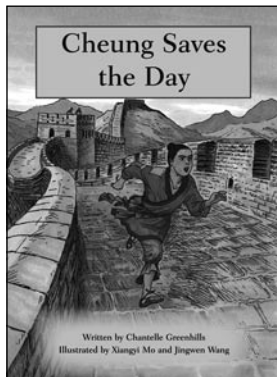


Cheung Saves the Day

Text Type		Lower 1500–1800 words RA 8.8–9.2	Middle 1900–2400 words RA 9.3–9.7	Upper 2500–3000 words RA 9.8–10.2
Fact	Procedure	Build Your Own Easel	Making a Cheesecake	So You Want to Be a Cartoonist?
	Recount (Explanation)	Ten Milestones in Space	Rail Accidents	Three Terrible Hurricanes
	Information Report (Description)	Mythical Creatures	The World of Caves	Top Towers
	Information Report (Explanation)	A Weather Counting Book	Two Polar Regions	Seven Ancient Wonders
	Interview	Food Science FAQs	Hobbies	Fireflies and Glow-worms
	Biography	Ned Kelly	Mother Teresa: Saint of the Gutters	Edmund Hillary
	Explanation	How Forensic Scientists Work	How Musical Instruments Work	How Solar Energy Works
	Procedural Recount	How I Learned to Be a Nipper	How I Trained for the Junior Triathlon	How I Learned to Snowboard
Fiction	Realistic Fiction (Out of School)	Junkyard Treasure	Outback Betty's	Harry's Dream
	Realistic Fiction (In School)	On the Case	The Real-Life School Project	Ms McMahon
	Historical Fiction	The Wooden Horse Trick	Cheung Saves the Day	The Slave
	Fantasy	The Cloud Washerwoman	Sammy Stevens Sings	Finbar and the Long Trek
	Science Fiction	A New Source of Power	The Intergalactic Race	Eighth Moon
	Humour	The Upstairs Dragon	My Rhyming Grandpa	Catty Bimbar and the New-Age Pirates
	Mystery	Mystery Under the Big Top	The Mystery of Autoplane 500	The Mystery of the Missing Food
	Folktales	The Wicked Witch of the Singing Sands	Gulnara	Momotaro, Little Peachling

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



CHEUNG SAVES THE DAY

Middle level fiction

Text type: Historical fiction

Reading age 9.7

Word count 2,041

Before Reading

Tell students that many fictional stories are entirely made up. The author will create the plot, setting, characters, and series of events. In some books, however, authors may base a story on events that really happened. They may use characters that were real people, or historical events that were believed to have occurred, to base a story around this plot or setting.

Authors may base a story on actual events because the original event was interesting or different from things that normally occur. Authors may create new plots and settings but use characters who were actual people. They may do this because the person or people

appear to readers or viewers.

Can you think of any books, films or shows that are based on real people or actual events? Discuss the plots, settings, characters or events of the texts suggested to work out how these fit as historical fiction.

COVER

Before Reading

Read the title and look at the cover illustration. What might this book may be about?

Discussion and question guide:

- *When do you think this story occurs?*
- *Where do you think this story is set?*
- *What aspects of the illustration tell you this story is set long ago?*
- *Does the illustration pose any questions? Discuss the expression on Cheung's face and the basket on his back.*
- *Read the blurb and discuss what is meant by the words historical recount, peasant, Ming dynasty and defend his country.*
- *Who is telling this story?*
- *Did this story occur in present times?*
- *What does the blurb tell us about the character of Cheung? Do you expect Cheung to be the main character?*
- *What might he do to defend his country?*

CHAPTER 1

During Reading

Read the subtitle of Chapter 1. What is an emperor? Lead students to understand that an emperor is a king.

In Chapter 1 you will learn some important history associated with this story. Jot down a few notes about Cheung and his family, when this story occurs, and what you think is important in setting the scene for this story. Be prepared to discuss what you think life was like at the time that Cheung lived.

We learn something interesting things about Hongwu. Be ready to chat about what you discover and how you think these things may influence his decisions as an emperor.

After Reading

What do we learn about the characters in Chapter 1? Share students' responses about the characters. Encourage discussion about how students perceive Cheung, the emperor, and Cheung's grandmother. Take us to a part of the text which makes you think that way.

