

Name _____

Date _____

Teacher _____

Campus _____

4th grade

English

Week Four

April 20-24

Mount Pleasant ISD

The Wall

A Reading A-Z Level S Leveled Book
Word Count: 1,040

Connections

Writing

How would you solve the problem in the story? Write a new ending for the story with your solution.

Science

Research to learn more about talking birds. Create a poster about one of the birds that includes a picture and interesting facts.

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The Wall



Written by Elizabeth Austin • Illustrated by Jack Voris

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Focus Question

What is the story trying to teach about conflict?

Words to Know

despise
fluently
hideous
intelligent
invade

kingdoms
paradise
regretted
ruffians

The Wall
Level 5 Leveled Book
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Correlation

LEVEL 5

Fountas & Pinnell

O

Reading Recovery

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DRA

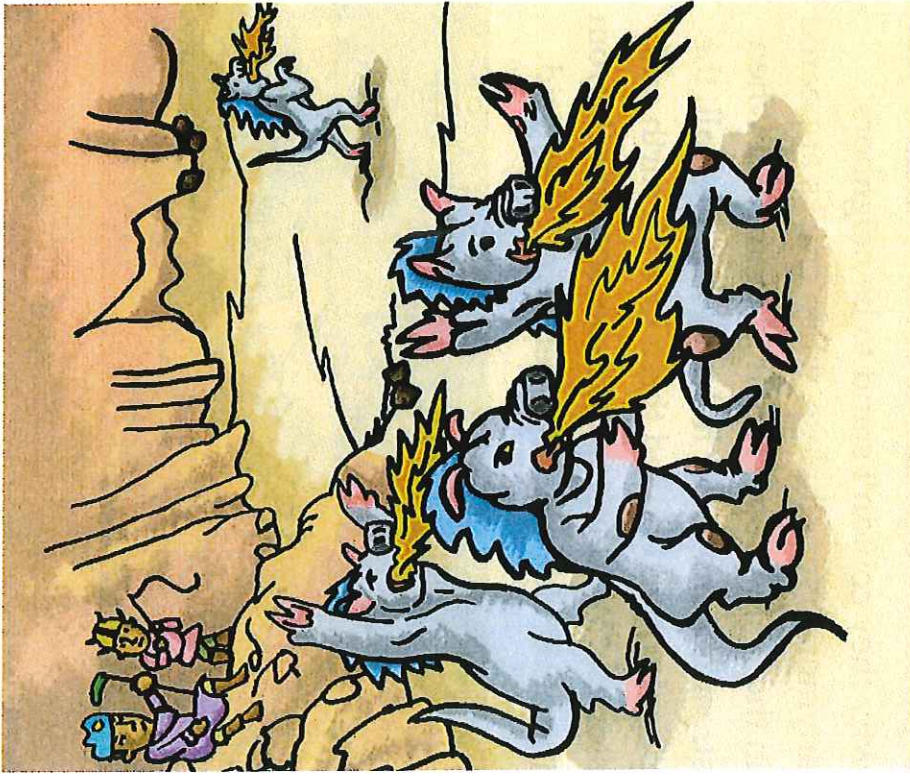
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Once upon a time, further back than anyone can remember, two kingdoms got into an argument. No one could recall what it was about, for it was ages upon ages ago, but everyone was so furious about it that they decided to build a wall between their lands. It was taller than anyone could climb and longer than anyone could travel.

The wall kept the two kingdoms utterly separate, though no one could remember just why they couldn't stand to be neighbors anymore. Nonetheless, when cracks appeared in the wall, people repaired them, and when streams wore away holes under the wall, the people quickly filled them in with earth and stones. "We don't want those scoundrels from the other side coming over here," they said.



