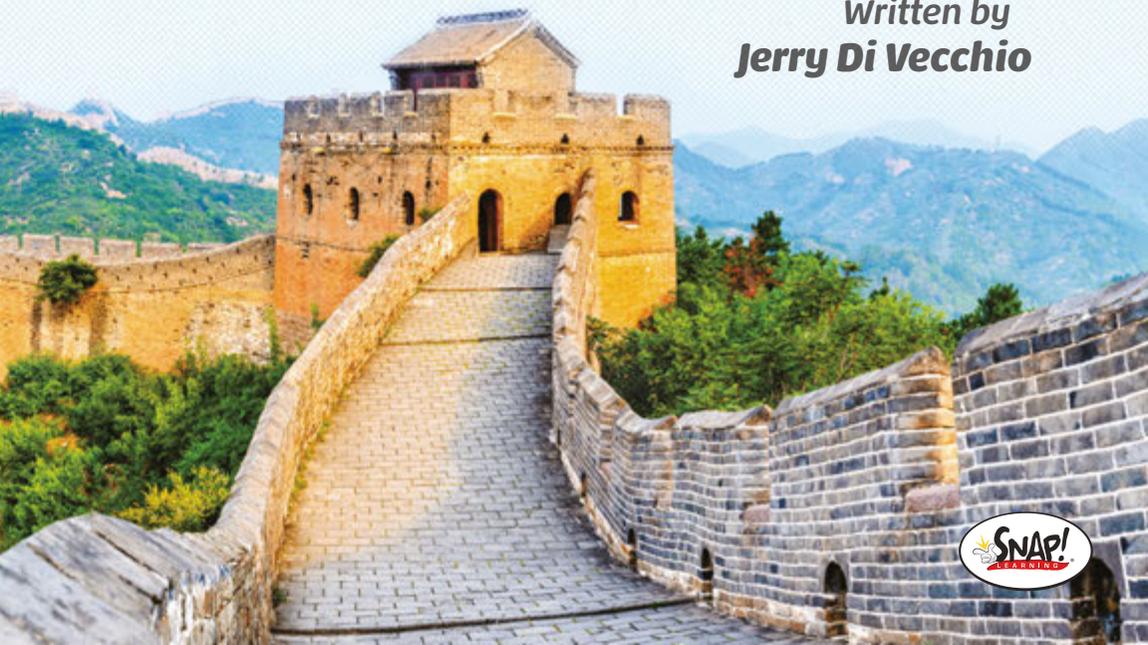


LP

THE GREAT WALL OF CHINA:

Building an Empire

Written by
Jerry Di Vecchio





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THE GREAT WALL OF CHINA:

Building an Empire

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Leveled Books

Beginning with the second grade reading level, lexiles are used to level each book. Other popular leveling systems are provided for comparison. See the back cover.

Organization

Lesson Plan (LP) books are organized into four sections:



Before Reading

It is highly recommended that Structured Guided Reading lessons always begin with **word recognition work** and **oral reading fluency practice** as described in the Before Reading section.

Building Background Knowledge

Teachers introduce unfamiliar concepts, directly teach vocabulary, and explore maps and the geography related to the content of the book.

Read and Discuss

Teachers guide students as they read aloud, in a **small voice**, each page of text. Teachers follow a systematic and structured instructional protocol.

Instruction is standards-based, with particular emphasis on vocabulary and comprehension skills and strategies, and using evidence in text to support text-dependent questions.

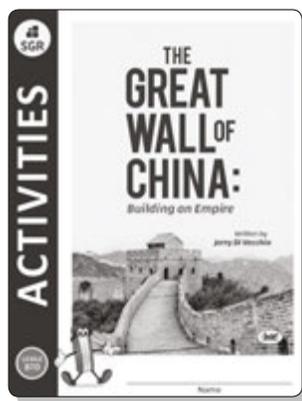
Extended Activities & Assessments

Multiple activities and assessments are available for every book. Descriptions are at the back of each Lesson Plan Book.

Activity Pack

Extended activities and assessments are found in the Activity Packs bundled with the Structured Guided Reading sets of books and lesson plans.

The Activity Packs also may be accessed from our website to view, project, and print.



Structured Lessons

Lessons are structured, systematic, and predictable.

Black font color indicates what the teacher says.

Blue font color indicates a direction or an answer to a question.

Before Reading

Ph
WR

Word Recognition

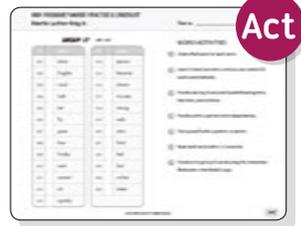
HIGH FREQUENCY WORDS GROUP 17 #11-#25	
#11: done	#14: person
#12: English	#15: become
#13: road	#16: shown
#14: halt	#17: minutes
#15: ten	#18: strong
#16: fly	#19: web
#17: game	#20: store
#18: bus	#21: foot
#19: finally	#22: feel
#20: wait	#23: fact
#21: correct	#24: inches
#22: oh	#25: street
#23: quickly	

Begin each Structured Guided Reading lesson with a few minutes of word recognition work using the word list found at the back of the student book.

