

ELA: Grade 6, Lesson 7, *The Wall* Chapter 2

Lesson Focus: The focus of the instruction is summarizing the events of a chapter and understanding how it fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. There will continue to be a focus on understanding a character based on what he says, how he acts, and what others say to/about him. Students will be drawing inferences from the text and analyzing the impact of setting in historical fiction.

Practice Focus: Students will write a summary of the events from Chapter 2, noting elements that relate to the specific historical setting.

Objective: (Overall goal for lesson set: Students will experience the building of the Berlin Wall from a child's point of view in *The Wall* with a focus on setting, character development, and structure in a work of historical fiction.) Today's objective: Students will note changes in situation and in characters in Chapter 2. Students will use notes from their charts to write a summary of Chapter 2 including an analysis of how the change in events have changed the characters.

Academic Vocabulary: plausible, inconsolably, gravely, furrowed, wielding, perimeter, thwarted, irregular intervals, jovial, somberly, relent

TN Standards: 6.RL.KID.1, 6.RL.KID.2, 6.RL.KID.3, 6.RL.CS.5

Teacher Materials:

- Lesson 6 Teacher Packet (PowerPoint slides)
- Chart paper or white board

Student Materials:

- Paper, pen/pencil, surface to write on
- Chart and summary paragraph from Lesson 6

Teacher delivery notes:

- Lessons 6-10 are a lesson set, so you will want to keep all of your materials for the lessons accessible. You may find you need to go back and show a reference chart, an independent practice example response, or other visual.
- If you have chart paper or a white board, you can prepare the features of historical fiction list before filming (located in lesson 6). That will be referenced in today's lesson.
- Students will be completing two charts in the lesson: a story elements chart like the one in Lesson 6 [L7-D] and a Character Change Chart [L7-F]. You may want to make your own charts so that you can reference them as the lesson goes along.
- There are several words in this text that may be unfamiliar to students. If you find that you don't have time to spend time with all of them, make sure you at least provide a "drive by" definition as you are reading. (For example: many of these words can be explained by actions-i.e., furrowing your brow.)
- This text has some German words and phrases. There are some phonetic spellings provided. You may want to Google the phrases to hear the pronunciations. Try to "translate" the phrases for students. (i.e., Nein (no); Mutter (Mother), Vielen herzlichen Dank! (many thanks))

Teacher Do	Students Do
Opening (1 min) Hello! Welcome to Tennessee's At Home Learning Series for literacy! Today's lesson is for all our 6th graders out there, though everyone is welcome to tune in. This lesson is the second in this series.	

<p>My name is ____ and I'm a ____ grade teacher in Tennessee schools. I'm so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>If you didn't see our previous lessons, you can find them on the TN Department of Education's website at www.tn.gov/education. You can still tune in to today's lesson even if you haven't seen any of our others. But it might be more fun if you first go back and watch our other lessons, since today we'll be talking about things we learned previously.</p> <p>Today we will be learning more about our historical fiction story about the Berlin Wall! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none"> • Paper, pen/pencil, surface to write on • Your chart and summary paragraph from Lesson 6 • I'll pause while you get your supplies. <p>[Pause]</p> <p>Ok, let's begin!</p>	<p>Students gather materials for the lesson and prepare to engage with the lesson's content.</p>
<p>Intro (7 min)</p> <p>In Lesson 6, we read Chapter 1 of the historical fiction book <i>The Wall</i>. We met Franz Müller, our main character, along with his mother and his friend Karl. After our lesson, you wrote a summary paragraph of Chapter 1 and a prediction for what you thought might happen next. Take a minute to reread what you wrote. [Pause] I'm going to read an example to you. I want you to listen for transition words and phrases. Jot them down on the paper with your paragraphs.</p> <p>[To help your students follow this section, write the following model and refer to this visual as you talk through this model. You may want to have the model prewritten to save on time.]</p> <p>Summary of Chapter 1</p> <p>Franz wakes up late and is having a hard time getting ready for school. His mother is impatient with his lateness, so he tries to hurry. On his way to school, Franz sees his friend Karl, who is a member of the volunteer police force. After school, Franz is upset because his best friend is moving to West Berlin. Later, he goes home and has dinner with his mother. Meanwhile, his dad is working late at a factory in West Berlin and will not be home that day. Franz feels as if he hates West</p>	<p>Students read their paragraphs to themselves.</p> <p>Students listen for and write down transition words and phrases in the example summary.</p>