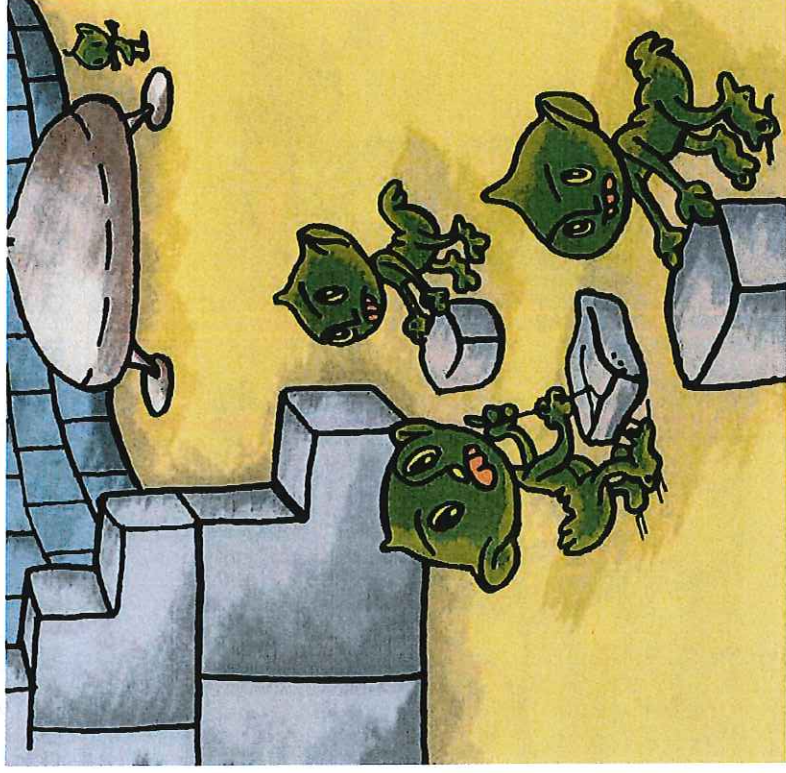
Since so much time had passed since anyone had seen the other kingdom, no one was sure what it looked like anymore. But they assumed there must be some reason for the wall being there. *There must be something about the people of that other kingdom, either good or bad, if the wall was needed to keep them out. Or is the wall there to keep us out of their kingdom?* the people wondered. Eventually, people began to tell stories about what had become of the other kingdom.



One story said that the other kingdom had bred an army of **hideous**, fire-breathing monsters. They treated the monsters very cruelly, and kept them angry all the time.

“The monsters will cross the wall and invade us any day now,” the people shouted.
“The other kingdom is evil and cruel.”

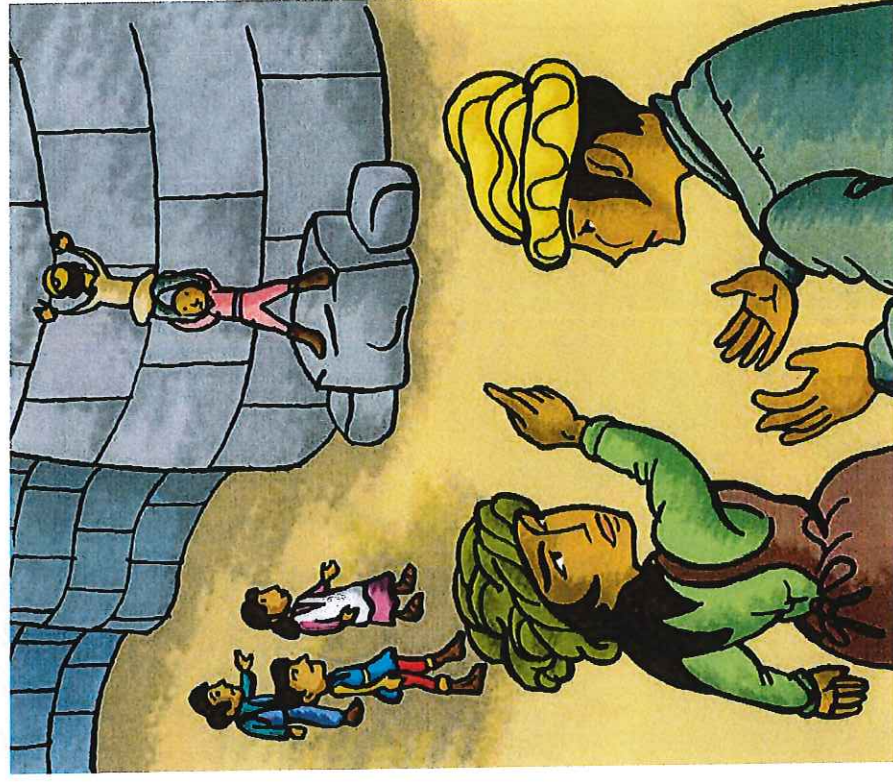
Another story said that aliens had come from the sky one day and blasted the other kingdom to powder. Then the aliens took everything that remained, loaded it on their ships, and flew away, leaving an open land.
“The aliens are on our side,” said the people.
“They have destroyed the other kingdom and left the land for us. The aliens are all-knowing, and they obviously proved us right about that other kingdom.”