These words represent one group of 25 words from *Fry's 1000 Instant Words* and words with the most common affixes and Greek/Latin roots.

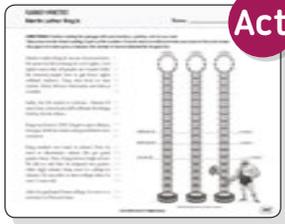
The goal is for students to read each word automatically (1-2 seconds). The High Frequency Word Checklist,

found in the Activity Pack, can be used to assess students. It also includes suggested word activities.



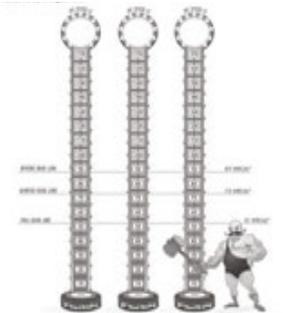
F1

Oral Reading Fluency



Continue with oral reading fluency practice after word recognition work.

In the Activity Pack is a passage taken from this book with numbered lines and three score towers. On the first day in this book, administer a one-minute timed cold read. Students count the number of words read correctly (WRC) and record the WRC in the first score tower.



On subsequent days, students practice oral reading fluency (choral reading, partner reading, independent reading) for 3-4 minutes. Administer a one-minute fluency assessment. Students count the WRC and record the scores in the second score tower.

Students record the final WRC score in the third score tower.

CD

Introduce the Book

Look at the book cover. Read the title of the book and look at the picture on the cover. With your partner, talk about what you think this book might be about.

Ask follow-up questions as needed.

Preview the Book

Open your book to page 3. *Review the Table of Contents.*

Turn to page 18. *Review the glossary, index, and references.*

TS

Glossary

A glossary helps the reader find the meaning of boldface words in the text.

Index

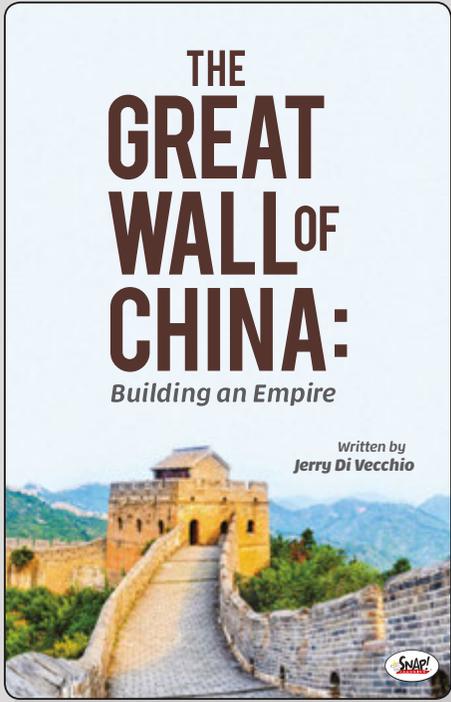
An index helps the reader find information in the text quickly.

References

The references list the sources the author uses in writing the text.

Browse the book with a partner.
With your partner, predict what you will be learning.

Have students share their predictions.



THE GREAT WALL OF CHINA:

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STRUCTURED GUIDED READING

GLOSSARY

- abreast** – side by side
- assumption** – something that is believed to be true without proof
- barricade** – a barrier or obstacle
- bribe** – a gift or money given to influence someone
- compile** – to collect from more than one source
- feat** – an act of great skill
- majestic** – impressive, showing power or dignity
- rugged** – jagged, having a rough surface
- satellite** – from an object orbiting Earth
- warring** – at war, in conflict

INDEX

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Great Wall of China

Introduce Content

Look at the image. What do you see?

Allow time for description. Now, read the words above the image.

Model the pronunciation (GREYT WAWL uhv CHAHY-nuh).

Let's say it together. *Great Wall of China.*

The Great Wall of China was built more than 2,000 years ago. It is a famous landmark, and people from all over the world travel to China to see it.

In this book, you will learn about why the Great Wall of China was built, where it was built, and who built it.

CD

Make Connections Partner talk about the following.

Study the image. What can you infer about the wall from the photograph?

Answers may vary.

Why might the wall have been built? *Answers may vary.*

BUILDING BACKGROUND KNOWLEDGE

Great Wall of China



search engine

Introduce Content

Look at the image. What do you see?

Allow time for description. Now, read the words above the image.

Model the pronunciation (surch EN-juhn).

Let's say it together. *Search Engine.*

A search engine is a tool on a web site that allows you to look for information on the Internet. The search engine pulls up search results based on the words that you type into it.

These results can be other websites, photos, news, and other sources of information. You will be reading an email conversation between two students and the websites they search for information about the Great Wall of China.

CD

Make Connections Partner talk about the following.

Have you ever used a search engine? What information were you searching for?

Answers may vary.

Do you, or someone in your family, use email to communicate?

Answers may vary.

BUILDING BACKGROUND KNOWLEDGE

search engine



5



Introduce Vocabulary *(Only introduce vocabulary words appearing in the day's lesson. Page numbers are noted for each word on the facing page.)*

With your partner, look at the words, the images, and the sentence under each image.

