

TOUCHDOWN

Title of Close Reading Text: Scuttle Bug

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

Success Criteria:

- I can participate in multiple re-readings of the same text looking closely at key ideas, craft, structure, text, paragraph, sentence and word level choices
- I can participate in rigorous conversations about the text with my peers
- I can ask questions of the text so that I can make sense of the text
- I can answer questions of the text using the evidence provided in the text
- I can share my opinions and back my interpretation of the text with evidence from the text
- I can use my key learning from the close reading lesson to improve my own writing.

Reading	Text-Dependent Questions	Outcome:
<p>1st Reading What it says.</p> <p>Key ideas and details</p>	<p>Where is the text located?</p> <p>What is the timeframe the text is set in?</p> <p>(Use this discussion as an opportunity to establish an understanding of the definition of Post-Apocalyptic which based on the Merriam-Webster definition means " a world existing or occurring after a catastrophically destructive disaster or apocalypse")</p> <p>You may like to share with children that the Post-Apocalyptic genre is a very popular genre of literature normally aligned to adult literature. Famous authors include Margaret Atwood, George Orwell, H.G. Wells.</p>	<p>EN3- RECOM-1 EN3-OLC-01 EN3-UARL-02 ACELY1709 ACELY1713</p>

	<p>Children may be more familiar with this genre through movies such as Mad Max, Waterworld, Wall-E, The Lorax, The Day After Tomorrow.</p> <p>What is the text about?</p> <p>What elements of the text caught your attention?</p> <p>Who is the narrator? How do you know?</p> <p>What is the theme of this text? What is the authors intention? When you strip away all of the characters dialogue, the imagery, plot and setting what is at the heart of the story?</p> <p>Allow time for discussing amongst partners to clarify their thinking and enable students to articulate their thoughts well.</p> <p>Tell students this is the <u>theme</u> of the text. “Themes convey an attitude or value about an idea in the text.”</p> <p>With your thinking partner discuss and come up with a <u>gist statement</u> of what the theme is and present it to the wider group.</p> <p>Record these statements as assessment as/of learning.</p>	
<p>2nd Reading How it says it.</p>	<p>Teacher note: Author craft refers to the intentional decisions, tools and techniques an author uses to convey a story and develop and support a central theme in the text.</p>	<p>EN3-OLC-01 EN3-RECOM-01 EN3-CWT-01 ACELT1800</p>

Craft and Structure

Teacher note: The structure of the text is again the intentional decision by the author to organise information in a manner that is best going to support their intention. Whether it be to entertain, inform or persuade. The strength for children comes in being able to recognise these structures intentionally so that they can understand the key concepts and comprehend the text fully, and then recreate these techniques in their own writing.

The author has used a technique referred to as Foreshadowing which means the author gives the audience a clue about what is going to happen in the text. Ask the children to scan the text to see if they can identify the occurrence of foreshadowing:

If children are unable to locate this independently, guide them to the beginning of the text where it says:

- “Everyone at the settlement says scuttle bugs bring good luck.”

Ask children if anyone picked up on this in their first read? What was the good luck that was to be realised through the text?

Discuss what impact it has on their reading and interpretation of the text now they are aware of it?

Link from Understanding texts to Creating texts: Ask children to reflect on one of their own pieces of writing. Ask children to revise and edit a piece of writing they have already completed and would benefit from the inclusion of foreshadowing. Alternatively, you may like to provide explicit examples on co-constructed texts completed by the class.

How has the author used inference to establish the setting without being literal? Scan the text for examples, highlight them and discuss.

Examples include:

- scurries down the **crumbling road**
- Everyone at the **settlement** says scuttle bugs bring good luck. I’m not sure about that, but they are good at **finding food scraps**, even from the most **forgotten parts of the city**.
- They can smell so keenly that they sometimes find things in packets and cans **from before**.
- Calmbers along **fallen light poles**. Up, down, under, over. There are benefits to being rat-sized in a **broken city**.

	<ul style="list-style-type: none"> • Scuttle, scuttle, scuttle goes the scuttle bug- down the dusty road, around a rusty truck and through an open doorway. • Lots of buildings have funny smells these days, especially if the wind and rain can get in. • I have heard people talk about how schools used to be. • I should go back. I'm not supposed to be in this part of the city. And I'm really not supposed to be inside a building here. <p>Allow children to offer any further suggestion they find within the text.</p> <p>How do all of these descriptions enable the reader to make inferences into the setting? How do these details support the children in comprehending that the story is set in a world and time very different to the one we currently occupy?</p> <p>Ask children to record their reflection on this discussion as a gist statement which can then be used as an assessment of/as learning.</p> <p>Link from Understanding texts to Creating texts: You may like to use this as a stimulus for a piece of original writing from the students where they find themselves existing in their hometown, however, their circumstances and timeframe are completely different.</p>	
<p>3rd Reading</p> <p>What it means.</p> <p>Language features, sentence structures, visual components, text cohesion, repetitions devices and language features.</p>	<p>Can you identify the words and phrases that contribute to the imagery that is successfully included into the text?</p> <p>Teacher note: Imagery is a technique that authors use to appeal to the readers using taste, smell, sight, sound and touch.</p> <p>Ask children to scan their text and highlight examples where the author has effectively used the senses to appeal to them as the audience.</p> <p>Examples will include:</p> <ul style="list-style-type: none"> • Danny Furo said a scuttle bug once found him a can of pineapple, and it was the best thing he'd ever tasted. • I'd like to taste pineapple too, so I pull on my tattered boots. • It's quiet inside. Even quieter than the silent streets. • One wall is all smashed-up windows, and the afternoon sun streams in. • The other wall is dotted with doors, or spaces where doors used to be. 	<p>EN3-RECOM-01 EN3-UARL-01 EN3-CWT-01 ACELT1613 ACELT1614 ACELT1617 ACELT1800</p>

	<ul style="list-style-type: none"> • A weird smell tickles my nose- like mushroom stew left out too long- but I ignore it. <p>Encourage children to share further examples.</p> <p>Once children have collaboratively located all of the key examples of imagery, ask children:</p> <p>How did the use of imagery help you to understand and connect to the central characters?</p> <p>How has the inclusion of imagery helped you comprehend the text?</p> <p>Can you make any connections to other texts that you have read, viewed or listened to that explore similar events, themes and purpose?</p> <p>What were these texts and how are they similar to Scuttle Bug? Be specific.</p> <p>Link to creating texts: Provide time for children to reflect and edit their own writing after the close reading lesson and identify opportunities where they could improve their own writing through the inclusion of imagery.</p> <p>This can then be used as an assessment of learning.</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>	