But there was another story, one that was much more disturbing. Most people claimed that they did not believe it, but in their hearts, they wondered whether it might be true. Over the unnumbered years, the other kingdom had become a **paradise**. The streets were paved with candy, the trees were made of chocolate, and everyone was blissfully happy. "And we sit here working all day, with nothing but regular bread, meat, and vegetables to eat," grumbled the people. "That greedy kingdom just wants to keep the paradise to themselves."

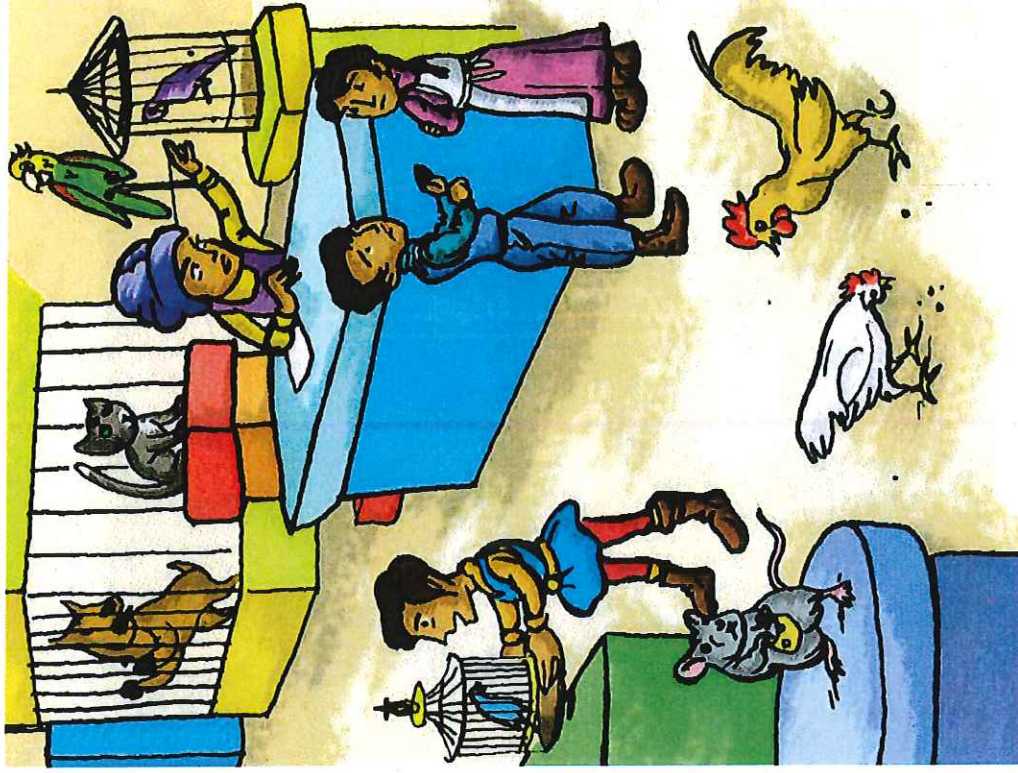
No matter which story people told, it only made them **despise** the other kingdom more and more. "Evil attackers will come any day now!" cried some. "The supreme alien race proved that they were terrible and deserved to die," shouted others. "They look down upon us as poor ruffians," muttered others. But no one knew for sure.





But the children of the kingdom were tired of hating. "How can we hate something if we don't know what it is?" asked Richard. "I say we discover who's on the other side of the wall. Once we learn about them, maybe we can figure out what the argument was, and we might even be able to end the fight. Then we can finally get rid of this ugly old wall."

"But how would we find out?" asked Mary. "No one can see over the wall or travel around it."



"I've got it!" shouted Frederic.

"We'll buy a parrot, the smartest one in the land," explained Frederic. "We'll teach it to speak and send it over the wall with a message for the people on the other side."

"Let's ask them why they have monsters coming to kill us," suggested Mary.

"We can only ask them something if there's someone to ask," objected Richard. "But what if the aliens demolished them?"