Pronounce

Look at the first word. Listen to me say the word. Let's say it together. Say it one more time by yourself.

Define and Explain

To **unify** (verb) means to bring people or things together as one.

Look at the image.

The people are standing together unified as a group.

Read Sentence *Read the sentence with students.*

Connect

What connection can you make with the word?

Repeat the sequence with empire, ambitious, conquer.

Empire (noun) refers to a group of countries or regions that are governed by one ruler.

Look at the image.

The highlighted area on the map represents the Qin empire.

Ambitious (adjective) describes a strong desire to meet a goal.

Look at the image.

Kings and emperors can be ambitious in their pursuit of power.

To **conquer** (verb) means to gain control or defeat.

Look at the image.

The painting shows soldiers riding toward a battle to conquer an enemy.

VOCABULARY



p.9

unify

It's the Great Wall of China, and it has defined and unified an entire country.



p.9

empire

The leader who had it built years ago started with a vision of building a Chinese empire.



p.10

ambitious

An ambitious king rose to power during the Qin dynasty.



p.10

conquer

In 1276, China was conquered by Mongols.



Introduce Vocabulary *(Only introduce vocabulary words appearing in the day's lesson. Page numbers are noted for each word on the facing page.)*

With your partner, look at the words, the images, and the sentence under each image.

Pronounce

Look at the first word. Listen to me say the word. Let's say it together. Say it one more time by yourself.

Define and Explain

Superlative (noun) refers to something that surpasses all others.

Look at the image.

Words typically used to describe winners are superlatives.

Read Sentence *Read the sentence with students.*

Connect

What connection can you make with the word?

Repeat the sequence with visible, verify, witness.

Visible (adjective) refers to the ability to be seen.

Look at the image.

A telescope makes faraway objects visible.

To **verify** (verb) means to confirm something is correct.

Look at the image.

A check mark often times is used to verify that something is complete.

To **witness** (verb) means to see or experience something personally.

Look at the image.

The crowd witnessing the Great Wall of China.

VOCABULARY



p.14

superlative

I'm just a guy named Rusty who enjoys superlatives: the fastest, tallest, scariest, et cetera.



p.14

visible

He assumes the wall is visible from space because it's so enormous.



p.14

verify

How do you even verify that something is the "scariest," anyway?



p.15

witness

I visited China seven years ago, and like millions of other visitors, I simply had to witness the wall for myself.

VI

Introduce Map

While reading today, you will learn about the Great Wall of China.

TF

Explore Map

Locate the title of the map, the compass, and the map legend (if included). Explain the purpose of each. *Pause.*

Identify the region of China where the Great Wall was built.

The Great Wall was built in northeastern China.

Using the map compass, determine which directions the wall extends.

The wall extends east-to-west.

Learn

Study the small inserted map.

How does this map contribute to your understanding of the larger map?

The map insert shows where China is located in relationship to the rest of the world.

Scavenger Hunt

Using the map key, determine which was larger, China in the time of the Han Dynasty or China in modern times. *Modern-day China is larger.*

MAPS AND STUFF



TF

Explore the Text

Identify the text features (headings, photographs, illustrations, captions, maps, etc.). Using the text features, predict what you might learn from reading this passage. *Discuss.*

TC

Read

Read the text to learn to learn what primary concept the author is introducing in this book. If you finish reading before others, read the text again.

MI

CD

Discuss

Turn to your partner and discuss the primary concept the author is introducing in this book. Cite examples from the text.

Text Dependent Questions

Answer the following questions using evidence from the text to support your answer. *Questions are outlined in either red or blue. If there is textual evidence to support an answer, it is underlined in a corresponding color within the text.*

Pur

Reread paragraph 1.

Oftentimes, authors use an interesting opening in informational text to grab the reader's attention. What did this author use in the introduction to grab the reader's attention? *The author gives clues to what he will be writing about but keeps the reader guessing by referring to "it." This creates a sense of mystery until he introduces the topic of the Great Wall of China in the second paragraph.*

FL
WR

Personification means to attribute human characteristics to an inanimate object. Find an example of personification in paragraph 1.

Why do you think the author chose to use this figure of speech?

The author uses personification in the first sentence when he says, "...keeping watch over a great nation." Here the wall is given the human ability to see and care for a nation. Its use indicates the importance and value of the wall to the people.

Introduction

- 1 It towers over the countryside, majestic and powerful. It keeps watch over a great nation. It inspires visitors who travel from all over the world to observe its breathtaking beauty. It is, believe it or not, a wall.
- 2 This isn't just any old wall. It's the Great Wall of China, and it has defined and **unified** an entire country. The leader who had it built years ago started with a vision of building a Chinese **empire**. Before there were such things as chain-link fences or automatic sliding doors, the emperor protected his empire using the resources that were available.
- 3 The Great Wall's twists and turns – and starts and stops – tell the story of China over many centuries. It actually took about 2,000 years to complete construction of the wall. Today, the Great Wall of China still stands tall and proud as the largest structure on Earth. Some might say that the emperor built the Great Wall. But you could argue instead that the Great Wall built an empire.

