

### Focus Question:

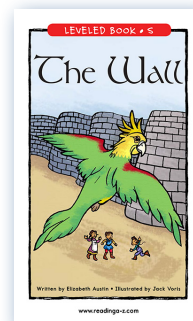
What is the story trying to teach about conflict?

### Book Summary

Text Type: Fiction/Fantasy

For as long as anyone can remember, an insurmountable wall has separated two kingdoms, but no one can remember why the wall was built in the first place. Years of unknowing have fed a hatred and fear of what and who lies on the other side of the wall. When a group of children decide they are tired of living in fear and hatred, a possibility for hope arises.

*The Wall* can also be used to teach students how to make inferences and draw conclusions and to effectively summarize.



### Lesson Essentials

#### Instructional Focus

- ☐ Summarize to understand text
- ☐ Make inferences and draw conclusions
- ☐ Describe information provided by illustrations
- ☐ Recognize and use quotation marks
- ☐ Identify and use homophones

#### Materials

- ☐ Book: *The Wall* (copy for each student)
- ☐ Make inferences / Draw conclusions, quotation marks, homophones worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

##### Words to Know

**Story critical:** *despise* (v.), *fluently* (adv.), *invade* (v.), *kingdoms* (v.), *regretted* (v.), *ruffians* (n.)

**Enrichment:** *hideous* (adj.), *intelligent* (adj.), *paradise* (n.)

- Academic vocabulary:** *another* (adj.), *believe* (v.), *beyond* (prep.), *discover* (v.), *finally* (adv.), *remember* (v.)

### Guiding the Reading

#### Before Reading

##### Build Background

Write the word *conflict* on the board and read it aloud to students. Explain that a *conflict* is a disagreement or argument between two people or groups of people. Write the words *who*, *what*, *when*, *where*, *why*, and *how* on the board. Provide a personal example of a conflict that arose in your life and address the following questions: *With whom did you have the conflict? What happened? When did it occur? Why did it occur? How was the conflict resolved?* Provide students with a sheet of paper and have them write about a time they found themselves in conflict. Remind them to answer all the questions listed on the board. Have students share their experiences in small groups. Discuss as a class various ways to resolve conflicts and how conflicts can arise. Explain that they will be reading a story about two kingdoms that have an ongoing and unresolved conflict.

##### Introduce the Book

- Give students their copy of *The Wall*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

##### Introduce the Reading Strategy: Summarize

Explain to students that engaged readers *summarize*, or create a brief overview, as they read. Explain to students that when readers summarize what they read, it helps them identify the sequence of events in a story. Point out that a summary often answers the questions *who*, *what*, *when*, *where*, and *why*. Create a chart on the board with the headings *Who*, *What*, *When*, *Where*, and *Why*. Read aloud a summary from the back of a familiar book. Ask students what information is included in the summary and what information is omitted. Remind students that a summary includes only the most important details.

### Guiding the Reading (cont.)

#### Introduce the Comprehension Skill:

#### Make inferences / draw conclusions

- Explain to students that authors may give information to readers without explicitly writing it in the story. Discuss how they provide readers with clues, and readers use those clues and what they already know to make inferences or draw conclusions about what is happening in the story.
- Read page 3 aloud to students and have them locate the following sentence on the page: *The wall kept the two kingdoms utterly separate, though no one could remember just why they couldn't stand to be neighbors.* Point out that on the basis of this information, readers can conclude that the people of both kingdoms are so caught up in the past that they no longer questioned the wall and that it has just become a part of their everyday lives to hate the other kingdom.

#### Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

#### Set the Purpose

- Have students read to find out more about the two kingdoms and the wall that separates them. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Why was the wall built?* (level 1) page 3
- *Why are there so many different stories about the other kingdom?* (level 2) multiple pages
- *How do the people feel about the other kingdom?* (level 2) pages 5–8

- *Why do the children want to learn about the other kingdom?* (level 1) page 9
- *How do the children plan to learn about the other kingdom?* (level 2) pages 10 and 11
- *How did the parrot solve the argument between the kingdoms?* (level 1) page 15
- *How are the two kingdoms similar? How are they different?* (level 3) multiple pages

#### Text Features: Illustrations

Explain that illustrations, or drawn pictures, provide readers with detailed images of the characters and setting of the story. Discuss how they also help explain the plot to readers. Have students work with a partner to review the illustration on page 8. Ask students: *How does this illustration show different people's attitude toward the other kingdom and the wall? What other information is shown in this illustration that is not written in the story?* Have students review other illustrations in the book and discuss in groups how they help create strong images and aid the reader in better understanding the story.

