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Lesson Title: *The Diary of Anne Frank*

Grade/Level: 8th Grade Language Arts

Program: MAT

Curriculum Standards	Focus Question/Big Idea/Goal	Rationale/Theoretical Reasoning
CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	How can I use my Double Entry Journal to cite textual evidence about the theme of <i>The Diary of Anne Frank</i> ?	The focus question is aligned with the Common Core standard listed.
Lesson Objective(s)		
The learner will <ul style="list-style-type: none">• Cite important quotes from a text.• Respond to the quotes cited from a text.		These objectives are measurable and aligned with the Common Core standards used in this lesson. These objectives can be measured over the duration of analyzing a text.
Academic Language		
Tyranny, conspicuous, loathe, indignantly, unabashed, oppression, jubilation, appalled, disgruntled, zeal, foreboding, remorse, gingerly, wallow, forlorn, inarticulate, insufferable, apprehension, fortify, tableau, emigrate, carillon, quarrel, liberated, menacing, impenetrable, exquisite, ration, reverie, descendant, luxuriant, enrapture, illuminate, disconsolate, ravenous, extinguish, reverberate, ransack, seize, merge, double entry journal, theme, determine, identify, cite		Students will use this academic vocabulary throughout the lesson. Words from the three tiers are found in this list. Students are expected to use this vocabulary correctly in writing and speech.
Assessment/Evaluation		
Formative: <ol style="list-style-type: none">1. Students will keep a daily double entry journal as they read <i>The Diary of Anne Frank</i>.2. Students will make a personal dictionary of terms they have identified in the book. Summative: Students will compose essays comparing and contrasting the themes they have identified in <i>The Diary of Anne Frank</i> , <i>Erika's Story</i> , and <i>The Harmonica</i> in the form of an essay test.		These assessments will measure the objectives determined by the Common Core standard. Gardner's Theory of Multiple Intelligences gives cause to differentiate the assessments students must complete.
Instruction		

<p>Set/Motivator: Each day, the teacher will review the events of yesterday’s reading. Questions that students noted in their double entry journal will be answered. Any confusion about the previous day’s vocabulary will be addressed.</p> <p>Instructional Procedures/Learning Tasks:</p> <ol style="list-style-type: none"> 1. The teacher will say, “We are going to continue our reading of <i>The Diary of Anne Frank</i>. Please remember to keep up with your double entry journal as we read.” 2. Each student will have their own copy of the book. 3. Students will keep a double entry journal throughout their reading of <i>The Diary of Anne Frank</i>. The students will draw a line down the middle of each journal page. On the left side of the page, students will write quotes and questions from the text. On the right side, students will write their responses to quotes and answers to their questions once they have been answered. 4. Students will use a highlighter to highlight any questions they may have. 5. Students will make note of any vocabulary words they may not know the meaning of in the “Vocabulary” section of their journal. 6. The teacher will orally read <i>The Diary of Anne Frank</i>, allowing for breaks for questions and stretching. <p>Questions and/or activities for higher order thinking:</p> <ul style="list-style-type: none"> • Students will journal through the duration of reading the book. • Students will discuss important events orally as well as through their journal. • How can quotes help point to the theme in a book? <p>Closure: The teacher will reinforce the events of the story that day. The teacher will say, “Who had an interesting quote they would like to share? How does that quote point to evidence about the themes in this book?” Pause for student responses.</p> <p>Material/Resources/Technology:</p> <ol style="list-style-type: none"> 1. Journal 2. Highlighter 3. <i>The Dairy of Anne Frank</i> 4. Dictionary for defining unknown words <p>Co-Teaching Strategies Used: (circle al that apply and explain): One Teach, One Observe; One Teach, One Assist; Station Teaching; Parallel Teaching; Supplemental Teaching; Alternative (Differentiated); Team Teaching One Teach, One Assist. The teacher will deliver instruction while the other monitors the students as they write in their journals and listen to the teacher read. The co-teacher can also assist with managing behavior issues during reading.</p>	<p>This will serve as a daily review, tying new information that will be gained though that day’s readings to the previous day’s reading.</p> <p>The double entry journal will keep students accountable throughout the reading of the book. The instruction is designed to personalize the education to meet individual students’ needs. The different learning styles are addressed through oral reading, journaling, and discussions.</p> <p>These activities and questions are identified in the top three levels of Bloom’s Taxonomy.</p> <p>The closure will reinforce the essential question for today’s lesson.</p> <p>These materials are necessary for a successful lesson.</p> <p>Co Teaching will allow for further monitoring of the students. Teachers can also answer more questions and guide discussions easily.</p>
<p>Adaptations to Meet Individual Needs/Learning Styles: Each student is responsible for their own double entry journal. This offers an opportunity for personalization as each student can respond with their personal thoughts to quotes they thought were important. Students are given their own copy of the book so that they may follow along. By giving an activity that takes place while reading, students can focus on the material and write down questions to be answered at a later time to avoid interruption and promote fluent reading.</p> <p>Management/Safety Issues: All materials will be distributed according to classroom management policy. Students should be reminded of appropriate behavior during reading if behavior gets out of</p>	<p>Many theories state that all students learn differently. All learning styles have been reached in this lesson.</p> <p>All classes require different management strategies.</p>

hand.	Classroom management is just as important as delivering instruction effectively. Students need to follow classroom protocol during all lessons. This protocol has been established from the beginning of the year.
Reflections/Future Modifications: <i>To what extent did the class learn what you intended them to learn? What will be your next steps instructionally? What did you learn about your students as learners? What have you learned about yourself as a teacher?</i>	