The Great Wall of China



TF

Explore the Text

Identify the text features (headings, photographs, illustrations, captions, maps, etc.). Using the text features, predict what you might learn from reading this passage. *Discuss.*

TS

Teach

Writers use text structure to organize information. This author uses a sequence text structure. In a sequence text structure, a series of at least three items or events is described. Look for these signal words: once, during, after, and later.

TC

Rel

Read

Read the text on the screen to learn who built the Great Wall. Be prepared to identify the sequence of events in building the Great Wall. If you finish reading before others, then read the text again.

CD

Discuss

Turn to your partner and discuss who built the Great Wall and the sequence of events in building the Great Wall. Cite examples from the text.

Text Dependent Questions

Answer the following questions using evidence from the text to support your answer. *Questions are outlined in either red or blue. If there is textual evidence to support an answer, it is underlined in a corresponding color within the text.*

DT

Reread paragraph 4.

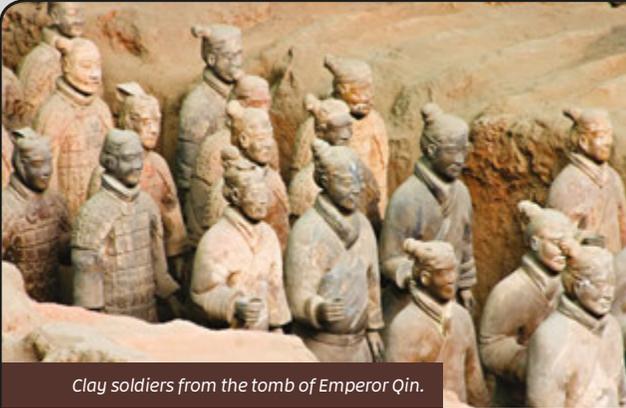
Explain how the Great Wall began as several walls.

Ancient China once consisted of seven warring kingdoms with walls separating them. This series of walls became the Great Wall.

TF

Reread paragraph 6, the Fun Fact, and study the photograph.

Describe what other archaeological treasure Emperor Qin had constructed. *Besides the Great Wall, Emperor Qin also had a large tomb built. When archaeologists dug up the tomb, they discovered 8,000 life-size clay soldiers inside.*



Clay soldiers from the tomb of Emperor Qin.



FUN FACT!

Archaeologists didn't discover Emperor Qin's tomb until 1974. They've dug up 8,000 life-size clay soldiers there.

Who Built the Great Wall?

- 4 The wall wasn't constructed all at once, and it isn't a single wall. It's a series of walls known together as the Great Wall. Ancient China once consisted of seven warring kingdoms, and the first segments of the wall separated them.
- 5 An ambitious king rose to power during the Qin (CHIN) dynasty. Shi Huangdi (SHEE hwang-DEE) defeated the warring kingdoms and crowned himself China's first emperor, Emperor Qin, in 221 BCE.
- 6 After he unified these kingdoms as one empire, he ordered a long wall to be built across the empire's northern border. The new empire could use the wall to keep out invading warriors. The Great Wall was just one of Emperor Qin's projects. He also had a huge tomb constructed.
- 7 Emperor Qin ruled until 210 BCE. The Han dynasty (206 BCE-220 CE) continued building the wall as China grew. In 1276, China was conquered by Mongols. All of China was now ruled by foreigners. Most of the wall was restored and expanded later during the Ming dynasty (1368-1644).

TF

Explore the Text

Identify the text features (headings, photographs, illustrations, captions, maps, etc.). Using the text features, predict what you might learn from reading this passage. *Discuss.*

TF

Teach

Writers use text features to add content information and support comprehension. On this page, you see a map. This map supports your understanding of how the borders of China have changed, and where the Great Wall is located.

TC

Read

Read the text to learn how the map supports your understanding of how the borders of China have changed, and where the Great Wall is located. Be prepared to identify how the map adds to your understanding of the text. If you finish reading before others, read the text again.

TF

CD

Discuss

Turn to your partner and discuss how the map supports your understanding of how the borders of China have changed, and where the Great Wall is located. Cite examples from the text.

Text Dependent Questions

Answer the following questions using evidence from the text to support your answer. *Questions are outlined in either red or blue. If there is textual evidence to support an answer, it is underlined in a corresponding color within the text.*

DT

Reread paragraph 8.

Explain why Emperor Qin began building the Great Wall.

Emperor Qin built the Great Wall as a barricade against enemies along the northern border of China, extending from the eastern coast to the west.

Smaller sections branching off from the wall were designed to protect cities and specific regions.

Rel

Reread paragraph 9.

Sentence two in this paragraph is a compound sentence which uses the conjunction “and” to join two similar ideas. What are the two ideas?