#### Skill Review

- Remind students that a summary of a story describes the most important events and characters. Have students work in groups to describe the characters in the story and identify the most important events. Direct them back to the chart on the board and review that a summary often includes *who, what, when, where, and why*. Invite students to share details with the rest of the class and record this information on the board.
- Have students work in groups to create a summary of what they are reading, referring to the information on the board. Call on groups to share their summary with the rest of the class.
- Model making inferences and drawing conclusions. **Think-aloud:** *In the story, I read that Frederick, Mary, and Richard are tired of hating people from the other kingdom. As a result, they buy an intelligent parrot to fly over the wall and report back about the other kingdom. As they create their plan, Mary and Richard continue to express their fears about the other kingdom on the basis of what they have been told in the stories in their community. On the basis of this information, I can infer that Mary and Richard's desire for peace is stronger than their fears because they continue forward with the plan.*
- Model how to complete the [make-inferences / draw-conclusions worksheet](#). Have students identify details from the story and prior knowledge they have about those details. Then, have students make inferences on the basis of that information. Have students discuss the inferences with a partner.

## Guiding the Reading (cont.)

### After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Skill Review

#### Graphic Organizer:

#### Make inferences / draw conclusions

Review the make-inferences / draw-conclusions worksheet that students completed. Have students share their work in groups. Invite volunteers to discuss their inferences as a class and share why and how they made those inferences.

### Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary but sample responses may include the following: *The author is trying to teach the reader that conflict often arises when people do not have all the information, make assumptions, and act on their fears.*)

### Comprehension Checks

- Book quiz
- Retelling rubric

## Book Extension Activities

### Build Skills

#### Grammar and Mechanics: Quotation marks

- Write the following sentence on the board: *"We'll buy a parrot, the smartest one in the land," explained Frederic.* Read the sentence aloud and ask students who is speaking and what he is saying. Circle the quotation marks and explain that they are placed before and after the words said by the character. Point to the second comma and explain that it is inside the second set of quotation marks.
- Write the following sentence on the board: *Mary said, "Yeah, I don't want those people knowing who we are."* Have students explain how this sentence differs from the first. Point out that the quotation marks are still around the speaker's words but that the comma is now before the spoken words and the period at the end of the sentence is inside the quotation marks.

- **Check for understanding:** Choose several sentences from the story that include quotation marks and record them on the board without the quotation marks or correct punctuation. Invite volunteers to the board to add in the quotation marks and punctuation as needed.
- **Independent practice:** Introduce, explain, and have students complete the [quotation marks worksheet](#). If time allows, discuss their answers.

### Word Work: Homophones

- Have students turn to page 8 and follow along as you read the first sentence: *No matter which story people told, it only made them despise the other kingdom more and more.* Write the word *no* on the board and invite a volunteer to provide a definition. Write the word *know* on the board and invite a volunteer to provide a definition. Ask students how the words *no* and *know* are similar and how they are different (sound the same but have different spellings and different meanings).
- Explain or review that two words that sound the same but are spelled differently and have different meanings are called *homophones*.
- Have students turn to page 7 and locate the word *one* in the first sentence. Write the word *one* on the board and have students offer a definition. Ask students to think of another word that sounds the same but is spelled differently and has a different meaning from the word *one*. Write the word *won* on the board and have students offer a definition and use the homophone in a complete sentence.
- **Check for understanding:** Have students work with a partner to reread page 3 and identify at least three words that have homophones. Have students turn to a partner and discuss a homophone for each word and the meaning of each. Then invite students to use the homophones in complete sentences.
- **Independent practice:** Introduce, explain, and have students complete the [homophones worksheet](#). If time allows, discuss their answers.

### Connections

- See the back of the book for cross-curricular extension ideas.