When is the story set? Reread the first sentence on page 6. What does AD 1371 mean?

Encourage deeper discussion of Hongwu. How did Hongwu become emperor? What are some of the other things you discovered about him? Revisit page 6 of the text to check if needed. How do you think this background will affect his leadership? What has Hongwu already done that Cheung's parents and grandfather approve of?

How does Cheung's grandmother feel about Hongwu? Why?

What are your thoughts about Hongwu at this stage of the story?

CHAPTER 2

During Reading

What might the subtitle, Building the great wall, refer to? Activate prior knowledge of the great wall and encourage students to share what they know about this structure. Why was the great wall erected? Do you think we'll find out as we read Chapter 2?

As you read, take note of why the wall is being erected and of how it is constructed. Gather information about what type of place you think China was during these times. Be prepared to discuss how you think life was in 1371 and explain how Cheung's life is the same as or different from yours.

What do you think it would have been like to be working on the construction of the great wall? Explain. Who in Cheung's family worked on the wall?

After Reading

What have you learned about the construction of the wall? Encourage students to explain how it was constructed, what it was made from, and who built it. What was the great wall designed to do? Who were the Mongols? Revisit page 10 to clarify if needed.

Which members of Cheung's family worked on the wall? Did Cheung attend school? How do you know?

What kind of job do you think working on the wall would have been? Why? Is it a job you would have liked to do? Why? Do you think this is a suitable job for Cheung's grandfather? Why or why not?

Think back to the illustration on the cover. What do you think Cheung is carrying in his basket?

CHAPTER 3

During Reading

Read the subtitle of Chapter 3. What do you think this tells us about the events that may occur? What does the word weary mean? Who do you think it might refer to? Invite discussion and prediction.

As you read this chapter, note any words or phrases that need to be clarified.

Take note of Cheung's concerns about working on the wall and think about whether you think these are reasonable concerns. Think about how safe or unsafe it would have been to work in the conditions described in Chapter 3. Jot down factors that could make this job hazardous.

Be ready to discuss how you think these men feel about this work. Think about why there are no women working on the wall.

After Reading

Clarify any words students have identified. Revisit these words in the text and read the sentence that each of these words are contained in, before inviting predictions or responses. Discuss the meaning of the words *kiln-fired* on page 14. *Why do you think the bricks needed to be kiln-fired before being used on the wall?*

Tell me about what has occurred in Chapter 3. Probe students to provide detail about the construction of the wall and the physical toll on the men. Ask students to identify Cheung's concerns and discuss why Cheung would be worried about his grandfather. Ask students why the young and the elderly were most at risk working on the wall? How do we know this? Ask students to locate the part of the text that tells us.

Reread page 16. Describe the conditions.

CHAPTER 4

During Reading

What does the subtitle tell us? Who do you think was looking for a place to rest? What was making the job more difficult than usual?

As you read Chapter 4, think about the extra dangers that face the men in this chapter. Be prepared to discuss the physical strain of working on the wall. Jot down words from the story that describe how Cheung's body felt.

Take note of where Cheung shelters to rest. Where do you think his father and grandfather are?

Think about how the last sentence of the chapter could be important. Be ready to discuss what may happen in the next chapter.

After Reading

What is Chapter 4 about?

What made Cheung so tired? Which words from the story describe how physically weary Cheung was? Revisit page 19 to check if needed. Look at the picture on page 18.

Cheung already carries bricks in the basket. What do you think happens to the basket when it rains? Guide students to understand that objects get heavier when they absorb water.

What is the watchtower used for?

*How comfortable do you think Cheung was lying on the hard floor wearing wet clothes? Guide students to understand that Cheung was so tired and weary that he was not concerned about the discomfort. Ask students whether they have ever been that tired. *What was the dung and straw used for?**

Something made Cheung think that the dung and straw wouldn't burn the next day. What was it?

What will happen next?

CHAPTER 5

During Reading

What does the subtitle tell us? How threatening do you think the Mongols were?

What do you think might happen in this chapter? Invite prediction. During the discussion remind students that the straw was wet from the rain in Chapter 4 and Cheung thought that it may not burn. How could this be a problem?

Read Chapter 5 and see if your prediction is correct. As you read, take note of what time of day this chapter is set. This may help you predict what could happen. Look at the illustrations to give you an idea about how serious the problem might be. How many Mongols are there?