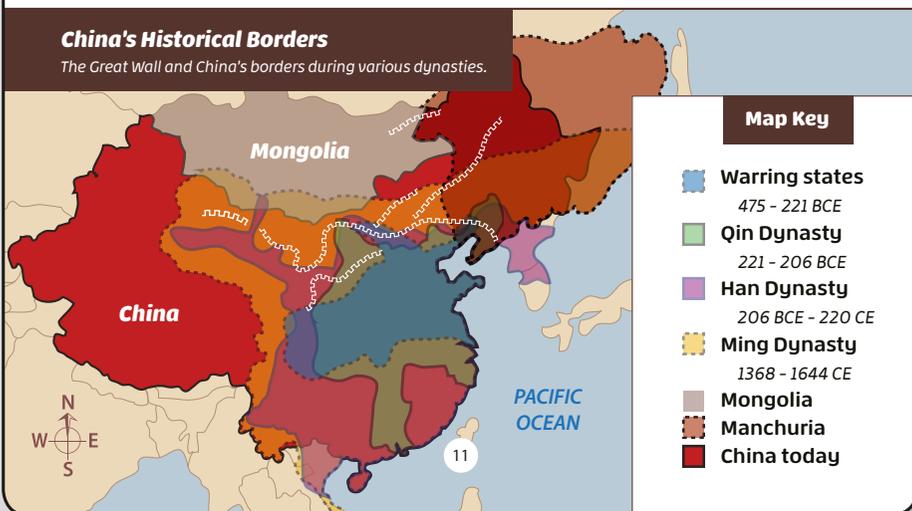
The two ideas joined by the conjunction “and” are that the wall “shifted numerous times” and “the course of the Great Wall has change.”

Where is the Great Wall?

- 8 Emperor Qin built the Great Wall as a **barricade** against enemies along northern borders. The wall extended from the eastern coast far to the west, crossing grasslands, valleys, and mountains. Some mountains were extremely steep and **rugged**. Shorter sections of wall branched off the main structure. These were designed to protect cities and specific regions. On a map, the wall resembles a gigantic dragon.
- 9 China is bordered on the east by open seas, but its borders to the north, west, and south are on land. These land borders have shifted numerous times throughout history, and the course of the Great Wall has changed along with them.
- 10 For centuries, the Great Wall protected China. The first attackers came from Mongolia, and the last were from Manchuria. The Mongols and the Manchurians eventually became rulers, but China just got bigger as a result. Eventually, the entire Great Wall ended up inside China. At that point, the wall no longer protected China's borders.

China's Historical Borders

The Great Wall and China's borders during various dynasties.



TF

Explore the Text

Identify the text features (headings, photographs, illustrations, captions, maps, etc.). Using the text features, predict what you might learn from reading this passage. *Discuss.*

Teach

Good readers use comprehension strategies to help them understand what they read. Questioning is one of these strategies. Good readers ask questions to help them understand what the author is trying to say.

Before reading, they ask themselves what they know about the topic or what they want to know. During reading, good readers ask questions about the author's statements. After reading, they ask questions about what else they would like to know about the topic.

TC

Read

Read the text. Use the questioning strategy to help you understand the author's words. If you finish reading before others, read the text again.

DT

CD

Discuss

Turn to your partner and discuss how the questioning strategy helped you understand the text. Cite examples from the text.

Text Dependent Questions

Answer the following questions using evidence from the text to support your answer. *Questions are outlined in either red or blue. If there is textual evidence to support an answer, it is underlined in a corresponding color within the text.*

FL
WR**Reread paragraph 13.**

Explain what the author means when he says that the Great Wall is "really an elevated roadway." *The author says that the Great Wall is really an elevated roadway because though it has been rebuilt over the years, it has become stronger, higher, and wider. It can now accommodate 10 soldiers marching abreast and wheeled wagons.*

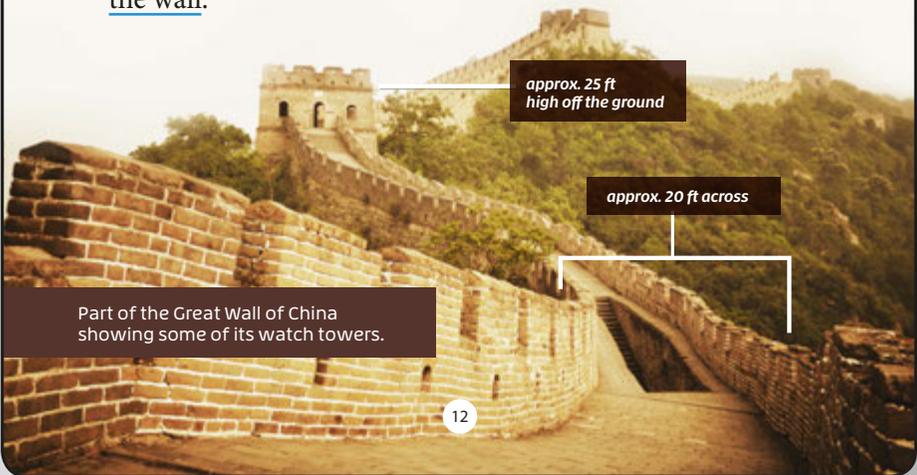
RE

Reread paragraph 14.

The author claims that the Great Wall "...is China's most popular attraction." What details does he provide to support this claim? *The author states that millions of visitors have walked on the Great Wall and that the wall has "become an architectural wonder."*

How was the Great Wall Built?

