

THE PEASANT PRINCE

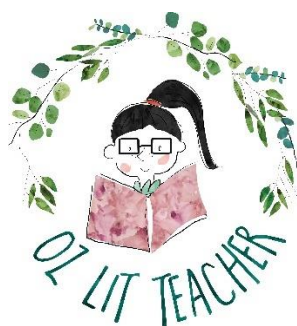
BY LI CUNXIN & ANNE SPUDVILAS



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| | | | | | ✓ | ✓ | ✓ | ✓ | | |

This book could be shared with all year levels but used to study reading and writing for the above year levels.

| Writing | |
|------------------|---|
| Ideas | ✓ |
| Organisation | ✓ |
| Voice | ✓ |
| Word Choice | |
| Sentence Fluency | |
| Conventions | |
| Presentation | |



| Reading | |
|----------------------------|---|
| Determining Importance | |
| Inferring | |
| Making Connections | ✓ |
| Predicting | ✓ |
| Questioning | ✓ |
| Summarising & Synthesising | |
| Visualising | |

Writing

In this much shorter version of his life's journey, Li tells the story of how he had to leave his family in order to seek a brighter future as a ballet dancer.

This would be a particularly useful mentor text for looking at how adding personal thoughts to a recount/memoir can add interest for the reader (The VOICE trait). Often when our students write these pieces they stick to facts and actions and forget to bring out their voice through sharing their inner thoughts and dialogue. This book could be used to discuss the trait of ORGANISATION as well, how did the author decide which life events to leave out for this shorter version? How did he choose which parts to slow down or speed up and how did he go about doing this in the book (eg. 'Two years went by before I found a friend')

Reading

For reading, I would suggest using the text for some basic PREDICTING but would also encourage making connections to other knowledge about the Chinese cultural revolution or to other people who have had to work hard to achieve success. What questions are students left with after reading this book? And then of course you could always watch the movie