Be ready to chat about what Cheung needs to do.

After Reading

What was Cheung's first thought when he woke up and realized that it was morning? Revisit page 23 to check if needed. What does this tell us about Cheung?

What alerted Cheung to a problem and what did he discover when he got to the top of the watchtower? Was he correct about the straw not burning? How is this a problem? Revisit page 21 if needed to remind students that the smoking of the straw is how the guards sent coded signals to each other.

Since the straw would not smoke, what was Cheung ordered to do? Where did he run?

What could have happened if Cheung had not fallen asleep in the tower?

What do you think will happen in the next chapter?

CHAPTER 6

During Reading

Who does the subtitle refer to? How can Cheung save the day?

As you read Chapter 6, be thinking about how the guards can solve this problem. If there are thousands of Mongols and no army to defend the people against them, what do you think could happen? Could an army be assembled in time?

While you are reading, think about the events as they unfold. If this had occurred at another time, how might this story have ended differently? Jot down a couple of ideas to discuss. After you finish reading, think about how the situation might end. What kind of outcome would you expect?

After Reading

How did Cheung save the day? Do you think it will be long before the army arrives?

How could the situation have been different if the heavy rain had continued? Discuss students' thoughts. Would the Mongols have chosen a different time if the weather was poor? If it were raining, could Cheung have slipped while running along the narrow slippery ledge?

Reread the first paragraph on page 29. Cheung has felt this way before. When? Do you think the hard work has helped to prepare Cheung for this day? In what way?

What could happen next? What will give Cheung's people the advantage? Guide students to understand that the wall will enable them to fight from above and prevent the Mongols from invading.

What did Cheung's grandfather call him? How do you think that made Cheung feel?

▲ CODE BREAKER

A simile is a technique used by an author to compare something that happens in the book to something else. This helps the reader to understand what the author wants us to think or feel.

Turn to page 19. Read the first paragraph aloud together.

The author describes the way Cheung feels. My chest felt tight, as if it had a rope pulled around it. Why do you think the author uses these words? Describe what the author would like us to understand about the way Cheung feels.

Think of a time that your chest felt tight, as if it had a rope around it. Encourage students to share their responses. Support students to make a generalization about the kinds of things that make our chests feel this way.

What do you think these similes mean?

- Slinky Malinky was as black as midnight.
- Snow White's skin was as white as snow.

■ MEANING MAKER

When we read we attempt to understand the author's message. Sometimes the meaning is clear because it is just as the author has written. For example, when Cheung thought, *I did not speak*, that is exactly what the author meant.

At other times, however, the reader needs to read between the lines. That is, the reader must do some extra thinking to understand what the author is saying. For example, when Cheung recounted, *Panic gripped me by the throat*, he didn't really mean that something was gripping his throat. It is an expression that tells the reader how extreme the panic felt to Cheung.

Discuss the meanings of these:

- My eyes were glued to the path.
- The fate of the village rests on you.
- I had to will myself to take a step.
- My heart was racing.

◆ TEXT USER

In the blurb of this book, we find out that Cheung recounts this story.

Why do you think the author tells us that this is a recount? Guide students to understand that this tells us that the story happened in the past.

We also know that it is a historical recount. This tells readers that this story is based around fact. It may be based around events that are believed to have occurred, or it could be based around a character that was a real person.

Knowing that it is recounted by the character Cheung will help us to understand that we hear the story from Cheung's perspective. *Why is it important that we understand this? Guide students to understand that even if the events were true, this recount is Cheung's understanding or opinion about what happened.*

● TEXT CRITIC

When reading a story based on historical events, the reader needs to know that some of what they will read may be fact, but other parts may be fiction. The difficult part for the reader is to know what is fact and what is fiction. If readers know about the topic beforehand, it helps them to know what is true and untrue.

Turn to page 6. Reread this page. Be ready to discuss the parts of this page that you think

are true. Be prepared to chat about why you think this part or these parts are true.

Also think about parts that you are not sure really happened. Be ready to talk about why you are unsure about these parts.

Find another part of the story that you think actually happened. Also find a part that you are not sure happened. Be ready to explain your choices.

USING MULTIPLE INTELLIGENCES

Pair students for this task.