- 11 The wall's first pieces consisted of packed earth, gravel, and materials that weathered and wore away. Emperor Qin demanded a stronger, more durable structure. Bricks, mortar, and stones were used to make the wall taller, wider, and longer lasting.
- 12 Emperor Qin's wall gradually fell apart. Remains of the wall were restored and incorporated into newer structures by the rulers who followed Emperor Qin. Most of the current wall, which is more than 5,000 miles long, was built during the Ming dynasty.
- 13 Refined building techniques produced a more impressive wall. The wall is about 25 feet high and about 20 feet wide. It's really an elevated roadway. It is said that 10 soldiers could march abreast and wheeled wagons could move swiftly on the wall road.
- 14 The Great Wall became an architectural wonder. It is China's most popular attraction, and millions of visitors have walked the wall.



TF

Explore the Text

Identify the text features (headings, photographs, illustrations, captions, maps, etc.). Using the text features, predict what you might learn from reading this passage. *Discuss.*

TS

Teach

Look at the text on the page. This text is written in the form of an email conversation between two students, Wally and Daniel.

TC

Read

Read the emails to learn what Wally and Daniel are discussing.

DT

If you finish reading before others, read the text again.

CD

Discuss

Turn to your partner and discuss what Wally and Daniel are talking about in their email. Cite examples from the text.

Text Dependent Questions

Answer the following questions using evidence from the text to support your answer. *Questions are outlined in either red or blue. If there is textual evidence to support an answer, it is underlined in a corresponding color within the text.*

RE

Reread paragraph 16.

Why is Wally so concerned about his section of the report?

Wally is concerned about his section of the report because he wants to get a better grade in the class and he feels that he is not good at doing research.

WoPh

Reread paragraph 18.

What does the word “this” in the last sentence, “I really hope this works,” refer to? *In the last sentence, “this” refers to the online search that Wally referred to in the previous sentence.*

SNAP! Mail Pt. 1

● ● ●

Mail

COMPOSE

INBOX
STARRED
SENT
TRASH

From: **Wally B.** <wally@snaplearning.net>
Subject: **This is due tomorrow!?!**
Date: December 16, 2011
To: **Daniel M.** <daniel@snaplearning.net>

15 Hi Daniel, I don't understand how we're supposed to finish this entire report on the Great Wall of China by tomorrow. That's awesome that you've already completed your section of our report about how the wall wasn't always secure. It's hilarious that some invaders offered bribes to guards in order to get past the wall.

16 But I need interesting information of my own, and I need it fast. I want a better grade in Mrs. Walton's class, and I'm just not good at doing research for my reports and presentations.

17 I heard about some rumor that the Great Wall of China is the only manmade structure that you can see from space. I don't know if that's true, but I need to find something ... anything.

18 Maybe if I get on the computer now and search online, I can get some material for our report. I'm going to start searching for some websites and I'll e-mail you what I find. I really hope this works.

-Wally

13

TF

Explore the Text

Identify the text features (headings, photographs, illustrations, captions, maps, etc.). Using the text features, predict what you might learn from reading this passage. *Discuss.*

TC

Read

Read the text to learn if you can see the Great Wall from space. If you finish reading before others, read the text again.

DT

CD

Discuss

Turn to your partner and discuss if you can see the Great Wall from space. Cite examples from the text.

Text Dependent Questions

Answer the following questions using evidence from the text to support your answer. *Questions are outlined in either red or blue. If there is textual evidence to support an answer, it is underlined in a corresponding color within the text.*

RE

Reread paragraph 20.

What evidence does Rusty use to support his claim that the Great Wall is the only manmade structure on Earth that you can see from the moon? *Rusty says that because the wall is over 5,000 miles long, is the largest structure on earth, and can be seen on a satellite map, it should be visible from the moon.*

RE

Reread paragraph 21.

What reasons does Wally give for his hesitance to believe Rusty's claim that the Great Wall can be seen from space? *Wally is hesitant to believe Rusty's claim that the Great Wall can be seen from space because Rusty is not a researcher and is making assumptions. It is not possible to verify his claims.*

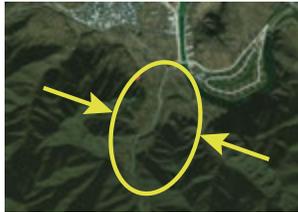
Rusty's Book of Records

- [Home](#)
- [The Fastest](#)
- [The Tallest](#)
- [The Scariest](#)
- [The Biggest](#)
- [About Me](#)

19 **Rusty's Book of Records** discusses the world's weirdest, wildest facts. This isn't my full-time job. I'm just a guy named Rusty who enjoys **superlatives**: the fastest, tallest, scariest, et cetera.

The Great Wall of China

20



The Great Wall of China is the only manmade structure on Earth that you can see from space. It's true. Astronauts have seen Earth when they've landed on the

moon. Returning astronauts have reported their experiences. Neil Armstrong landed on the moon in 1969 and said he couldn't see the wall. But how could you NOT see an enormous wall from space? It's the largest structure on Earth (over 5,000 miles long), and you can identify it on a satellite map of Earth. Look, I've even circled the wall for you.