Berlin. That night Franz sleeps so soundly that he barely hears the construction going on in the night.

Did the summary include events from the beginning, middle, and end of the chapter? [Pause] Yes, the chapter covered a whole day, and there were events listed from the morning, afternoon, and evening. The summary also told us that our main character, Franz, is feeling upset about the day's events.

Okay, now let's think about transition words and phrases. What did you hear that helped you follow the sequence of events? [Pause] Here are the ones I found: *On his way to school, After school, Later, and Meanwhile*. Most of these transition words and phrases help the reader follow Franz's activities across the day. But "Meanwhile" does something a little different. How does "Meanwhile" help the reader? [Pause] That's right! It lets the reader know that there is another character out there, and that something different is happening for that character during the same time period. Look at your summary again and see if there are transition words you want to add. [Pause]

In our last lesson, we also talked about historical fiction. Remember that historical fiction is a story that is made up but the setting is a time and place that really happened. We talked about these features of historical fiction: [If teacher has reference chart with these features, he/she can reference the chart]

- The characters lived or could have lived in the time and place portrayed.

So, we are not likely to see an alien in a story about World War II, or example.

- The events did occur or could have occurred in the setting.

It's important that the author includes events that make sense during that historical time period.

- The dialogue is made up but may be based on historical letters, diaries, or reports.

Dialogue means the words spoken by the characters. This is where the author can really get creative even if he/she uses a source like a diary.

What is the historical setting for our book, *The Wall*? [Pause and show L7-A]

That's right! It is set in East Berlin at the time the Berlin Wall was erected, or put up.—August, 1961. Here is a picture of

Students think about how the transitional phrase "Meanwhile" might be helpful to a reader.

Students revise their writing as needed by adding transitional words or phrases.

Students think about the historical setting for *The Wall*.

the Berlin Wall. [Show L7-B], and here's a map showing how the city of Berlin was divided in 1961. [Show L7-C]

When we read Chapter 1 of this work of historical fiction, we learned a little about East and West Berlin, but most of the events—getting up late, going to school, finding out bad news—could have happened to anyone, anywhere, anytime. As we read Chapter 2, we'll be looking for ways that the events are influenced by the specific time in history—August 1961—and the place—East Berlin.

[To introduce today's lesson, the teacher says:]

Today, our goal is to learn more about how an author develops a setting and character when he or she writes historical fiction. We will begin with me showing you what that looks like, and then there will be time for you to practice on your own with my support. Finally, I will assign you independent work you can complete after the video ends.

We are going to read Chapter 2 of *The Wall*. I think it will be helpful for us to set up a chart like we did for Chapter 1 to keep up with the story elements we are looking for. On your piece of paper, create a chart that looks like this: [Show L7-D] You can go ahead and add information on your chart that we already know: The characters so far are Franz, his mother, and Karl. The setting is East Berlin in August, 1961. [Pause and get ready to show L7-E]

Before we start reading, let's look at the Table of Contents. [Show L7-E] What do you notice about the date for Chapter 2? [Pause] Yes! It's the very next day—August 13, 1961. We are going to find that a lot has changed in one day!