Construct: Use modelling clay and assorted natural materials (eg, sticks, bark, leaves, etc) to create a scene of the men working on the wall. Try to show how hazardous the conditions were for the men. (B, S, N, P)

Write: Revisit the book and find words from the story that describe the conditions for men working on the wall. Write a description of your construction. Include words from the story as well as some of your own words. (V, P)

Imagine: that you had to work on the construction of the wall. Tell your partner the most difficult part of your job and explain why. (I, V)

Present: You and your partner need to present your construction to others. Explain what you did to accurately portray the hazardous conditions. Read the description of your construction. (V, B)

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

- verbal-linguistic intelligence – word smart
- logical-mathematical intelligence – number/reasoning smart
- visual-spatial intelligence – picture smart
- bodily-kinaesthetic intelligence – body smart
- musical-rhythmic intelligence – music smart
- interpersonal intelligence – people smart
- intrapersonal intelligence – self smart
- naturalist intelligence – nature smart

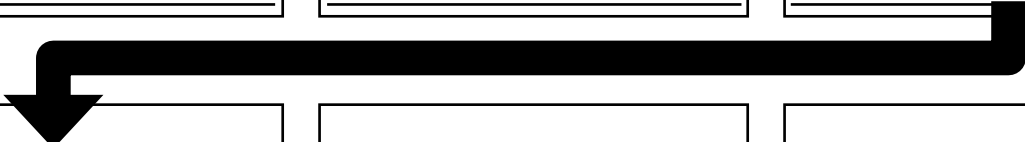
Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

Cheung Saves the Day

Name _____

Story Map Summary

Map the events in this story. For each chapter, write one or two sentences to summarize what happened.

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Cheung Saves the Day

Name _____

Read the sentences. Rewrite each sentence and substitute the bold word with an antonym (a word that means the opposite).

I could smell the **pungent** aroma of wet straw.

We live in a **remote** part of China.

Work on the wall was very **hard**.

I carried bricks up a rugged **narrow** track.

I saw two men **frantically** piling straw and dung onto a fire.

I ran back along the **treacherous** path.

Cheung had to move quickly to sound the alarm. Put these words in order from slowest to fastest.

run	sprint	walk	stroll
amble	jog	skip	trot



Cheung Saves the Day

Name _____

Can you relate to Cheung? Think of something that has happened to you that made you feel this way.

so cold that you are chilled to the bone

so tired that you must will yourself to take a step

so worried that your heart is racing

so careful that your eyes are glued to the path ahead



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Cheung Saves the Day

Name _____

1. How did the cover and blurb help you predict what this book was about?

2. How was this story told?

3. Write down what was interesting about Cheung's family.

4. Were there elements of *Cheung Saves the Day* that made this story difficult to read? Explain.

5. What was the most interesting part of this story? Give reasons.

6. Explain what the term "historical fiction" means.

7. Why do you think the author chose to write about the Great Wall of China?

8. How did this book help you learn more about your world? Has the story made you interested in visiting the Great Wall of China?



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Cheung Saves the Day

Name _____

Think about how you felt as you read this story. The author carefully recounted this story to include things the reader would be interested in and that would make you think about the events and characters in a particular way.

1. The author chose to recount the story from Cheung's perspective? Why? _____

2. Were you able to relate to Cheung? Do you think you would relate to the story as well if it were told from the grandmother's point of view?

3. Which qualities did Cheung have that you think are different from those of 12-year-olds today?

4. Which characters were portrayed in a positive or good way? Find words from the story that show evidence of this.

5. Which characters were portrayed in a negative or bad way? How did the author make us think they were negative or bad?

7. Do you think the author wants to make you interested in the real story of The Great Wall of China? Why?

8. What do you think the author thinks about the history of The Great Wall?



Cheung Saves the Day

Name _____

There are many different themes for historical fiction. In this story, the theme is the construction of The Great Wall of China.

Answer these questions about this historical recount:

1. Where and when did this story take place?

2. How easily can you imagine life in China in AD 1371? Explain.

3. How do you feel about Cheung?

4. How might this story be different if it had not been recounted by Cheung?

5. Do you think this story could happen now? Explain.

7. What can be learned from this story? Circle the things you think are the messages in *Cheung Saves the Day*.

sleeping away from home is not a good idea

many hands make light work

working together is important

family and community is important

don't go to work on rainy days

men on horses shouldn't be trusted



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