

BLAST OFF

Title of Close Reading Text: Operation Swimming Pool

Learning Intention: I am learning to identify, discuss, and describe different ways that authors use words, images, structures, and literary techniques to express their ideas in literature in order to use some of these techniques **selectively** and **intentionally** in my own writing.

Success Criteria:

- I can locate examples of different types of literary devices such as metaphor and discuss why these are used in literature
- I can explain how narrative structure is used for specific literary purposes
- I can explain how characterisation is used to convey the authors intention
- I can learn from established authors to draft, edit, and revise my own narrative writing to make it more interesting.

Reading	Text-Dependent Questions	Outcome:
<p>1st Reading What it says.</p> <p>Key ideas and details</p>	<p>Teaching note: Ensure students come to the Close Reading session already exposed to the text either through read-alouds, independent reading or by listening to the audio recording available through a Digital Subscription.</p> <p>Narrative story mapping:</p> <p>Use the Narrative arc template available on the NSW DoE Digital learning tool to map the:</p> <ul style="list-style-type: none"> • Orientation • Complication (multiple) • Resolution (slow reveal) • Coda <p>Ask children to highlight "The sun is a flaming ball in the sky." Ask the children: 1) What impact does this metaphor have on the opening paragraph?</p>	<p>EN2-OLC-01 EN2-RECOM-01 EN2-CWT-01 EN2-UARL-01</p> <p>AC9E4LY02 AC9E4LY03 AC9E4LY06</p>

- 2) Try re-reading the opening paragraph without the metaphor. What impact does it have? Does it make the opening paragraph more or less effective? Discuss.
- 3) What point is the author trying to make by including this metaphor?

Teaching point: The author has included this metaphor as it helps convey the level of heat and brightness coming from the sun. It helps explain the idea to the reader.

Setting:

Page 8: IT'S THE HOTTEST DAY EVER. The sun is a flaming ball in the sky. There's no breeze and, worst of all, there's no pool.

Complication:

Teacher note: This text has multiple complications which help to build tension for the reader and keeps the reader tuned into the story. The additional pay off for multiple or progressive complications is that they help the reader empathise with the character as they want to see how the characters resolve their problems.

Page 9: "Grandpa plugs in the electric pump. It wheezes and whooshes for an awfully long time, but the pool is still sad and flat. 'How much longer, Grandpa?' Jemima holds the hose. 'I can't wait for it to be ready!' Grandpa pokes and prods. 'Sorry kids, the pool has a puncture.'"

Page 9: "The public pool is closed for renovation. The closest beach is two hours away. And you can't choose your friends based on whether they own a pool (or so Mum tells Jemima). 'Mrs Grobbit next door has a pool,' says Nana. But Mrs Grobbit and her dog, Bramblesnoot, are terrifying. And Mrs Grobbit never cleans her pool, so it's slimy and green. Yuck!"

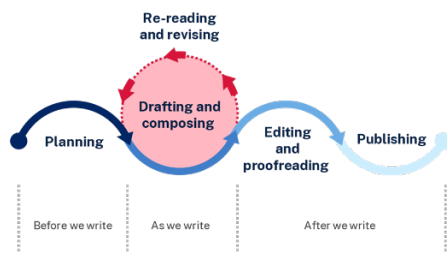
Resolution:

Teachers notes: In this resolution we see an example of the power of a slow reveal/resolution. The reader is spoon fed pieces of information, which allow them to predict, infer, confirm and re-predict the resolution without the author directly stating it.

Ask students the following question:

- 1) How do the following excerpts add together to provide the resolution to the problem?

	<p>2) Discuss the effectiveness of this technique.</p> <p>Page 10: ‘All right, troops, I’ve got an idea,’ says Grandpa with a gleam in his eye. He kneels on the grass and Jemima and Felix huddle around. ‘But I warn you, Operation Swimming Pool is fraught with both fun and danger.</p> <p>Page 10: ‘Righty-ho. Jemima, we need to secure the perimeter. Fetch every door snake in the house and bring them to the cubby. Felix, seize all pool toys and float rings.’</p> <p>Page 10: “Felix brings pool rings and water toys. ‘Pool noodles at the ready, sir!’ ‘Excellent job, recruit.’ Grandpa points to the cubby. ‘Now, go inside, close the door and stuff door snakes in every gap.”</p> <p>Page 11: ‘ Grandpa turns on the hose. First a trickle, then a squirt, then a great gush of water pours into the cubby. The water is up to Jemima’s ankles ... Then up to her knees ... Then up to her waist</p> <p>Coda:</p> <p>Operation Swimming Pool Successful!</p> <p>Link to creating text task: Summarise the successful elements of narrative writing the author has used within their text “Operation Swimming Pool.”</p> <ul style="list-style-type: none"> - Metaphor - Multiple complications - Slow reveal resolutions - Character development through overcoming problems - Coda <p>Provide opportunity for students to take on board this learning and apply through a rewriting of a narrative they have already written a first draft of.</p> <p>Ask children to re-engage with their first draft and look for opportunities where they can include the above 5 elements that made this narrative successful.</p>	
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Character study: Grandpa

Locate, highlight and read through the following excerpts with the focus question in mind.