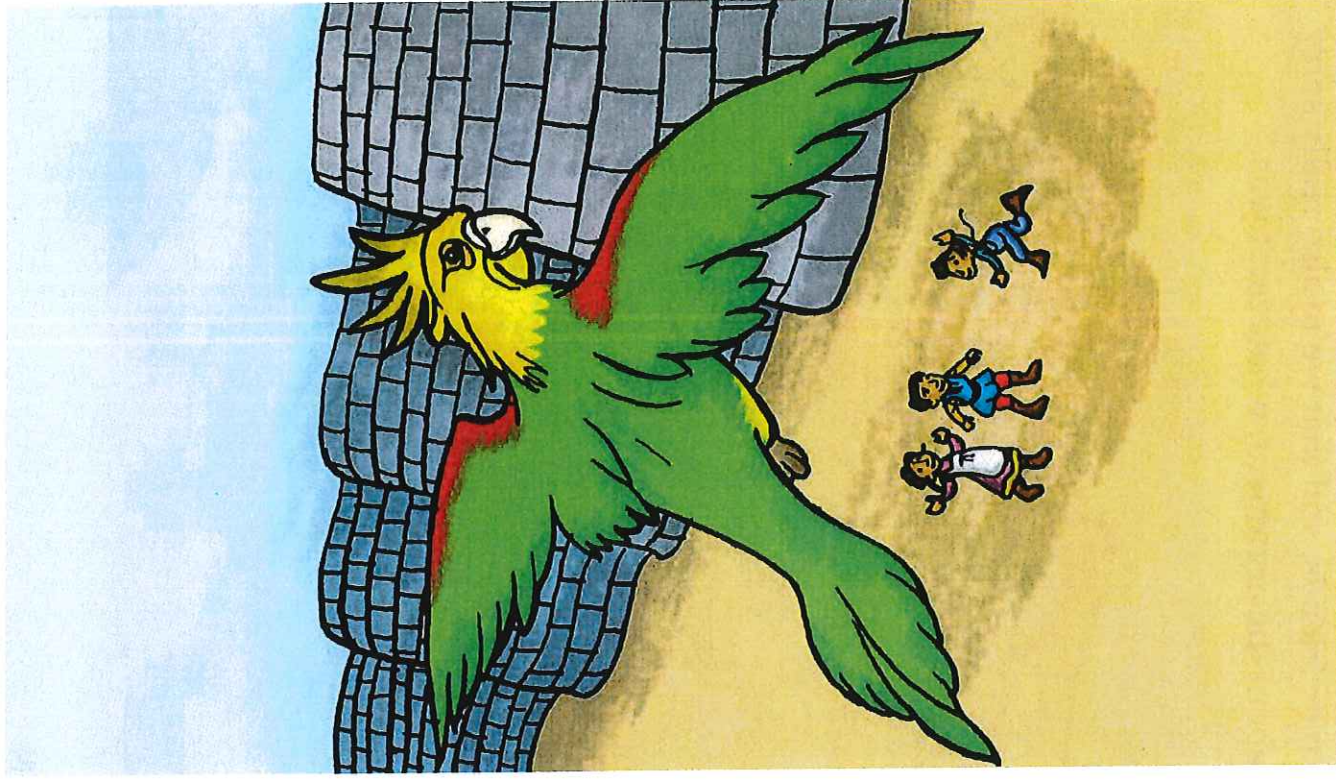
"Yeah," said Mary, "and if it's a perfect paradise, they'll only shoot the parrot for being from the poor, ugly side of the wall."

"Hold on a minute," said Frederic. "The whole point of this is that we don't know what's over there. We're sending the parrot to find out. Perhaps we should send a simple message, something like 'Who are you?' Then we can't really get into trouble."

So the three children purchased the most intelligent parrot they could find. In no time, it spoke fluently, and they sent it to see what had become of the kingdom behind the wall.

"Don't let the other kingdom know that you come from our side," Richard said.

"Yeah, I don't want those people knowing who we are," Mary said.



“They’ll only come over and kill us,” said Richard. Frederic just sighed.

But the bird was even wiser than the children supposed. It understood that the people feared and hated what was on the other side of the wall, even though they weren’t sure what it was.

Off it flew over the wall, and after three very long days, it returned.

“Tell us what you saw,” Frederic asked, anxiously.