We'll also be taking a deeper look at how some of the characters have changed, so I think we need to set up a chart to organize our thoughts for that, too! Here's what you want to include: [Show L7-F] three columns labeled: Characters, Chapter 1-August 12, 1961, and Chapter 2, August 13, 1961 and rows for three characters. We are going to look at changes in the characters we met in Chapter 1: Franz, his mother, and Karl. Put their names on your chart. How would you describe the actions of these characters from Chapter 1? Make some notes on your chart. [Pause; cue up L7-F2 or your chart with Chapter 1 notes; you may want to write some of the notes during the pause to give students time to write]

Students set up chart for note-taking.

Students look at date for Chapter 2. They should note that it is the next day after Chapter 1.

Students create Character Change charts.

Students describe the actions of the characters from Chapter 1

Students will check their notes and add any needed information.

<p>Let's compare our notes. You can add to your notes if you see something you might have missed before. Here are the actions I described for Franz:</p> <ul style="list-style-type: none"> • Got up late for school • Didn't want to hang out with his friends after school because he had gotten bad news. • Acted pretty grumpy <p>Did you write something similar? It's okay if we don't have the exact same thing. Our goal is to be able to compare the characters in Chapter 1 to how they act in Chapter 2.</p> <p>I described his mother's actions this way:</p> <ul style="list-style-type: none"> • Made sure that Franz was awake and got ready for school. • Fixed his favorite dinner • Asked if Franz wanted to talk about what was bothering him. <p>And for Karl:</p> <ul style="list-style-type: none"> • Wore the uniform of the Combat Groups of the Working Class • Liked to tell jokes but sent Franz on to school so he wouldn't be late. <p>Okay, I think we are ready to start reading!</p>	
<p><u>Teacher Model/Read-Aloud</u> (15 min)</p> <p>[Teacher reads aloud]</p> <p>August 13, 1961 East Berlin Early Morning "Nein!" [say it really loudly] (means "no") A muffled shout awakened Franz. Confused, he sat up in bed and rubbed his eyes. He peered at the door as his vision came into focus. Was his mother shouting? Where was she? Was he late for school again?</p> <p>Despite the flurry of questions in his head, Franz wondered if he had, for the first time he could remember, woken up early. While he could hardly believe that was plausible, he reached over to his nightstand to look at his watch. Sunlight reflecting off his wrist told him he had forgotten to take it off before he went to bed. <i>7:06 A.M.! Forget early—I'm even later than usual!</i> Franz shot out of bed and hurriedly grabbed his jacket, which he had slung over a chair the night before. He nearly put his</p>	<p>Students follow along, comprehending the text. They use teacher think-alouds and tips (e.g., definitions of words) to support their comprehension, and they think or write as directed in response to prompts and questions.</p>

sweater on backward in the rush to get ready. In less than a minute, he was pulling open his bedroom door and bolting toward the kitchen.

- Oh, no, Franz is waking up even later than usual! What change do we already see that has happened? Who usually makes sure that he is awake in the morning? [Pause] You're right! In the last chapter, his mother made sure he was up and getting ready, but not today.
- Franz thought for a moment that he had maybe woken up early, but he wasn't sure that was **plausible**. The word *plausible* means reasonable or likely to be true. Why would it be hard for Franz to believe it was *plausible* that he had woken up early? [Pause] That's what I thought, too! Franz had woken up late in Chapter 1 and had been late to school several times, so it would be hard for him to believe that he had woken up early on this day.

When he saw his mother, cheeks flushed and wet with tears, sobbing quietly at the table, Franz skidded to a halt. [Show L7-G] His grandmother had one arm around his mother and was gently rubbing her back. At the end of the table, his grandfather sat motionless, his clenched fists resting on the table.

Franz could feel his voice catch in his throat, fearing the answers to all of the questions that danced around in his head. After what felt like an eternity of anxious waiting, he could manage nothing more than a single, raspy word to announce his presence.

"**Mutter?**" (that means Mother)

The sudden breaking of silence startled his mother and grandparents, and their heads shot up as if they had all been wakened from a dream. Franz's mother was able to look at her son for only a few moments before she started to sob **inconsolably** once more. His grandmother simply shook her head and returned her attention to Franz's mother.