NEW MESSAGE



From: **Wally B.** <wally@snaplearning.net>
To: **Daniel M.** <daniel@snaplearning.net>

21 Hi Daniel,

I'm not exactly sure if I should believe this website. I wonder if Rusty's just making assumptions. He assumes the wall is **visible** from space because it's so enormous, but Rusty isn't a full-time researcher or anything ... just some guy. (How do you even **verify** that something is the "scariest," anyway?)

14

SEND

TF

Explore the Text

Identify the text features (headings, photographs, illustrations, captions, maps, etc.). Using the text features, predict what you might learn from reading this passage. *Discuss.*

TS

Teach

Writers use text structure to organize information. This author uses a sequence text structure. In a sequence text structure, a series of at least three items or events is described. Look for these signal words: seven years ago, when, by the end.

TC

Rel

Read

Read the text to learn about one woman's trip to China. Be prepared to identify the sequence of events in her journey. If you finish reading before others, then read the text again.

CD

Discuss

Turn to your partner and discuss one woman's trip to China and the sequence of events in her journey. Cite examples from the text.

Text Dependent Questions

Answer the following questions using evidence from the text to support your answer. *Questions are outlined in either red or blue. If there is textual evidence to support an answer, it is underlined in a corresponding color within the text.*

DT

Reread paragraph 22.

What was the occupation of this woman and what was her purpose for visiting the Great Wall? *The woman was a researcher who was studying the origins of the Chinese laborers who built the Transcontinental Railroad in the United States.*

RE

Reread paragraph 25.

Why does Wally say "...internet searching can be so frustrating"? *Wally states that internet searching can be frustrating because he has read some websites but so far has not found information to confirm or deny the fact that the Great Wall can be seen from space.*



SNAP! Blog:

My Trip to the Great Wall of China

- ABOUT ME
- MY OTHER TRAVELS
- FAVORITE PLACES
- PHOTOS

My Trip to the Great Wall



- 22 The Great Wall of China is such an extraordinary sight. I visited China seven years ago as part of an academic research team from Utah studying the origins of the Chinese Laborers who constructed the Transcontinental Railroad. However, like millions of other visitors, I simply had to **witness** the wall for myself as a simple tourist.
- 23 I read that up to a million men constructed the wall for Emperor Qin, and many died on the job. The workers didn't have any choice about whether to work on the project. The job was often punishment for men who had committed crimes.
- 24 I was surprised to see that there were different materials used to construct the wall. When I started walking, it was all brick, and then by the end I was at a section that had gravel. I would definitely go back someday if I could.

NEW MESSAGE X

From: **Wally B.** <wally@snaplearning.net>
 To: **Daniel M.** <daniel@snaplearning.net>

25 Obviously, this woman has actually visited the Great Wall of China. I think I can believe at least some of what she says. But this doesn't tell me anything about whether you can see the wall from space. This Internet searching can be so frustrating!

15

SEND



TF

Explore the Text

Identify the text features (headings, photographs, illustrations, captions, maps, etc.) Using the text features, predict what you might learn from reading this passage. *Discuss.*

Teach

Good readers use comprehension strategies to help them understand what they read. Questioning is one of these strategies. Good readers ask questions to help them understand what the author is trying to say.

Before reading, they ask themselves what they know about the topic or what they want to know. During reading, good readers ask questions about the author's statements. After reading, they ask questions about what else they would like to know about the topic.

TC

Read

Read the text. Use the questioning strategy to help you understand the author's words. If you finish reading before others, read the text again.

DT

CD

Discuss

Turn to your partner and discuss how the questioning strategy helped you understand the text. Cite examples from the text.

Text Dependent Questions

Answer the following questions using evidence from the text to support your answer. *Questions are outlined in either red or blue. If there is textual evidence to support an answer, it is underlined in a corresponding color within the text.*

DT

Reread paragraph 27.

Explain why the Great Wall is not visible from space. *The Great Wall is not visible from space because it is very narrow and the natural materials used in its construction make it difficult to distinguish from its surroundings.*

DT

Reread paragraph 28.

Although you cannot see the Great Wall from space, what is visible on Earth from space? *Although you cannot see the Great Wall from space, you can see nighttime city lights and the pyramids in Egypt.*

Visible from the Moon?



- 26 The Great Wall of China is a great feat of human achievement. You might believe that you can see it from space. Not so fast ... it's a notorious rumor that has spread like wildfire.



Chinese astronaut Yang Liwei acknowledged that he couldn't see the wall when he went into space. Satellite images from the United States Space Exploration Agency show how difficult it is to look for the wall. The wall is thousands of miles long, but it's also very narrow. Furthermore, the wall was built with materials from the surrounding area. Sections cannot be distinguished because they are a similar color to the rest of the land.

- 28 Basically, you can't locate the wall from space unless you know what you're looking for. However, from space you can see the nighttime lights from cities and other manmade landmarks, like the pyramids in Egypt.

NEW MESSAGE



From: **Wally B.** <wally@snaplearning.net>
To: **Daniel M.** <daniel@snaplearning.net>

- 29 This seems more promising. I'll have to figure out how to compile the information from all these websites, but I think I have enough information.

-Wally

SEND

TF

Explore the Text

Identify the text features (headings, photographs, illustrations, captions, maps, etc.). Using the text features, predict what you might learn from reading this passage. *Discuss.*

TC

Read

Read the conclusion.