“I saw people,” said the parrot, “and they all looked very sad. I flew down into a tree and listened to them. They said they **regretted** ever having the argument, and they wished they had never built this wall. They only hoped that they could be friends with your kingdom again.”

The children were astonished and a little ashamed. They had never suspected that the people on the other side of the wall might want to be friends.

“Send a message to the other kingdom,” Mary said, quickly. “Tell them that we want to be friends, and that we’re also really sorry about the argument, whatever it was.”





The parrot seemed to wink to itself. You see, it had already told the other kingdom that the children were sending a message asking for peace. The people there were just like the people in this kingdom—they did not know what lay beyond the wall, but they hated it anyway. The other kingdom had been as shocked and ashamed of their hatred as the children had been. In no time, the wall was gone, and the two kingdoms were friends again. They forgot all about their argument, whatever it was.

Glossary

despise (<i>v.</i>)	to dislike very much; to hate (p. 8)
fluently (<i>adv.</i>)	speaking or writing a language easily, smoothly, and correctly (p. 11)
hideous (<i>adj.</i>)	horribly ugly and revolting (p. 5)
intelligent (<i>adj.</i>)	smart or clever (p. 11)
invade (<i>v.</i>)	to enter aggressively to conquer, weaken, or injure (p. 5)
kingdoms (<i>n.</i>)	countries, states, or other communities that are governed by a king or queen (p. 3)
paradise (<i>n.</i>)	a perfect, beautiful place where people are believed to be happy forever (p. 7)
regretted (<i>v.</i>)	felt sadness or guilt (p. 13)
ruffians (<i>n.</i>)	violent, lawless people (p. 8)

Name _____ Date _____

Instructions: Read each question carefully and choose the best answer.

1. What were the people in both kingdoms most curious to know?
 - (A) Who built the wall?
 - (B) When was the wall built?
 - (C) Where was the wall built?
 - (D) Why was the wall built?
2. What did the children want to do?
 - (A) to repair the wall
 - (B) to climb the wall
 - (C) to paint the wall
 - (D) to take down the wall
3. Which event happened first in the story?
 - (A) The parrot delivered a message.
 - (B) The people took down the wall.
 - (C) The children taught the parrot to speak.
 - (D) The two kingdoms got into an argument.
4. The people told stories to try to explain _____.
 - (A) how fire is made
 - (B) what aliens look like
 - (C) what is on the other side of the wall
 - (D) how the parrot will help to solve the problem
5. Why did the people repair cracks in the wall?
 - (A) to teach the children how to work hard
 - (B) to keep the wall strong so nobody could break through
 - (C) to learn how to build a bigger wall next time
 - (D) to keep the light from coming through

Quick Check continued on following page

Name _____ Date _____

6. The children purchased an **intelligent** parrot. What is a synonym for **intelligent**?
- Ⓐ silver
 - Ⓑ small
 - Ⓒ sad
 - Ⓓ smart
7. What are **kingdoms**?
- Ⓐ violent, lawless people
 - Ⓑ the feelings of sadness and guilt
 - Ⓒ countries, states, or other communities that are governed by a king or queen
 - Ⓓ a perfect, beautiful place where people are believed to be happy forever
8. Why did the children get a parrot?
- Ⓐ The children wanted to see if they could teach the parrot to read and write.
 - Ⓑ The children wanted the parrot to deliver a message for them.
 - Ⓒ The children wanted to get a parrot to keep their other bird company.
 - Ⓓ The children wanted to show the adults they could care for a pet.
9. What did the people on the other side of the wall tell the parrot?
- Ⓐ The people explained to the parrot why the wall was built so long ago.
 - Ⓑ The people told the parrot how they felt about the wall.
 - Ⓒ The people told the parrot what happened to the monsters that lived there.
 - Ⓓ The people told the parrot what they wanted to argue about.

Quick Check continued on following page

Name _____ Date _____

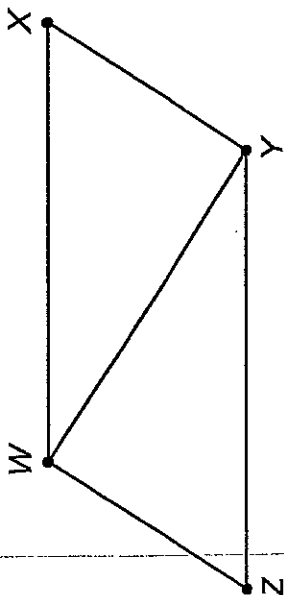
10. What did the people on both sides of the wall want?
- Ⓐ They all wanted more food.
 - Ⓑ They all wanted freedom from the king.
 - Ⓒ They all wanted to be friends.
 - Ⓓ They all wanted to see the monsters.

