The importance of baseline word reading skills in examining student response to a multicomponent reading intervention. *Journal of Learning Disabilities*. Advanced online publication.
14. Jitendra, A. K., Kay Hoppes, M., & Ping, Y. (2000). Enhancing Main Idea Comprehension for Students with Learning Problems: The Role of a Summarization Strategy and Self-Monitoring Instruction. *The Journal of Special Education, 34*(3), 127–139.
15. Massey, D. D. (2003). A comprehension checklist: What if it doesn't make sense?. *The Reading Teacher, 57*(1), 81-84.
16. Oakhill, J., Cain, K., & Elbro, C. (2014). Understanding and teaching reading comprehension: A Handbook. In J. Oakhill, K. Cain, & C. Elbro (Eds.), *Does it make sense? Monitoring for meaning*. (pp. 94-105). Routledge.
17. Therrien, W. J. (2004). Fluency and comprehension gains as a result of repeated reading. *Remedial and Special Education, 25*(4), 252–261.
18. Vaughn, S., Grills, A. E., Capin, P., Roberts, G., Fall, A.-M., & Daniel, J. (2021). Examining the effects of integrating anxiety management instruction within a reading intervention for upper elementary students with reading difficulties. *Journal of Learning Disabilities*. Advanced online publication.
19. Williams, J. P. (1986). Teaching Children to Identify the Main Idea of Expository Texts. *Exceptional Children, 53*(2), 163–168.
20. Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). *Providing Reading Interventions for Students in Grades 4–9 (WWC 2022007)*. Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from <https://whatworks.ed.gov/>.

Vocabulary Instruction

21. Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012)*. Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://ies.ed.gov/ncee/wwc/publications_reviews.aspx.
22. Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life*. The Guilford Press.
23. Diamond, L., & Gutlohn, L. (2006). *Vocabulary handbook*. CORE (Consortium on Reading Excellence).

Self-Regulation

24. Nancy E. Perry, Karen O. VandeKamp, Louise K. Mercer & Carla J. Nordby (2002) Investigating Teacher-Student Interactions That Foster Self-Regulated Learning, *Educational Psychologist, 37*:1, 5-15
25. Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). *Providing Reading Interventions for Students in Grades 4–9 (WWC 2022007)*. Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from <https://whatworks.ed.gov/>.

We want to hear from *you*.

Thank you for downloading our lessons. We hope the lessons have a positive impact on your students' reading-related outcomes.

As you implement these lessons, we'd love to hear your thoughts. Your feedback can help us make our lessons more accessible and improve teachers' and students' experiences.

Please click the below link or scan the QR code to access the feedback form.

<https://www.readingresourcecentre.org/contact>