If you finish reading before others, read the text again.

CD

Discuss

Turn to your partner and discuss the truth about the visibility of the Great Wall from space. Cite examples from the text.

Teach SKILL

WM

1. Model

Good readers break long words into prefixes, suffixes, and root words. This helps them read the words and understand their meaning.

For example, think about the word “unhelpful.” *Write the word for the students.*

Cover the prefix un- and the suffix -ful. This is the root word “help.”

We all know what help means. Un- means “not” and -ful means “full of.”

Someone who is unhelpful is not much help. They are not full of help. Now it's easier to read the word un-help-ful.

2. Practice

Find the word **misconception** in paragraph 31. Read the sentence.

Cover the prefix mis- and the suffix -ion. What is the root word? *Concept.*

A concept is an idea. Mis- means “incorrect or wrong” and -ion makes the word a noun. A misconception is an incorrect or wrong idea.

3. Discuss

How can the skill of separating a word into its parts help you as a reader?

It helps you to read and understand the meaning of words with added prefixes and suffixes in the text.

Snap! Mail: Pt. 2

● ● ●

Mail

COMPOSE

INBOX
STARRED
SENT
TRASH

30

31

32

33

From: **Wally B.** <wally@snaplearning.net>
Subject: **My part of the report**
Date: December 17, 2011
To: **Daniel M.** <daniel@snaplearning.net>

Hi Daniel,

I finally found some information online, so here's my part that you can add to our report. Can you believe I'm finally done after all this research?

-Wally

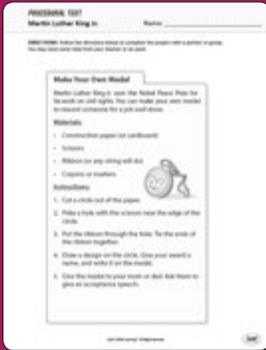
There's a popular rumor that the Great Wall of China is visible from space. There is an easy answer to this misconception: You can't see the wall from space with the unaided eye. However, the reasons for this answer are more complicated.

The wall is Earth's largest manmade structure. It's thousands of miles long, but it's extremely narrow. If you know where the wall is on Earth, of course you can identify it more easily on satellite maps. The problem is that you won't notice the wall if you don't know that it's in China.

Ironically, you can't locate this huge manmade structure from space, but you can identify much smaller landmarks, including city lights. But we celebrate the Great Wall of China anyway as the symbol of an empire and as one of mankind's greatest accomplishments.

TS

CD



FOLLOWING DIRECTIONS: PROCEDURAL TEXT

The Following Directions activities provide an opportunity for students to read and demonstrate their understanding of procedural text.

If time permits, have students work with a partner or group to complete the project by collecting the needed materials or ingredients, and following the directions as written. Students may need the help of the teacher or an adult.

The questions provided below can be used to assess the students' understanding of the steps involved and the materials needed.

Research indicates that students need direct instruction in strategies to help them become independent learners when confronted with procedural text.

SUGGESTED QUESTION STEMS FOR PROCEDURAL TEXT:

- What are the two main components of procedural text?
- What materials (ingredients, tools) are needed for this activity?
- What is the first step, third step, last step, etc... for completing this activity?
- What do you do before (after) you?
- Why do you _____ before (after) _____?

PoI

MM

IE



BEYOND THE BOOK

The Beyond the Book activities allow students to demonstrate their understanding of the text in a manner they choose.

Students may choose to model, record, show, draw, speak, or write about a topic. Research indicates that students must perform using knowledge to convince us that they really understand material that quizzes and short-answer tests only suggest they understand.

COLLEGE AND CAREER READINESS Standards

Literary Text

- DT** Details in Text
- Inf** Inference
- CM** Central Message
- Th** Theme
- CSE** Characters, Settings, and Events
- Wo Ph** Words and Phrases
- SS** Story Structure
- TS** Text Structure
- PoV** Point of View
- IS** Illustrations in Stories
- VI** Visual Information
- CC** Compare and Contrast
- TC** Text Complexity

Foundational Skills

- Ph WR** Phonics and Word Recognition
- Fl** Fluency

Speaking and Listening

- CD** Collaborative Discussion
- PoI** Presentation of Information
- MM** Multimedia

Language

- WM** Word Meaning
- FL WR** Figurative Language, Word Relationships

Informational Text

- DT** Details in Text
- Inf** Inference
- MI** Main Idea
- Sum** Summary
- Rel** Relationships in Text
- Wo Ph** Words and Phrases
- TS** Text Structure
- Pur** Purpose
- PoV** Point of View
- VI** Visual Images
- TF** Text Features
- RE** Reasons and Evidence
- CC** Compare and Contrast
- TC** Text Complexity

Writing

- I/E** Informational / Explanatory
- Nar** Narrative
- O/A** Opinion / Argumentative
- CW** Coherent Writing
- WP** Writing Process
- RoW** Range of Writing

LEXILE

GLE*

FP*

DRA*

WORD
COUNT

870

4,5

T

40

1504

**Estimated Level*

GLE: Grade Level Equivalent

FP: Fountas and Pinnell

DRA: Developmental Reading Assessment