"It's Sunday—no school today, Franz," said his grandfather **gravely**. Franz saw that the knuckles of his still-clenched fists were now white. "Something has happened."

Franz's heart began to race. What could have happened? Why was his mother crying?

- Listen as I reread this sentence: *Franz's mother was able to look at her son for only a few moments before she started to sob **inconsolably** once more.* I know his mother is crying, but **inconsolably** must be an added clue about *how* she is crying. There are

Students should recall that his mother made sure he got out of bed and dressed in Chapter 1.

Students should remember that Franz had woken up late in Chapter 1 and had been late to school several times, so it would be hard for him to believe that he had woken up early on this day.

Students will use the word parts to determine that **inconsolably** means that Franz's mother's crying continues without being comforted; she doesn't stop crying even though Franz's grandmother is patting on her.

<p>several parts to this word. The <i>-ly</i> tells me it's an adverb. The prefix <i>in-</i> means <i>not</i>, or the opposite of something. The root word is <i>console</i> which means <i>to comfort</i>. If I put all the parts together, what does that tell me about the definition of <i>inconsolably</i>? [Pause] Yes, it means that Franz's mother continues to cry; she doesn't stop crying even though Franz's grandmother is patting on her.</p> <ul style="list-style-type: none"> Let me read this part again: <i>"It's Sunday—no school today, Franz," said his grandfather gravely.</i> When I read <i>"It's Sunday—no school today, Franz,"</i> my first thought is that it would be really good news for Franz not to have to go to school, but then I see that his grandfather said it <i>gravely</i>. That changes it completely, doesn't it? Grave is the root word, and I know that a grave is where you bury someone. So, <i>gravely</i> must mean something is really serious. Then, I read: <i>Franz saw that the knuckles of his still-clenched fists were now white. "Something has happened."</i> Right now, I want you to clench your fists, hold them tightly together long enough for your knuckles to turn white. What does that feel like? What emotion do you think it represents here? [Pause; teacher models clenching fists] I agree! I think it shows that his grandfather is angry and frustrated. Franz asked himself these questions: What could have happened? Why was his mother crying? Maybe we should ask them, too. Jot down your thoughts. [Pause] [Teacher may repeat questions] What could have happened? Why was his mother crying? [Pause] <p>Let's read on to see if what we inferred was right.</p> <p><i>"Too many people have been leaving East Berlin lately," explained his grandfather, staring ahead angrily. "The government doesn't like that—the fewer people there are in East Berlin, the less money the government makes. So last night, they finally decided to do something to keep people from leaving."</i></p> <p>Franz's grandfather finally looked at his grandson and saw the confusion in his eyes. <i>"They built a wall, Franz. Now no one can leave East Berlin."</i> He sighed heavily before adding, <i>"... or enter from West Berlin."</i></p> <p>Franz felt like he had been punched in the stomach. <i>"B-but ... Father?"</i></p>	<p>Student will write down their answers. They will likely be able to infer that his mother is crying because the wall is keeping her husband from coming back to East Berlin.</p> <p>Students clench their fists and infer that the emotion is anger and frustration.</p>
---	--

“Still in West Berlin,” his grandfather said through clenched jaws. He sounded angry, and understandably so—Franz’s father was his son. “Our section of the city was one of the first places they put up the initial barrier. Even though it was just barbed wire and cement posts, no one knows how they managed to build it that quickly . . . and now they’re making it even bigger. It’s already a solid cement block wall for miles in either direction.”

When his grandfather saw Franz tense with fear, his eyes softened. “Listen, Franz, there is nothing we can do right now. Go outside and play with your friends. Just stay away from that wall.”

What else could Franz do but nod? He glanced at his mother once more before leaving the apartment.

