

# ORBIT

## Title of Close Reading Text: Earth Can Wait

**Learning Intention:** I am learning to read, analyse and comprehend narrative texts by established authors so that I can replicate the techniques and structures they use to write for specific audiences in an entertaining way.

### Success Criteria:

- I can ask relevant and open-ended questions to explore a topic with others
- I can listen actively and respectfully to other's opinions and perspectives and provide constructive feedback.
- I can identify and explain common patterns in narratives such as plot twists
- I can recognise and analyse how authors use techniques such as foreshadowing and plot twists to subvert the expectations of the reader
- I can select a literary form that suits my purpose and audience
- I can use appropriate text structures and features to organise and enhance my writing
- I can use varied and precise language to create a vivid picture of my characters and settings

Reading	Text-Dependent Questions	Outcome:
<p><b>1<sup>st</sup> Reading</b> What it says.</p> <p><b>Key ideas and details</b></p>	<p><b>Ensure students come to the Close Reading lesson having already transacted with the text either through read-aloud, independent reading or by listening to the audio recording if you have a digital subscription.</b></p> <ol style="list-style-type: none"> <li>1) Discuss the significance of the title, "Earth can Wait." Discuss how this title gives us a significant insight into what is about to be revealed in the text.</li> <li>2) Explain to students that this is an example of <a href="#">foreshadowing</a>. The title indicates or suggests in advance what is going to happen in the text.</li> <li>3) Who is the narrator? Whose point of view is this text representing? ( First, second or third person narration)</li> </ol> <p><b>Teacher note:</b> visit this concept retrospectively and discuss the impact this had on readers. Did children pick up on it the first time they read through the text? This</p>	<p>EN3-OLC-01 EN3-UARL-01 EN3-CWT-01 EN3-RECOM-01</p> <p>AC9E5LY02 AC9E5LE03</p>

could be a great opportunity for children to apply this to their own revision of a narrative.

- 4) How do you feel the main character (protagonist) is feeling about the move back to Earth? Discuss. (Answer: excited, but sad at the same time as he is going to miss his friend EB8)
- 5) On page 15 find all of the evidence that suggests Cooper is going to miss his friend.
  - Suddenly he felt a hint of sadness.
  - I wish you were coming too.
  - Then he hurried to his small cabin.
- 6) Why do you believe Cooper hurried to his small cabin? What does this reveal about the protagonist?
- 7) What are the main things Cooper is looking forward to experiencing on Earth? Discuss.
- 8) Discuss the differences between Aunt Dalla's understanding of EB8 and Cooper's reality.

<b>Aunt Dalla believes:</b>	<b>Cooper's reality:</b>
And having nobody to talk to but a heartless robot....	Bad new? Is it really such bad news?
Well, what a nightmare that must be!	He had to hug the rusty robot close.
Sadly, you'll now have to spend another year that piece of machinery.	He had to cry tears of relief and share the good news he had been given.
	Like the liquid nitrogen volcano that he and EB8 would soon spend happy hours exploring together.
	Soon he was sprinting through the wrecked spaceship, filled with delight. He could hardly believe it. Now he had an extra year to spend with the gentle,

