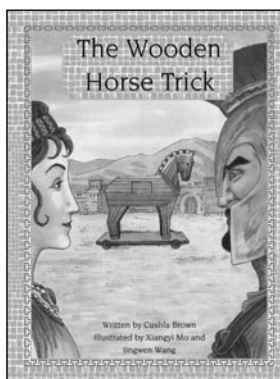


The Wooden Horse Trick

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.



THE WOODEN HORSE TRICK

Lower level fiction

Text type: Historical Fiction

Reading age 9.2

Word count 1,622

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 the story on real-life events. They may use characters that were real people, or historical events that were believed to have occurred, and create a story within this plot or setting. Sometimes authors do this when the original event was quite interesting or different from things that occur normally. In historical fiction the author will use an event that occurred in the past as the setting for the story.

Activate prior knowledge by discussing the show

Tutenstein. Discuss the historical character in this show. Guide students to understand that the author may have thought the historical character of Tut would be interesting to children since Tut himself was a child. The mummy theme is also interesting for the audience.

COVER

Before Reading

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

Discussion and question guide:

- *When and where do you think this story is set?*
- *Does the illustration pose any questions?*
- *What aspects of the cover tell you this story is set long ago?*
- *What do you think the wooden horse has to do with the story?*
- *Read the blurb and discuss what is meant by the words historical, love, war and trickery.*
- *What does it mean that Odysseus recounts this story?*
- *Who do you think the Spartan warriors are?*
- *Has anyone heard of Helen and Troy?*
Students should suggest that Helen is a princess. Explain that Troy is a place. *If Troy is a place, who are Trojans?*

- Consider the information the title, illustration, and blurb contain. What do you think happens in this story?

CHAPTER 1

During Reading

Read the sentence on page 4. What do we know about Odysseus? Who is telling this story?

In Chapter 1 you will find out how the problem in this story begins. As you read jot down factors from the story that contribute to the problem that is outlined at the end of the chapter.

You will be introduced to some of the main characters. Write down a few words to describe your early impressions of the characters Paris, Odysseus, Helen, and Menelaus. Consider which characters you consider may be the villains in this story.

We learn something important about Paris in this chapter. Try to identify this important information.

After Reading

What do we learn about the characters in Chapter 1? Share students' responses about the characters. Encourage discussion about how students perceive each character. Take us to a part of the text that makes you think that way.

Encourage deeper discussion of the character Paris. What occurs at the end of Chapter 1 that poses a significant problem? Probe students to explain why Paris taking Helen to Troy and marrying her will cause problems. King Tyndareus was uneasy when he was looking for a suitor for Helen. What do you think may happen as a result?

How do you feel about what happened? Do you think it was right or wrong of Paris? Do

you think Helen went willingly or was she kidnapped? Why do you think this? Could you find the important information about Paris? Direct students to page 5 and the prophecy of Troy burning.

CHAPTER 2

During Reading

Read the sentences on page 9. What do you think will happen in this chapter?

Read Chapter 2 and think about how Menelaus feels about what has happened. Be ready to discuss how Menelaus plans to find Helen.

What does Odysseus do when he finds out that Menelaus wants all the Greek kings and princes to go with him to Troy? Be ready to chat about Odysseus' reaction to the request. In this chapter Odysseus devises a plan that comes undone. As you read about the plan, think about what Odysseus could have done instead to achieve the outcome he wanted. Do you think Odysseus went to Troy?

After Reading

Discuss Menelaus's plan to find Helen. We are not told how Menelaus feels about what has happened. How would you expect him to feel towards Paris? He may have mixed feelings towards Helen. Why is this?

What reasons does Odysseus have for not wanting to go to Troy with Menelaus? Do you think these are good reasons? Why?

To avoid going, Odysseus devises a plan to trick Menelaus. What is the plan? Probe students to elaborate and provide detail. If needed direct students to page 11 to revisit the text. Reread page 11 and be ready to discuss the details of his plan. What do you think of this plan? What kind of plan would not have come undone? Chat with a partner and think of a better plan. Share students' ideas.