- **So, it’s obvious that his mother is crying *inconsolably* because Franz’s father is stuck on the other side of the Wall!**
- **We talked about Franz’s grandfather clenching his fists. What else does he do that shows his anger and frustration? [Pause] Right, he also clenched his jaw. I’m picturing a man who is very angry, but he is trying to control that anger.**
- **How does Franz’s grandfather change his expression when he notices how scared Franz looks? [Pause] He sighed and softened because he didn’t want Franz to be afraid.**
- **Summarize why the government built a wall around the city. Write down your thoughts. [Pause] Does what you wrote sound something like this? People living in East Berlin were going to West Berlin to work. The government was losing money because of this, so they built a wall between two parts of the city to keep people inside East Berlin.**

Let’s see what happens when Franz goes outside. As I read, think about how the mood or atmosphere “outside” has changed.

When Franz stepped outside, he saw Roland sitting on the curb in front of the building, staring intently down the street. Franz followed the direction of his friend’s gaze and saw in the distance the newly erected (or built) wall, made of barbed wire and concrete blocks. The sound of the door closing snapped Roland out of his daze, and he turned around. [Show L7-H]

“Can you believe this?” Roland stood up and shook his head in disbelief.

Student will think about the grandfather’s expressions and how they change.

Students will write that the government built the wall because too many people were going to West Berlin to work and the government was losing money.

Students will listen for the change in mood—things have slowed down- a lot of staring at the wall rather than the busyness on the streets that was happening in Chapter 1.

"It doesn't feel real," said Franz **incredulously**. How many people must it have taken to put this barricade up in the middle of the night? He just couldn't understand. "Is it even legal for the government to do this?"

"Beats me. I asked my parents the same thing. They said it doesn't matter because the government makes the laws, and they get to decide what's legal."

"True," said Franz with a thoughtful nod. But his brow **furrowed** [demonstrate furrowing your brow] (this is furrowed. I'm doing it with my eyebrows now) when something Roland had just said sunk in. "You said you talked to your parents? How did your dad get back home last night?"

"Huh? Oh, he got home pretty late. He must've gotten back right before they started building the wall." Suddenly, the look on Roland's face shifted from frustrated to sympathetic. Their fathers worked at the same factory.

"Oh no! Did your father stay in West Berlin last night, Franz?"

- Did you notice that we heard another -ly word: *incredulously*. With this text evidence, listen --'It doesn't feel real,' said Franz. . . . He just couldn't understand."—what do you think *incredulously* means? [Pause] Yes, it means in a way that shows disbelief.
- What did we learn from the conversation between Franz and Roland? [Pause] So, that's right, we learned that Roland's family will not be moving and that Roland was upset about that. We also learned that Roland's father made it back to East Berlin before the wall went up even though he worked in the same factory as Franz's father.

Franz swallowed hard and started to walk down the street in the direction of the wall. He had to see it for himself.

"Franz!" Roland protested. "We're not supposed to get close to the wall." But Franz dismissed the warning with a wave of his hand. He was determined. "I have to see it."

It wasn't a long walk to the wall, but as intent as Franz was, he had to stop a few blocks before it. He could see it better now—the street that had previously gone to West Berlin had been dug up. Instead of smooth pavement, concrete posts had been drilled deep into the ground. Between them, concrete blocks topped with rows of barbed wire created a solid barrier. (Here's another picture of the actual wall. Imagine what that would have felt like for a young boy to see for the first time.) [Show L7-I] Franz looked left and right—and realized that West Berlin was completely walled off. The

Students should recognize that Roland's family will not be moving and that Roland was upset about that. Then, Roland realized that Franz's father didn't come back from West Berlin.

city was physically divided. And that wasn't all. Uniformed soldiers **wielding** rifles patrolled the wall's **perimeter**. Franz could hear Roland, now close behind him, gasp in shock. They stood speechless for what seemed like hours before Roland eventually broke the silence.

"I don't think I'll be leaving East Berlin anytime soon."

Franz couldn't give Roland's **thwarted** move much thought. He was too busy staring at the wall. He sat down against a nearby building and was so hypnotized by the patrol of the officers walking back and forth that Roland finally went home on his own.