11. **Extended Response:** What is the main conflict in the story? Explain.

12. **Extended Response:** What can the adults in the story learn from the children?

Blank writing area for student responses.

1 Look at the diagram below.



If line segment WY is removed from the diagram, what kind of figure will remain?

- A Triangle C Parallelogram
 B Rectangle D Trapezoid

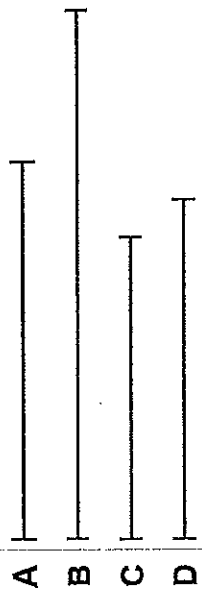
6D

2 Which statement is true?

- F $\frac{25}{100}$ is equivalent to 2.5
 G $\frac{2}{10}$ is equivalent to 2.0
 H $\frac{75}{100}$ is equivalent to 0.75
 J $\frac{7}{10}$ is equivalent to 0.07

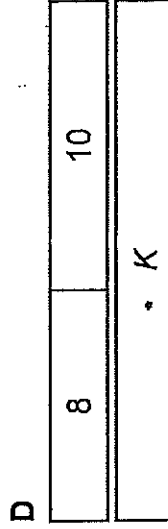
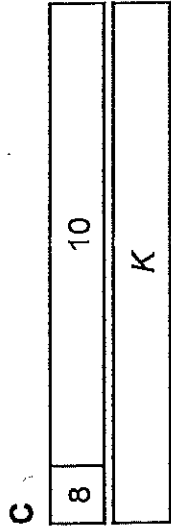
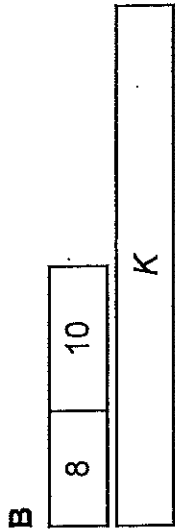
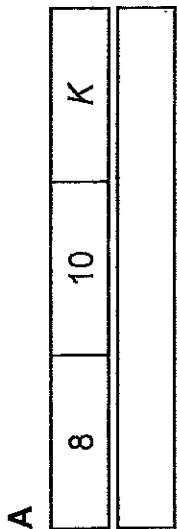
2G

5 Bernardo drew a line segment that was 12 centimeters long. Which line segment is exactly 7 centimeters shorter than Bernardo's line segment?



8C

3 Barry is 8 years old. Tyler is 10. Karen is as old as Barry and Tyler together. Which diagram best represents this situation where K is Karen's age?



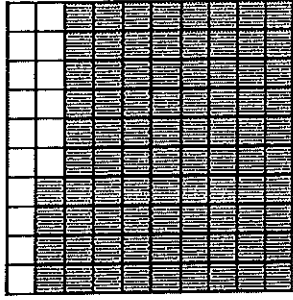
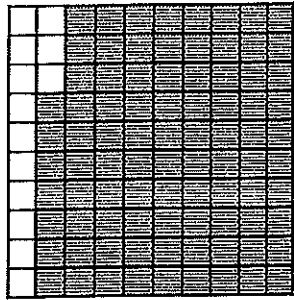
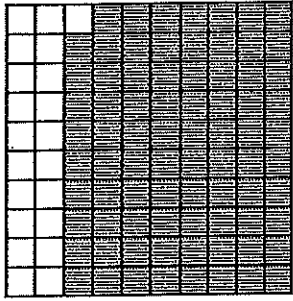
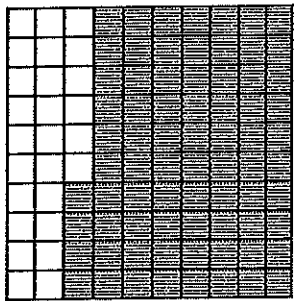
5A

6 Carmella has read 15 novels since she started fourth grade. She wants to read 100 times this number of novels by the time she finishes college. Which shows the number of novels she wants to read by the time she finishes college?

