



Summary

This title provides interesting facts about the construction of the Great Wall of China.

Guided Reading Level	Lexile Level	100th word	Total Word Count
S	900	throughout p. 6	2,204

Standards:

Common Core Language Arts

- Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
- Determine the main idea and supporting details of a text.

Science

- Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time or cost.

Lesson Focuses for Guided Reading (Select lesson focus based on Student's needs)

Writing Craft	Comprehension	Reading Strategies Decoding, & Phonics	Academic Vocabulary	
Create and use informational text features such as captions, charts, diagrams, icons, headings, and index	Asking questions Determining main idea and important supporting details	Reading text features Self-monitoring and self-correcting	barbarians brims dynasty emperor fortifications foundation frontier	garrison kilns nomadic provinces raided reeds relics

Lesson

1. Warm up for reading – Students read familiar books.
2. Introduction of **Great Wall of China** – Introduce **Great Wall of China** by looking at the cover photo and starting a discussion about the Great Wall.

Suggested questions to facilitate introductory conversation:

- Let's read the title.
- Look at the illustration on the cover. Why would people build a wall like this?
- How long do you think it took to build this wall?

3. Skimming and Scanning **Great Wall of China** – Use this time to introduce or review your lesson focus strategies and/or skills.

Suggested skimming and scanning prompts:

- Look at page 24. What does the map depict? How can knowing this information benefit you as the reader?
- Turn to page 44. What is a timeline? What does this timeline show? What happened in 1368?

4. Reading **Great Wall of China** – Students read independently or with a partner.
5. After reading **Great Wall of China** – Open the conversation with a question that relates to the comprehension strategy of asking questions. After a brief conversation about the contents of the book move to questions that support your lesson focus.

Suggested after reading content connection questions:

- Why did the Great Wall become a source of pride for China?
- Who were the wall workers?
- What was the Silk Road? Why did it follow the Great Wall?

Suggested after reading lesson focus prompts:

- I noticed (student's name) using (reading strategy) while you were reading. Did it help with your reading? (Repeat this question to highlight different reading strategies or skills used by students.)
- What text features helped you understand the information in the text? How did they help you?

6. After Reading Application for **Great Wall of China** – Have students complete the reproducible on Asking Questions.

Name: _____

Date: _____

Great Wall of China

Directions: Answer the questions. Be sure to use complete sentences.

1. List three questions you have about the book before reading.

a. _____

b. _____

c. _____

2. List three questions that occurred to you while reading the book.

a. _____

b. _____

c. _____

3. List three questions you still have after reading the book.

a. _____

b. _____

c. _____