CHAPTER 3

During Reading

Read page 12 and predict what may happen in Chapter 3. Discuss student predictions.

A character trait is something we observe about the way a character behaves. Kindness is considered to be a positive trait, whilst selfishness is considered to be a negative trait. *As you read Chapter 3, think about what you learn about Odysseus. What do you learn that you would consider to be a negative character trait? Jot down some notes about what Odysseus does that helps you to form your opinion of him.*

We find out that the character, Achilles, also devises a trick. Be prepared to discuss the trick and how Achilles is found out. Achilles is not alone in planning his trick. Who helped Achilles to devise his plan?

After Reading

*Tell me about what has occurred in Chapter 3. Probe students to provide detail about the plan for Achilles to avoid going to Troy. Revisit the text to gather additional information. Direct students to page 13 to deepen understandings that Achilles was not acting alone. *Who else was involved? Why didn't Achilles's mother want him to go to Troy? Can you understand his mother's feelings? Can you recall the reason that Achilles' father, King Peleus, did not go to Troy? Revisit page 13 to find out if needed.**

Were there any other tricks? Revisit page 15 to check if needed.

What have you found out about Odysseus in this chapter? How does this make you feel about Odysseus? Is he someone whom you feel would be a good friend? Why or why not?

CHAPTER 4

During Reading

Read page 16 and tell me what slowed down the passage to Troy.

Read the chapter and write down any words you are unsure of. Try to predict what these words mean by rereading the sentence they are in and the sentence before and after. Jot down what you think and be ready to chat about these words afterwards.

This story seems to have some interesting relationships between the characters. *As you read about Achilles and Agamemnon, think about what their friendship would be like.*

As you read Chapter 4, try to pick out the most important thing that occurs. Be ready to share why you think this is the most important event.

After Reading

Ask students to identify the words they are unfamiliar with. Discuss the words *orator* and *persuasive*. *Reread the sentence before and the sentence containing these words. Probe students for their understandings of these words and guide students to understand that an orator is someone who is a smooth talker and good at getting their message across, and that being persuasive means that you are good at convincing others to come around to your way of thinking. Direct students to page 19 to discuss the words *getting the upper hand* and *avenge*. Discuss any other words identified by students.*

What sort of friendship do Achilles and Agamemnon have? What makes you think this?

What do you think was the most important thing to happen in this chapter? Why?

How long did the war last?

CHAPTER 5

During Reading

What does page 20 suggest to you?

Read Chapter 5 and think about why the army needed a plan to win the war. Be ready to chat about the plan that Odysseus thinks up and what you think of the plan. Make some notes about the key features of the plan. Jot down page numbers and key words that will help you remember important parts of the story.

What event that was predicted in the first chapter came true in Chapter 5?

How long did it take Menelaus to find Helen and bring her home? What were the consequences of this action on others?

After Reading

Ask students to respond to the guide questions.

Invite students to discuss the plan of the wooden horse. *Why do you think the horse was so effective? Why do you think Odysseus came up with a horse as opposed to some other idea?* Encourage students to revisit the text to help them to elaborate. *Why did the Trojans let them leave the horse in Troy? Revisit page 23 to check details if needed. If the ships didn't leave, do you think the Trojans would have been tricked?*

What happened after nightfall? What was the result of Paris's actions on the city of Troy?

What do you think it would have been like to hide in the wooden horse waiting for nightfall?

CODE BREAKER

Because this book is set a long time ago, it contains some words that we don't use regularly in our day-to-day talking. *Chat to a partner and see if you can work out the meanings of these words. It will help you to find the words in the book and read the sentence that the word is found in and perhaps the sentences before and after.*

- *suitor, oxen, merchant, orator, avenge*
- Discuss the word *prophecy* and guide the discussion to build understandings that this relates to *predicting future events*. Instruct the students to turn to page 5. Direct students to reread the paragraph beginning, "Long, long ago . . ." Ask students to identify the prophecy in this paragraph.

MEANING MAKER

Chat to your partner about the following questions. Use the book to help you to answer them. Jot down a few notes to help you to remember.