Focus question:

- 1) What can we infer and learn about Grandpa through these text excerpts?
- 2) What do they reveal about the kind of person Grandpa is?

Page 9: "Except for Grandpa, all the grown-ups escape into the house to watch TV in the dark and drape cool cloths on their heads."

Page 9: 'Mission accomplished.' Grandpa laughs. 'Your new orders are to have fun!'

Page 12: 'This mission is even better than Operation Pizza Party!' cries Jemima.

Page 13: 'Sorry, I've got you kids into trouble. Again.'

Page 13: 'Only to let the kids have the simple joy of a swimming pool on a sweltering day.' Grandpa gestures at the kids. 'They've got their float rings on, and I'm here to supervise.'

Teaching focus: Ensure the conversation between students identifies that Grandpa:

- remembers what it is like to be a kid and how important it is to have fun
- he is really good at relating to his Grandchildren
- he has come up with these type of fun plans before
- he is a kind and thoughtful Grandfather
- he puts his Grandkids first
- He is very sensible, safe and can have fun at the same time.

	<p>Ask children to discuss:</p> <ol style="list-style-type: none"> 1) Which character dealt with the problem in the most positive way? Provide evidence from the text and be prepared to discuss. 2) How did these moments reveal Grandpa to be the fun, thoughtful and safe character that he is? 3) What were the children like at the beginning of the story? 4) How did the children grow and change through the narrative? 5) What layers of complication were the children faced with? As a group see if you can find and list all of the obstacles the children had to overcome. 6) What impact did Grandpa have on the children? What did he teach them? <p>Assessment for/as learning:</p> <ol style="list-style-type: none"> 7) Write a gist statement that captures your understanding of how characters in narratives have to be faced with complications in order to grow and change. Why is overcoming problems an important element of narrative and characterisation? <p>Link to creating text:</p> <p>Use this key learning and analysis of text as the impetus for a narrative writing opportunity. Children can participate in drafting a narrative or rewriting and revising an existing narrative to see how it could be improved now that they understand narrative arc and characterisation.</p>	
<p>2nd Reading How it says it.</p> <p>Craft and Structure</p>	<p>Ask children:</p> <ol style="list-style-type: none"> 1) Who do you care about most in this text? Reveal to children that the answer is most often the hero/protagonist. <p>Teaching note: This is important because most of the action centres around the hero/protagonist, so it makes sense that this is the character the audience cares the most about.</p> <p>State: There is a hero/protagonist character in this text. Who do you think the hero/protagonist character is? (Grandpa)</p>	<p>EN2-OLC-01 EN2-VOCAB-01 EN2-RECOM-01 EN2-CWT-01 EN2-UARL-01</p> <p>AC9E4LY02 AC9E4LA07 AC9E4LE02 AC9E4LE03</p>

Co-create by rereading, recording and discussing a list of the vocabulary and dialogue unique to the hero character. Here are some examples.

All right, troops	Affirmative , sir	Righty-ho. Secure the perimeter
Synchronise watches.	Now, skedaddle	Excellent job, recruit .
All done, commander .	Good work, soldiers!	Recruits , don protective gear.
Donning protective gear keeps you safe on a mission .	No shortcuts, recruit .	Equipment check!
Mission accomplished	Commanding officer, coming through.	Operation Swimming Pool has been compromised .

Ask children:

- 1) Which characters do you dislike the most in this story? Discuss who and why.

Teaching note: The answer is most likely going to be the **antagonist**. (Mum) Whilst Mum isn't your typical evil, opposition antagonist. She does threaten the main characters fun and is the source of conflict, which makes Mum the antagonist in this story.

Co-create by rereading, recording and discussing a list of the vocabulary and dialogue unique to the antagonist character. Here are some examples.

What's going on? Mum yells.	Why is all this water on the ground?	Here comes the commander.
Mum is the Big Cheese Commander.	Open this door now!	Mum appears at the window. What have you done to the cubby?
No its not, says Mum. It's a cubby half-flooded with water.	Mum puts her hands on her hips. What were you thinking, Dad?	Mum disappears to fetch dad.

Ask children to discuss:

- 1) Why does Mum as the antagonist play an important role in the narrative development?

- 2) What implications would it have if there was no antagonist in this narrative? How would it impact the story?
- 3) What critical elements does the antagonist bring to the story? (tension, overcoming adversity, risk taking)

Ask children:

- 1) If Grandpa is the protagonist and Mum is the antagonist, what type of characters are the children? (Allow reflection time as children may not have the answer)

Teacher note: Introduce the children to the term “**deuteragonist**”. An easier term to remember, might be **secondary characters**. This means, characters who are not the main character but extremely close to it. The children are also great examples of **dynamic characters**, as they undergo growth and change from whinging and whining to brave and courageous with the help of Grandpa as hero/protagonist.

