

# TOUCHDOWN

**Title of Close Reading Text: Elsie and the Fur Coat**

**Learning Intention:** I am learning to analyse different narrative texts and identify the authors use of character, imagery, symbol and connotation to represent ideas effectively so that I can include these features into my own writing.

**Success Criteria:**

- I can ask and answer questions about the main ideas, themes and messages in the text
- I can identify and explain how the author uses figurative language such as anaphora and Anthropomorphism to create images and effects
- I can describe how the language choices in a text influence my thoughts, opinions and feelings
- I can improve my own writing by including literary techniques and figurative language to express my ideas in a more engaging way.

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>Teaching note:</b> Ensure students come to the Close Reading session already exposed to the text either through read-aloud, independent reading or by listening to the audio recording available through a Digital Subscription.</p> <ol style="list-style-type: none"> <li>1. Where is the text located?</li> <li>2. What is the text about?</li> <li>3. What elements of the text caught your attention? Why?</li> <li>4. What is the purpose of this text? Discuss.</li> <li>5. Discuss and explain this comment from Elsie on page 11, "<i>Breaktime came and went. Still no new girl. By the end of the day, Elsie's shoulders had</i></li> </ol>	<p>EN3-OLC-01 EN3-VOCAB-01 EN3-RECOM-01 AC9E6LY02 AC9E6LY05</p>

	<p><i>drooped. Just a day-tripper after all, then." Why was Elsie so disappointed?</i></p> <p>6. Draw a Venn diagram and collectively discuss how the two female characters are similar and dissimilar. For a free <a href="#">digital visual organiser</a> that you can download and adapt refer to the NSW DoE Digital Learning Selector.</p> <p>7. The author uses wonderful Tier 2 words, discuss these words and their definitions ensuring that everyone has a shared understanding: Ask children to scan the text and highlight Tier 2 words to discuss, some examples for discussion include:</p> <table border="1" data-bbox="587 813 1163 1657"> <thead> <tr> <th>Tier 2 word:</th> <th>Definition:</th> </tr> </thead> <tbody> <tr><td>Sleek</td><td></td></tr> <tr><td>snugly</td><td></td></tr> <tr><td>tang</td><td></td></tr> <tr><td>newcomers</td><td></td></tr> <tr><td>clambered</td><td></td></tr> <tr><td>scanned</td><td></td></tr> <tr><td>scrambling</td><td></td></tr> <tr><td>wildly</td><td></td></tr> <tr><td>clustered</td><td></td></tr> <tr><td>drooped</td><td></td></tr> <tr><td>rhythmically</td><td></td></tr> <tr><td>according</td><td></td></tr> <tr><td>methodically</td><td></td></tr> <tr><td>fumbling</td><td></td></tr> <tr><td>deliberate</td><td></td></tr> <tr><td>perched</td><td></td></tr> <tr><td>monument</td><td></td></tr> <tr><td>skittering</td><td></td></tr> <tr><td>lingering</td><td></td></tr> <tr><td>unblinking</td><td></td></tr> <tr><td>savouring</td><td></td></tr> <tr><td>frolicking</td><td></td></tr> </tbody> </table>	Tier 2 word:	Definition:	Sleek		snugly		tang		newcomers		clambered		scanned		scrambling		wildly		clustered		drooped		rhythmically		according		methodically		fumbling		deliberate		perched		monument		skittering		lingering		unblinking		savouring		frolicking		
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<p><b>2<sup>nd</sup> Reading</b> How it says it.</p>	<p><b>Narrative story mapping:</b></p> <p>Use the <a href="#">Narrative arc template</a> available on the NSW DoE Digital learning tool to map the:</p> <ul style="list-style-type: none"> <li>• Orientation</li> </ul>	<p>EN3-OLC-01 EN3-UARL-01 EN3-RECOM-01  AC9E6LY04</p>																																														

<p><b>Craft and Structure</b></p>	<ul style="list-style-type: none"> <li>• Complication (multiple)</li> <li>• Resolution (slow reveal)</li> </ul> <p><b>Assessment for/as learning:</b></p> <p>Write a <a href="#">gist statement</a> that highlights the children’s understanding of the importance of different character types within a narrative.</p>	
<p><b>3<sup>rd</sup> Reading</b></p> <p>What it means.</p> <p><b>Language features, sentence structures, visual components, text cohesion, repetitions devices and language features.</b></p>	<p>Teacher note: There is a key literary device used by the author in this text known as <a href="#">Anaphora</a> which refers to the intentional repetition of a key word, phrase or full sentence in order to stress a particular point or key piece of information.</p> <p>Ask children:</p> <ol style="list-style-type: none"> <li>1) Re-scan the text and see if there are any key sentences that are repeated? Allow children time to review and highlight.</li> <li>2) If your students are unable to find the example of anaphora, point them to the repeated sentence “<i>Her eyes were startlingly round and dark</i>” on page 11 and page 12. Discuss why this is such a significant sentence in making the connection that the mysterious girl and the seal are the same character.</li> <li>3) On page 12 a simple statement “Girl and seal. Seal and girl.” The author confirms that these two mysterious characters are the same. Discuss why the author revealed this information in this way? How does it add to the narrative?</li> </ol> <p>What other clues has the author placed throughout the text to help us make the connection between the mysterious girl and the seal?</p> <p><b>Teacher note:</b> This literary technique is referred to as anthropomorphism commonly used in fairy tales, fables and other types of stories. Anthropomorphism essentially gives human like characteristics to something that is not human such as a mythical selkie.</p>	<p>EN3-OLC-01 EN3-UARL-01 EN3-CWT-01 EN3-RECOM-01</p> <p>AC9E6LA06 AC9E6LY06 AC9E6LE05</p>

4) As a group revisit the list of interesting tier 2 words reviewed and discussed. Highlight the verbs and adjectives that refer directly to the mysterious girl and the way she moves or behaves. Examples will include:

skittering	scrambled	clambered
wildly	hurrying	stared
startingly	hungry	perched
lingering	leaning	unblinking
flitted	Flapping	stare

As students:

5) How do these words build to the overall understanding that the mysterious girl was in fact a mythical creature known as a Selkie?

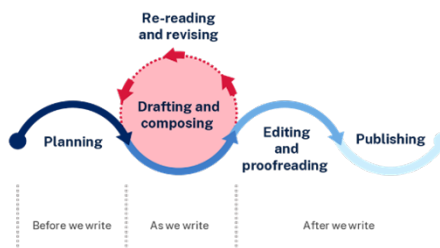
**Link to creating text:**

With students review all of the structures, craft and literary techniques the author has comprised to create this piece of literature.

List the student’s summary which should include:

- Narrative structure
- Protagonist (Elsie)
- Antagonist (Mysterious Girl/Seal)
- Tertiary characters (Mum)
- Anaphora
- Inference through carefully selected vocabulary which describes animal like behaviour.
- Anthropomorphism

Allow students time to revise a narrative that has already been drafted or plan and write a narrative that explores a similar topic including these literary devices.



How do you know this?

<b>General follow up questions for each of the readings:</b>	What evidence do you have to support that? Why do you think this? What examples can you find in the text?	
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