COUNTDOWN

Title of Close Reading Text: Lucy and the Dragon Lady

Learning Intention:
I am learning to understand the construction of character arcs, descriptive language and grammatical structures in text to evoke emotion in the reader.

Success Criteria:
- I can analyse how Lucy's character evolves through the story
- I can map the phases of character development in the story and understand that it is important for characters to evolve through narrative writing
- I can discuss how authors use descriptive language to build the readers connection to the main characters
- I can incorporate elements of published authors work to improve my own imaginative writing.

Reading	Text-Dependent Questions	Outcome:
1st Reading What it says. **Key ideas and details**	Ask children to approach the Close reading lesson already familiar with the text to be discussed today. Children may have been given opportunity to: • Read the text for enjoyment • listen to the digital audio recording (digital subscription) • The teacher has completed a read aloud to the children. Narrative Perspective: 1. Who is the main character in the story? 2. How does Lucy feel about going to the beach at the beginning of the story? 3. Why doesn't Lucy want to go to the beach with her friends? Character Development:	EN2-OLC-01 EN2-UARL-01 AC9E3LY02

	4. How does Lucy's attitude change throughout the story? 5. What does Lucy do when her friends leave without her? 6. How does Lucy's interaction with Violet show her character?	
2nd Reading How it says it. **Craft and Structure**	Character Arcs: 7. How does Lucy's character evolve from the beginning to the end of the story? 8. What challenges does Lucy face and how does she overcome them? 9. How does Violet's character change after meeting Lucy? As a group, guide students through mapping the 6 phases of character development in the text. • **Introduction**: Lucy is introduced as a timid girl who is reluctant to go to the beach with her friends due to the challenging path and bad weather. She also fears the "dragon-lady", Violet, who lives along the shortcut to the beach. • **Trigger Event**: Lucy's friends leave without her. This event triggers a change in Lucy's attitude and she decides to take the initiative to go to the beach alone. 2. **Character Growth**: Lucy equips herself with a helmet, shield, and spear, and bravely takes the shortcut through the forest, past the dragon-lady's house. This shows her courage and determination. Upon meeting Violet, Lucy initially maintains her defensive stance. But when Violet reveals her fear of crowds, Lucy empathises with her and lowers her guard. This interaction not only shows Lucy's growing bravery but also her compassion and understanding. 3. **Climax**: After reaching the beach alone, Lucy faces another challenge when she falls	EN2-OLC-01 EN2-RECOM-01 EN2-CWT-01 AC9E3LY02 AC9E3LA03 AC9E3LE05

	on the wet sand. This time, it's Violet who comes to her aid, showing that Lucy has learned to accept help when needed. 4. **Resolution**: Lucy's transformation is further highlighted when she dubs Violet as "Sir Violet" for her bravery and suggests a feast. She even goes back through the path she once feared to get supplies from the store, showing her newfound confidence and independence. 5. **New Equilibrium**: In the end, Lucy's character arc comes full circle. She regularly takes the shortcut to the beach, brings supplies to Violet, She has gone from a timid girl to a brave and caring friend who not only overcame her fears but also helped Violet overcome hers. This is a classic example of a positive character arc. **Link to creating text:** Provide children with a blank template that maps out similar phases in character development and ask them to create their own adaptation of this text with different characters and setting, but the same style of character arc revealed through this text.	
3rd Reading What it means. **Language features, sentence structures, visual components, text cohesion, repetitions**	6. Can you find examples of alliteration in the text? (Hint: Look for sentences where many words start with the same letter) • A day dawned, wild and windy. 7. How does the author use descriptive language to describe the path to the beach? Highlight and discuss the examples of descriptive language used in the text such as: • **"A day dawned wild and windy, with purple clouds, angry ocean and a chance of pirates."** This sentence uses vivid adjectives and imagery to set a dramatic and stormy scene.	EN2-OLC-01 EN2-RECOM- 01 EN2-CWT-01 AC9E3LY02 AC9E3LA03 AC9E3LE05

- **"Lucy sneaked into the murky forest. A dragon curled on the roof of a letterbox, at the gate to the dragon-lady's yard. Teeth and claws glinted."** The use of words like "murky", "curled", "glinted" paints a clear and eerie picture of the forest and the dragon.
- **"She rolled over the clunky bridge. A beast croaked into silence underneath."** The adjectives "clunky" and "silence" create a sense of suspense and danger.
- **"Lightning flashed and thunder crashed above the empty beach."** The verbs "flashed" and "crashed" provide a vivid description of the stormy weather.
- **"Lucy slid on wet boards and spilled onto soggy sand."** The adjectives "wet" and "soggy" give a clear sense of the beach's condition.
- **"Violet and Lucy played chess, and swapped stories of pirates and mermaids, dragons and knights."** This sentence uses specific nouns to describe their activities, creating a vivid image of their friendship.

8. Find examples of adverbs nouns and verbs that influence an emotional response to the characters:

Adverbs:

- "Wildly": This adverb is used to describe the day and sets a tone of unpredictability, which might make the reader feel anxious or excited.
- "Silently": Used to describe how the beast croaked into silence, this adverb creates a sense of suspense and fear.
- "Often": This adverb is used to describe how frequently Lucy visits Violet, indicating their growing friendship and evoking

feelings of warmth and camaraderie.

Nouns:

- o "Dragon-lady": This noun is used to describe Violet and initially evokes fear and mystery. However, as the story progresses, it becomes a term of endearment, evoking feelings of friendship and acceptance.
- o "Pirates": This noun adds an element of danger and adventure to the story, evoking feelings of excitement and anticipation.
- o "Beach": This noun represents the destination and goal for Lucy, evoking feelings of determination and achievement.

Verbs:

- o "Sneaked": This verb is used to describe Lucy's actions in the forest, evoking feelings of suspense and bravery.
- o "Brandished": This verb is used when Lucy encounters Violet, evoking feelings of courage and defiance.
- o "Helped": This verb is used multiple times throughout the story, showing the growing bond between Lucy and Violet and evoking feelings of friendship and cooperation.

Link to creating text: Ask children to review and revise their own adaptation of this text that was created after the second reading. Highlight the revisit the literary devices that were focused on in the third reading and ask children to edit their text incorporating these features into their writing.

General follow up questions for each of the readings:	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?	