As a group analyse the text for examples where the children display growth and change from whinging and whining to being brave and courageous. Here are some examples.

Whinging and whining	Brave and courageous
I'm absolutely boiling hot.	Yes, sir.....Affirmative, sir.
I wish we had a pool.	Watches synchronised.
It's sort of cool, but you can't <i>splish splash</i> .	Jemima scoots away. Without Mum or Dad noticing, she collects two, four, six door snakes, and dumps them in the cubbyhouse.
You can play ball games under a sprinkler but you can't dive down and see how long you can hold your breath.	Felix brings pool rings and water toys. 'Pool noodles at the ready, sir!
I can't believe it..... We're doomed to perish in the sun.	They kick around like happy fish.
I'm very, absolutely melting in this heat..... I might have to go to hospital with heat soak.	They splish and splash, play ball games, and dive down to see how long they can hold their breath.
	It's okay, Pa. Jemima hugs him. 'If you want something good, you have to take a chance.' 'And this was extra special good,' adds Felix.

	<p>Assessment for/as learning:</p> <p>Write a gist statement that highlights the children’s understanding of the importance of different character types within a narrative.</p>																												
<p>3rd Reading</p> <p>What it means.</p> <p>Language features, visual components, text cohesion, repetition</p>	<p>Type of sentences</p> <p>Teacher note: Throughout this text the author has deliberately used many different forms of sentences from imperative sentences to give a command to interrogative and exclamatory sentences. All forms of sentences help with purpose, characterisation, conveying emotions or enabling different viewpoints to be considered.</p> <p>Work through these examples and identify with the students what type of sentence it is, and which character said it (protagonist, antagonist or deuteragonist) Finally, see if you can identify any patterns between the two.</p> <p>Refer to the NSW Syllabus for further definitions of the different types of sentences.</p> <p>Teacher note: In the instance, work through the text to identify interesting, key sentences and try to identify what type of sentence they are, and which character type stated them or they refer to. If this is difficult use the following sentences to promote discussion. Here are some examples.</p> <table border="1" data-bbox="491 1288 1163 1861"> <thead> <tr> <th>Text example:</th> <th>Type of sentence</th> <th>Character</th> </tr> </thead> <tbody> <tr> <td>Fetch every door snake in the house and bring them to the cubby. Felix, seize all pool toys and float rings.</td> <td>Imperative</td> <td>P</td> </tr> <tr> <td>‘Now, go inside, close the door and stuff door snakes in every gap.</td> <td>Imperative</td> <td>P</td> </tr> <tr> <td>‘No shortcuts, recruit. We do it safely or not at all.</td> <td>Imperative</td> <td>P</td> </tr> <tr> <td>‘What have you done to the cubby?</td> <td>Interrogative</td> <td>A</td> </tr> <tr> <td>‘Who’s going to clean up this mess?’</td> <td>Interrogative</td> <td>A</td> </tr> <tr> <td>‘I’m absolutely boiling hot,’ says Jemima.</td> <td>Exclamatory</td> <td>D</td> </tr> <tr> <td>‘I’m very, absolutely melting in this heat,’ says Felix.</td> <td>Exclamatory</td> <td>D</td> </tr> <tr> <td>‘Ugh! Do we have to?’ says Jemima. ‘It’s so annoying.</td> <td>Exclamatory</td> <td>D</td> </tr> </tbody> </table> <p>Teacher note: Be sure to highlight the link between each sentence type and the character type that spoke them.</p>	Text example:	Type of sentence	Character	Fetch every door snake in the house and bring them to the cubby. Felix, seize all pool toys and float rings.	Imperative	P	‘Now, go inside, close the door and stuff door snakes in every gap.	Imperative	P	‘No shortcuts, recruit. We do it safely or not at all.	Imperative	P	‘What have you done to the cubby?	Interrogative	A	‘Who’s going to clean up this mess?’	Interrogative	A	‘I’m absolutely boiling hot,’ says Jemima.	Exclamatory	D	‘I’m very, absolutely melting in this heat,’ says Felix.	Exclamatory	D	‘Ugh! Do we have to?’ says Jemima. ‘It’s so annoying.	Exclamatory	D	<p>EN2-OLC-01 EN2-RECOM-01 EN2-CWT-01 EN2-UARL-01</p> <p>AC9E4LY02 AC9E4LA06</p>
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	Ask children to conduct a similar review in another text previously read or alternatively review a peers narrative writing.	
General follow up questions for each of the readings:	<p>How do you know this?</p> <p>What evidence do you have to support that?</p> <p>Why do you think this?</p> <p>What examples can you find in the text?</p>	