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TOUCHDOWN

Title of Close Reading Text: Asli and the Bear

Learning Intention: I am learning to improve my reading comprehension by asking and answering text-dependent questions in order to increase my perseverance when reading and comprehending challenging text.

Success Criteria:

- I can participate in multiple re-readings of the same text looking closely at text, paragraph, sentence, and word level choices.
- I can participate in rigorous conversations about the text with my peers.
- I can analyse the text for literary devices which help in comprehending the text.
- I can understand and evaluate the types of characters represented in the text.
- I can analyse the text through a character arc.
- I can apply all of these principles into my own writing.

Reading	Text-Dependent Questions	Outcome:
1st Reading What it says. Key ideas and details	Where is the text located? How do you know this? What time frame is the text-based in? What evidence supports this interpretation? Who are the main characters? List all of the characters and discuss whether they are the: Teacher note: Protagonist: Main character. Deuteragonist: The character who is not exactly the main character, but very close. A parent, sibling or best friend.	EN3-OLC-01 EN3-RECOM-01 ACELY1801

	<p>Antagonist: Tries to oppose the main character Tertiary characters: Add depth to the story but don't alter or have impact on the narrative.</p> <p>What is the text about? What is the theme?</p> <p>Is this narrated from first-, second- or third-person narration?</p> <p>What elements of the text caught your attention?</p> <p>What was the reason given for the refreshing of the paintings on page 21? Discuss.</p> <p>Foreshadowing has been used as a narrative device to suggest or warn of events to come. The author does this carefully in the opening column on page 20. Re-read this section and discuss what has been foreshadowed.</p> <p>Teacher note: Both Asli and his father verbally and non-verbally display trepidation about bears. There are several examples where this has been inferred. Ask the children to find these examples:</p> <p>"Papa, if I put my feet exactly where yours went, then maybe a bear won't see my tracks, and won't think I'm a youngster he can ambush and eat."</p> <p>"You are a worry guts. I told you the bears are hibernating, didn't I?"</p>	
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	His father spoke convincingly, but Asli noticed that he looked around for bear tracks and they walked up the hillside.	
2nd Reading How it says it. Craft and Structure	What can be inferred about Bear's behaviour and intelligence from this sentence? "Papa, if I put my feet exactly where yours went, then maybe a bear won't see my tracks, and won't think I'm a youngster he can ambush and eat." Character Arc: Throughout the text the protagonist, Asli, undergoes a huge character transformation: As a group explore the changes that Asli goes through on each page and brainstorm these along a continuum or timeline. Page 20: Scared, worried, tentative Page 21: disappointed, inquisitive, pride, Page 22: Fear, panic, Page 23: courageous, brave, Page 24: evolved, grown up, coming of age. Link to writing: It is important to use mentor texts such as this as opportunities to improve our own writing. Use this time to review and edit a narrative piece of writing, critically reflecting on whether you have included at least two different types of characters, protagonist, deuteragonist and maybe even an antagonist. Be sure to include that your protagonist has a character arc that reveals how your character grows and changes across your narrative.	EN3-RECOM-01 EN3-UARL-01 EN3-CWT-01 ACELY1713
3rd Reading What it means.	As the reader, what was the most important learning you took from the text?	EN3-CWT-01 ACELT1618 ACELY1711

<p>Integration of knowledge and meaning.</p>	<p>What do you think Asli learned about himself through this story?</p> <p>Teacher note: Asli learned that he could meet his fears head on and come out more courageous than ever.</p> <p>How do all the narrative devices work together to achieve the purpose of the text?</p> <p>Assessment for/as/ of learning: Link to writing: Using the format of Asli and the Bear, the types of characters and the character arc independently create your own narrative.</p> <p>Change the: Plot Setting Character names</p> <p>Keep the: foreshadowing Point of view Character arc theme</p> <p>Share your compositions on this mentor text.</p>	
<p>General follow-up questions for each of the readings:</p>	<p>How do you know this? What evidence do you have to support that? Why do you think this? What examples can you find in the text?</p>	