- *What is the event at the start that causes the problem in this story?*
- *Find three important things that happen in the story before the end.*
- *How is the problem solved?*
- *How do you feel about what happened in this story?*
- *What kind of person do you think Odysseus was? Think of words that describe him. Do you think he would be a good friend?*

Guide students to share their responses. Probe for clarification and elaboration as needed.

◆ TEXT USER

On the blurb of this book, it reads, “Odysseus recounts this historical story of love, war, and trickery set in Ancient Greece.”

Why do you think the author tells the readers that this is a recount? How does this support us to read this book? 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 makes some readers more interested, as the events in this story are based on facts. *Why might it spark more interest from some readers? Discuss.*

Knowing that it is recounted by the character Odysseus will help us to know that we hear the story from Odysseus’s point of view. *Why is it important that we understand this? Guide students to understand that what is presented may not be the way others from the time remember the events.*

● 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 knowing what is fact and what is fiction. If readers know about the topic beforehand, it helps them know what is real or made up.

Turn to page 21. Reread chapter 5. Be ready to discuss the parts of chapter 5 you think really happened. 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 have doubts about these parts. Jot down some notes to help you remember.

USING MULTIPLE INTELLIGENCES

Design: Paint/draw/make your favourite scene of *The Wooden Horse Trick*. (S, I)

Share: Show your design and explain why it is your favourite scene. (I, V)

Imagine: Work with a partner to think up an imaginative trick. Record notes about your trick and practise acting it out. (P, V, B)

Present: You and your partner need to present the trick to the class. Before you start, give the class some background about the trick. This will help them to be in on the joke. One partner acts as the person playing the trick and the other the person who is tricked. (P, 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.

The Wooden Horse Trick Name _____

Problem Resolution

What is the problem in this story?

What is the solution in this story?

Write another possible solution.



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The Wooden Horse Trick Name _____

Put these words from the book in alphabetical order:

Odysseus, Menelaus, Achilles, Priam, Sparta, Tyndareus, Troy, Trojans, Hecuba, Paris, Helen, Penelope, Scyros, Cinyras, Paphos, Agamemnon, Greek, Sinon

Read the sentences. Rewrite each sentence and substitute the bold word with another word that you think means the same thing.

The king wanted to find a **suitor** for his daughter Helen.

I disguised myself as a **merchant** selling jewels.

I would tell Tyndareus how he could **resolve** his problem.

I devised a plan to **trick** Menelaus.

Troy burned just as the **prophecy** had said.



The Wooden Horse Trick Name _____

Sequence and record the tricks in this story.

First



Next



Then



Finally



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The Wooden Horse Trick Name _____

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

2. How was this story told?

3. Write down what was interesting about the characters in this book. Are any of the characters like anyone you know today?

4. What factors made this book challenging to read? How did you overcome this?

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

6. Explain what the term “historical fiction” means.

7. Do you think the author likes history? Why or why not? Why do you think the author chose to write about the wooden horse?

8. How did this book help you learn more about ancient history? Has the story made you interested in researching the real events of this story?



The Wooden Horse Trick 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. What sort of mood did the author create for this story? _____

2. Think of some words that describe how you felt as you read the story. Find words in the story that made you feel this way.

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

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

5. Reread pages 7, 11, and 21. How did you feel about Odysseus at each point of the story? Describe how the author was trying to make you think about Odysseus.