- Let's read this sentence again: *Uniformed soldiers **wielding** rifles patrolled the wall's **perimeter**.* What synonyms could we use to replace the words *wielding* and *perimeter*? [Pause] I first thought of *carrying* to replace *wielding*, but I think I need an adverb to describe that they were carrying the rifles with authority. So, I'm going with *carrying powerfully*. For *perimeter*, I have to think about my math definitions. The *perimeter* in math is the distance around a figure. Since the wall was in the middle of the city, I think *perimeter* is the edge or border of the wall.
- There's one more word to look at this section: *thwarted*. Franz was pretty focused on the wall and the soldiers when Roland said something about his family not moving. The text reads: *Franz couldn't give Roland's **thwarted** move much thought.* Thwarted means prevented or not allowed to happen. Why do you think Franz didn't give Roland's thwarted move much thought? [Pause] I think so, too. Franz wasn't concerned that Roland's move wasn't working out because he was focused on the wall and the fact that his father was on the other side.

Let's read some more:

By that afternoon, Franz had noticed that the guards passed a section of the wall at **irregular intervals**. Sometimes, two guards would meet, about-face, and then walk back in the direction from which they had each come. Other times, only a single guard would pass by the turnaround point.

However, instead of stopping and heading back in the same direction, he would continue walking. Franz glanced down at his watch every time he saw a guard. (So, irregular intervals were not in consistent patterns.)

Three minutes, he murmured to himself.

Students will consider synonym options for *wielding* and *perimeter*, likely *carrying* and *edge* or *border*.

Students will understand that Franz wasn't concerned that Roland's move wasn't working out because he was focused on the wall and the fact that his father was on the other side.

[Show L7-J] “You shouldn’t be this close to the wall, Franz,” cautioned a voice. Franz looked up and saw a somewhat familiar face. It was Karl. But Franz’s normally laid-back and jovial friend was almost unrecognizable with a rifle gripped in his hands and a stern look on his face.

- We need to know what the word *jovial* means to understand the description of Karl. Jovial means *jolly* or *joyful*. How does the text contrast Karl’s usual look to how he looks now? I’ll read the sentence again: But Franz’s normally laid-back and jovial friend was almost unrecognizable with a rifle gripped in his hands and a stern look on his face. [Pause] Yes, the usually happy, funny Karl has become a very serious Karl who is holding a rifle.

“I had to see it,” said Franz. “My dad worked late last night...he’s still in West Berlin.”

Karl frowned. “I’m sorry, Franz. If I had any information on whether they’ll allow people to come back, I’d tell you.”

“Thanks, Karl,” replied Franz somberly. (very seriously) But he perked up suddenly. “Hey, wait. Do you think you could get a message to my father?”

The soldier looked hesitant, but seeing the hopeful look on Franz’s face caused him to relent (give in; change his mind). He dug a piece of paper and a pencil out of his pocket and handed them to Franz. “I’ll see what I can do. No promises, though—they’re really keeping the border secure.”

Excited by an idea, Franz scribbled a quick note to his father. He had to tell him about the poorly guarded section of the wall. When he was finished writing, he carefully folded the note, handed it back to Karl, and said, “Vielen herzlichen Dank!” [vee-lin hairdz-lee-kin dahnk] (many thanks)

Karl smiled and nodded. “You should get back home now. It’s not a good time to be wandering the streets.” [Show L7-K]

As Franz walked back to his apartment building, he was in high spirits. He had faith in his friend Karl.

- How do you think Karls feel about Franz’s request of him? [Pause] Karl is not eager to do what Franz has asked because he knows it will be risky for him.
- Why does he relent and take the message? [Pause] I agree, he wants to help his friend, so he decides to try. He hasn’t completely forgotten his friendship.

That’s the end of Chapter 2! We’re leaving with Franz feeling better than he did at the beginning of the chapter, but there is definitely some serious stuff going on.