- F 105 H 1,500
 G 150 J 1,505

4B

4 Sophia drew the models below to represent 4 different decimal numbers.



Which list shows these decimal numbers in order from greatest to least?

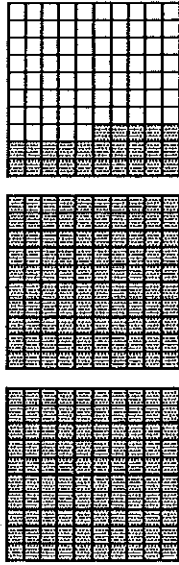
- F 0.97 0.83 0.77 0.76
 G 0.87 0.84 0.79 0.74
 H 0.74 0.79 0.84 0.87
 J 0.87 0.84 0.74 0.79

2F

7 Joshua drew a triangle. The first angle of the triangle measured 35° , the second angle measured 100° , and the third measured 45° . What type of triangle did Joshua draw?

- A Acute C Right
 B Obtuse D Not here

1 The model below is shaded to represent a number greater than 1.



Which decimal and fraction represent this number?

- A 2.25 and $2\frac{2}{5}$ C 2.5 and $2\frac{5}{10}$
 B 2.75 and $2\frac{75}{100}$ D 2.25 and $2\frac{25}{100}$

26

4 Mr. Chéng has 50,250 bricks. He will use 32,165 bricks to build a house and 16,480 bricks to build a garage. He will donate the leftover bricks to a charity. How many bricks will Mr. Chéng donate to a charity?

- F 1,715 H 1,605
 G 1,685 J 1,580

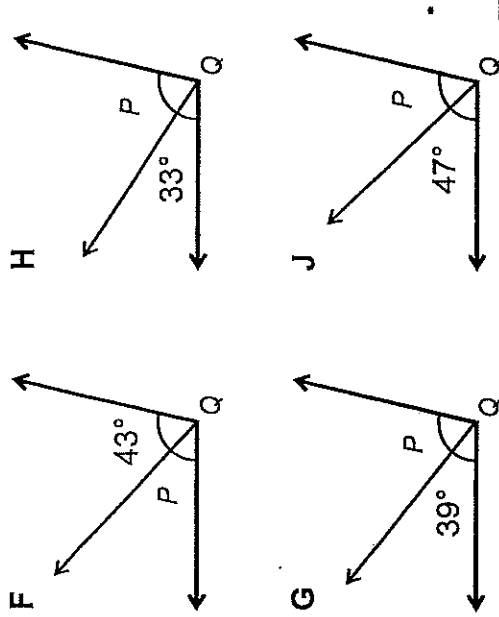
44

5 Miyanda began studying at 4:25 P.M. She studied for 1 hour 50 minutes. Which clock shows the time Miyanda stopped studying?

- A **6:05 PM** C **6:25 PM**
 B **6:15 PM** D **6:35 PM**

8C

2 In each answer choice below, angle Q is equal to 103° . In which answer choice is angle P equal to 64° ?



7E

6 The table shows five recent scores that are displayed on a video game at an arcade.

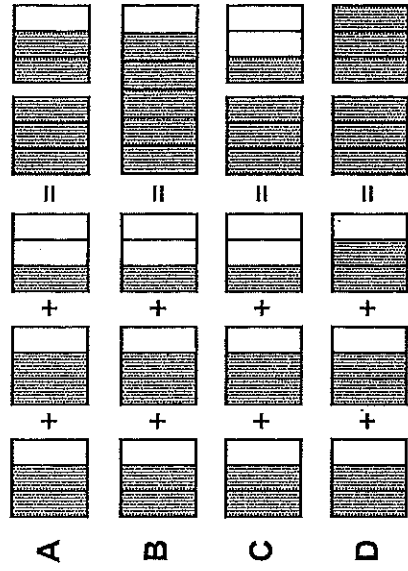
Player Initials	Score (points)
STW	612,682,998
JWB	621,780,095
RBA	612,975,314
ADR	614,300,187
CEB	612,684,309

Which lists the players in order from lowest score to highest score?