7. Do you think the author wants to make you interested in the real story of the wooden horse? Why or why not?

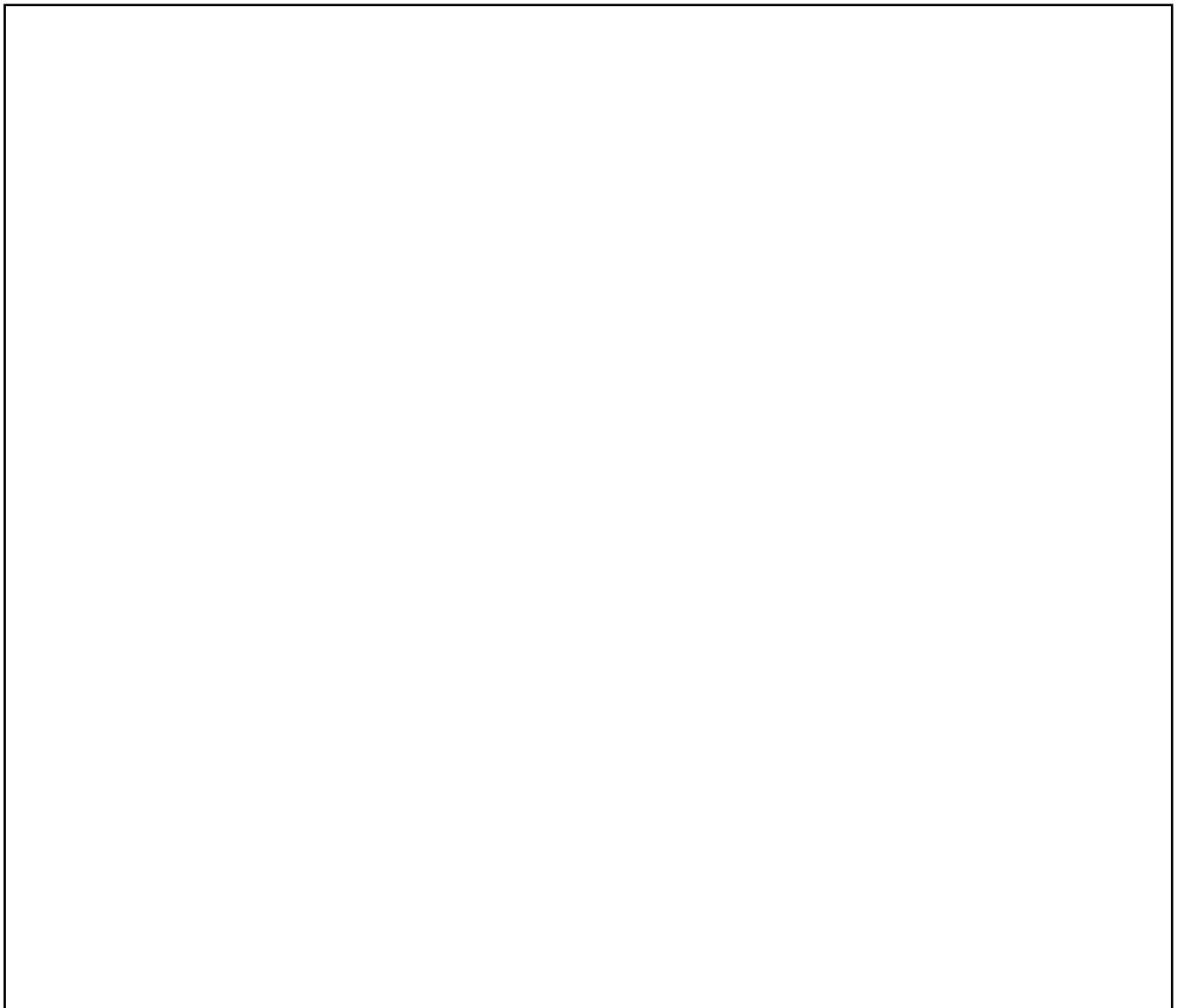
8. What do you think the author thinks about the history of this battle?



The Wooden Horse Trick Name _____

Multiple Intelligences (interpersonal, visual-spatial)

Reread the story. Choose a character and draw this character in the middle of the box. Write the character's name underneath your drawing. Think of a few special possessions you think this character may have had and sketch small pictures of these items along the bottom. Around your picture write words or phrases that describe your character (e.g. tall, strong, funny, etc).



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The Wooden Horse Trick Name _____

There are many different themes for historical fiction. In this story, the theme of war determines the plot, setting, characters, and events.

Answer these questions about the setting:

1. Where did this story take place?

2. How easily can you imagine the places where the story occurs? Explain.

3. Does the time this event occurred play an important role? Why?

4. Could this story happen now? Explain.

5. Could this story happen to you? Explain.

6. Would you like to have been there in the action of this story? Explain.