Students will contrast the usually happy, funny Karl to the serious Karl who is holding a rifle.

Students will consider Karl’s new responsibilities that would lead him not help Franz, but also think about his friendship with Franz and that he would want to help if he could.

<p>Guided Practice (5 minutes)</p> <ul style="list-style-type: none"> • Let's complete our charts, starting with the story elements. Have you already added other characters while we read the chapter? Check and make sure that you have listed Franz's grandparents and Roland. [Pause] • We also already recorded that the setting is in East Berlin in August, 1961. Make sure you have that on your chart. Let's add the exact date—August 13. What else would you like to add about the setting? [Pause] Definitely! We need to add the newly constructed Wall! • Now, we want to think about the main events that happened in Chapter 2. Think back to how the chapter began and write down the first event. [Pause] I wrote that Franz wakes up to learn that a wall has been constructed to separate East and West Berlin and that his father is now stuck in West Berlin. Now, write the next event. [Pause] I wrote that Franz and his friend walk to the wall, where Franz carefully watches the guards. Now, take a minute to list a few more important events that happened in this chapter. [Pause] • Here's my completed chart [Show L7-L]. Remember, it's okay not to have exactly the same events on your chart. Be sure that you've captured something from the beginning, middle, and the end. • Let's revisit our character change chart. We want to see how the change in the situation—the wall—has changed some of the characters. I want to start with Karl since we just read about him. What did you notice that was different about him in Chapter 2? Take a minute to write your thoughts on your chart. [Pause] We noted before that Karl liked to tell jokes, but he doesn't seem to be in the mood for jokes now. He looks serious. I was glad to see he still was willing to help his friend, Franz, by agreeing to try to get a message to his father. Go ahead and complete the chart for Franz and his mother. Remember, you can include actions or feelings that have changed for those characters. [Pause] 	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence.</p> <p>Students will complete story elements chart.</p>
---	--

<ul style="list-style-type: none"> Let's talk about a couple of the words we encountered today that might have been unfamiliar to you. There were two adverbs—these words helped the reader know how something was done or said. We saw that adverbs can really be helpful in making the meaning of the text clear. So, we had <i>inconsolably</i> and <i>somberly</i>. I'm sure you remember that Franz's mother was crying <i>inconsolably</i> because Franz's father was stuck on the other side of the wall. Can you think of something that it might be a little silly to cry <i>inconsolably</i> about? [Pause] I thought of something! It would be silly for me to cry <i>inconsolably</i> if someone ate the last cookie in the cookie jar, right? We would expect something would have to be really sad if someone cries <i>inconsolably</i>. The other adverb is <i>somberly</i> which means <i>seriously</i>. This chapter had a lot of serious moments. Can you think of something that could have happened to make Franz respond less somberly? [Pause] I think he would not have responded somberly if his father had walked in the door! But that didn't happen. 	
<p><u>Independent Work</u> (1 min)</p> <p>[To help your students follow this section, write the independent practice assignment and refer to this visual as you talk through this independent practice assignment. The assignment is also on L7-M].</p> <p>To capture your thoughts from Chapter 2, write a summary of the events using the notes on your chart. Remember to include the important detail that now there is a wall in the city that wasn't there the day before! Also, write about the changes in the characters that we read about in Chapter 2 as a result of the new wall.</p> <p>Once you have written your paragraphs, go back and check for correct punctuation and capitalization. Make sure each sentence expresses a complete thought. Add transition words to help a reader follow the flow of your ideas. Transitions could include words like first, next, then, also, while, and finally. I know you'll do a great job! You have notes on both of your charts that will help you decide what to write.</p>	<p>Using their graphic organizers as prewriting, students will write a summary of the second chapter</p>
<p><u>Closing</u> (1 min)</p>	

I enjoyed reading another chapter in our historical fiction book with you today! We have three chapters to go! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!	
---	--



© Benchmark Education Company, LLC. All Rights Reserved.

Used with permission

<http://benchmarkeducation.com>