- F JWB, ADR, RBA, CEB, STW
 G STW, RBA, CEB, ADR, JWB
 H STW, CEB, RBA, ADR, JWB
 J ADR, CEB, JWB, STW, RBA

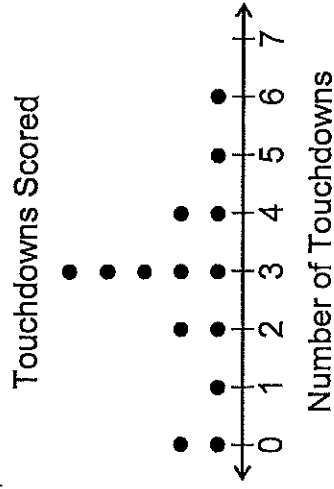
2C

3 Nate placed two-thirds pound of sugar, two-thirds pound of flour, and one-third pound of salt in a mixing bowl. Which model represents the total amount of sugar, flour, and salt in the bowl?



3E

7 Jacoury asked the players on his football team to tell him how many touchdowns they scored last season. He recorded the information on the dot plot below. Each dot represents 1 player.

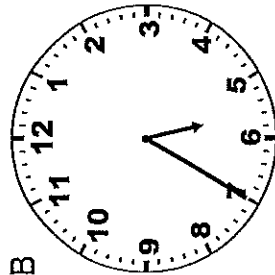
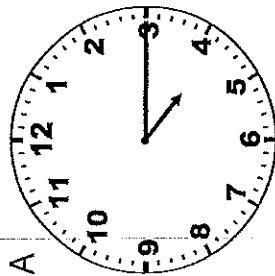


How many players on Jacoury's team scored at least 1 touchdown?

- A 1 B 6 C 12 D 14

9B

1 Whitney began jogging at the time shown on clock A and stopped at the time shown on clock B.



How long did Whitney jog?

- A 1 hr 15 min C 1 hr 25 min
B 1 hr 20 min D 1 hr 35 min

8C

5 This table shows the values of numbers X, Y, and Z.

X	Y	Z
2.9	3.05	0.75

Which table represents the same information?

A

X	$2\frac{9}{100}$
Y	$3\frac{5}{10}$
Z	$\frac{75}{100}$

C

X	$2\frac{9}{10}$
Y	$3\frac{5}{100}$
Z	$\frac{75}{100}$

B

X	$2\frac{9}{10}$
Y	$3\frac{5}{10}$
Z	$7\frac{5}{10}$

D

X	$2\frac{9}{100}$
Y	$3\frac{5}{100}$
Z	$7\frac{5}{100}$

2G

2 Which pair of fractions is NOT equivalent?

- F $\frac{1}{2}$ and $\frac{5}{10}$ G $\frac{8}{10}$ and $\frac{4}{5}$

- H $\frac{2}{3}$ and $\frac{4}{9}$ J $\frac{8}{16}$ and $\frac{1}{2}$

3C

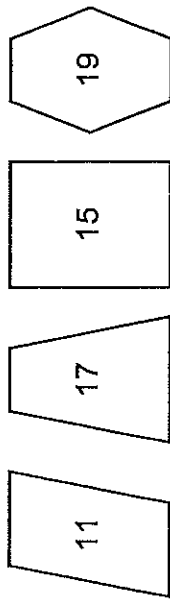
3 Each tire on

Ms. LeFleur's dump truck weighs 158 pounds. If her truck has 6 tires, what is the total weight of the tires in pounds?

0	1	2	3	4
5	6	7	8	9

4D

4 Dean drew 4 figures then wrote a number on each figure.



What is the sum of the numbers Dean wrote on the parallelograms?

- F 26 G 28 H 43 J 45

6D

6 The table shows the number of muffins and donuts that Thomas sold at a bake sale during four days last week.

Morning Bake Sale

Day	Muffins	Donuts
Thursday	5	8
Friday	7	10
Saturday	11	6
Sunday	8	10

Thomas sold each muffin for \$2 and each donut for \$1. What is the total amount of money Thomas earned at the bake sale?

- F \$65 H \$87
G \$96 J \$62

9B

7 Strom wrote a series of numerical expressions to generate a number pattern.

$$2 \times 1, 2 \times 2, 2 \times 3 \dots$$

Which table represents inputs and outputs that follow the same rule?

A

Input	Output
12	24
15	30
18	36

C

Input	Output
14	42
17	51
20	60

B

Input	Output
13	15
16	18
19	21

D

Input	Output
15	60
18	72
21	84

5B