			loving robot who had cared for him since he was a baby.																																					
<p><b>2<sup>nd</sup> Reading</b> How it says it.</p> <p><b>Craft and Structure</b></p>	<p>1) The author begins setting the scene for the narrative in the first line and then continues to use some specific vocabulary to create a sense of "other world." As a group collectively identify the adjectives that help to establish the setting:</p> <table border="1" data-bbox="587 551 1165 846"> <thead> <tr> <th>Adjective +</th> <th>Noun</th> <th></th> </tr> </thead> <tbody> <tr> <td>grubby</td> <td>porthole</td> <td></td> </tr> <tr> <td>frozen</td> <td>land</td> <td></td> </tr> <tr> <td>wrecked</td> <td>spaceship</td> <td></td> </tr> <tr> <td>rescue</td> <td>pod</td> <td></td> </tr> <tr> <td>fiery</td> <td>lava</td> <td></td> </tr> <tr> <td>large, frozen</td> <td>moon</td> <td></td> </tr> <tr> <td>dense</td> <td>air</td> <td></td> </tr> </tbody> </table> <p>Types of sentences for characterisation:</p> <p><b>Teacher note:</b> Authors carefully consider characterisation when writing narratives. Sentence structure and choice of sentences help an author to build understanding of the type of character they are creating. Let's analyse the sentences used:</p> <p><u>Declarative sentences:</u> A complete sentence that provides fact, evidence or detail.</p> <p><u>Imperative sentences:</u> A complete sentence that conveys a direct command, request, invitation, warning or instruction.</p> <p><u>Exclamatory sentences:</u> A statement expressing a strong emotion, often ending with an exclamation mark.</p> <p><u>Interrogative sentences:</u> A sentence that asks a direct or indirect question.</p> <p>1) Ask students to find examples within the text or each type of sentence and carefully note which character it relates to: Some suggestions are:</p> <table border="1" data-bbox="587 1659 1165 1977"> <thead> <tr> <th>Example from text:</th> <th>Type of sentence:</th> <th>Character</th> </tr> </thead> <tbody> <tr> <td>"There's a new volcano outside."</td> <td>Declarative</td> <td>Cooper</td> </tr> <tr> <td>Look, EB8!"</td> <td>Exclamatory</td> <td>Cooper</td> </tr> <tr> <td>"The volcanoes on Earth are hot!"</td> <td>Exclamatory</td> <td>Cooper</td> </tr> </tbody> </table>			Adjective +	Noun		grubby	porthole		frozen	land		wrecked	spaceship		rescue	pod		fiery	lava		large, frozen	moon		dense	air		Example from text:	Type of sentence:	Character	"There's a new volcano outside."	Declarative	Cooper	Look, EB8!"	Exclamatory	Cooper	"The volcanoes on Earth are hot!"	Exclamatory	Cooper	<p>EN3-OLC-01 EN3-UARL-01 EN3-CWT-01 EN3-VOCAB-01</p> <p>AC9E5LY02 AC9E5LY06 AC9E5LE05</p>
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	"It would be fun... But you'd better start packing, and don't forget your aunt's latest message is due in an hour."	Declarative	EB8
	"You're looking forward to life on distant Earth, aren't you?"	Interrogative	Eb8
	"Your small rescue pod is out of control. Faulty steering has sent it hurtling toward Neptune...I'm told it will burn in Neptune's dense air."	Declarative	Aunt Dalla
	"Sadly, you'll now have to spend another year with that piece of machinery."	Declarative	Aunt Dalla
	<p>2) Ask children if they can locate any further examples of these different types of sentences?</p> <p>3) Discuss if there are any trends in which types of sentences each character uses?</p> <p>4) How does this help to add to the readers understanding of the character? What does it suggest about their personality type?</p> <p><b>Link to creating text:</b> Provide opportunity for students to conduct a rewrite/revision of an existing narrative which could be improved by using a wider variety of sentence types. Ask children to think about characterisation and how particular sentence types help to flesh out a character.</p>		



Examples can be:

Type of sentence:	Type of character:
Interrogative sentences	The character might be inquiring, inquisitive, interested, curious, intrigued.
Declarative sentences	The character might be assured, well informed, intelligent, older, have a position of power.
Imperative sentences	The character might be a leader, worried, anxious, bossy, confident.
Exclamatory sentences	The character might be anxious, emotional, driven, motivated, intense.

Collectively brainstorm different examples. Allow time for children to revise their own narrative including their revised sentences.

Encourage time for a peer review with the focus: **“Has the inclusion of the additional sentences helped define the characters?”**

### 3<sup>rd</sup> Reading

What it means.

**Language features, sentence structures, visual components, text cohesion, repetition.**

- 1) Discuss how the text explores the theme of *"home is where the heart is."*
- 2) This text subverts from the expectation that humans prefer to be around other humans. Discuss how the author uses the narrative structure to set this expectation up, and then surprises us with a twist.

**Link to creating text:** Provide opportunity for children to examine the theme of *"home is where the heart is."*

EN3-OLC-01  
EN3-UARL-01  
EN3-CWT-01  
EN3-RECOM-01

AC9E5LY02  
AC9E5LE05

	Provide children with a <a href="#">narrative arc planning template</a> such as the one on the NSW DoE Digital Learning Selector. Encourage to use Earth Can Wait as the basis to write their own version. Children will need to map out the following:	
	<b>Protagonist character:</b>	Protagonist and secondary character are an unlikely combination of friends.
	<b>Secondary character:</b>	Secondary character should be someone who doesn't normally have human emotions/feelings.
	<a href="#">Antagonist:</a>	Antagonist should have a traditional connection or relationship to the protagonist.
	<b>Setting/location:</b>	Somewhere isolated or hard to get to. Characters had to travel a long way to get there.
	<b>Complication:</b>	Not seen as a problem until the main character reveals how they truly feel.
	<b>Resolution:</b>	An unusual twist. The main character chooses to stay with the secondary character rather than leaving with the character they are traditionally expected to.
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>	