

ORBIT

Title of Close Reading Text: Shining Stars

Learning Intention: I am learning to analyse the writing of published authors so that I can adopt their writing techniques into my own writing.

Success Criteria:

- I can analyse and identify the point of view of the narrator
- I can analyse literary devices that make writing more powerful and effective
- I can make informed statements why character development needs to be evident in narrative writing
- I can make connections to other texts with similar themes
- I can make gist statements as to why authors use varying types of sentences for intended purposes.

Reading	Text-Dependent Questions	Outcome:
<p>1st Reading What it says.</p> <p>Key ideas and details</p>	<p>Ask children to approach the Close reading lesson already familiar with the text to be discussed today. Children may have been given opportunity to:</p> <ul style="list-style-type: none"> • Read the text for enjoyment • listen to the digital audio recording (digital subscription) • The teacher has completed a read aloud to the children. <p>1. Who is telling the story? How do you know?</p> <p>2. What tense is the story written in? Can you find an example?</p>	<p>EN3-OLC-01 EN3-UARL-01</p> <p>AC9E5LY02 AC9E5LE02</p>

	<p>3. How does the narrator’s viewpoint help us understand the characters’ feelings?</p>	
<p>2nd Reading How it says it.</p> <p>Craft and Structure</p>	<p>1. How does Stella’s character change from the beginning to the end of the story?</p> <p>2. Why is character development necessary in imaginative writing?</p> <p>Teacher note: Character development is necessary for the following reasons.</p> <ul style="list-style-type: none"> • Engagement: Well-developed characters engage readers and make them more invested in the story. Readers often become attached to characters and their journeys, which keeps them turning the pages. • Realism: Characters that grow and change over time make a story feel more realistic. Just like real people, characters should have the capacity to learn, evolve, and adapt to their circumstances. • Plot Progression: Character development often drives the plot. As characters face challenges and undergo changes, they push the story forward. • Themes and Messages: Through character development, authors can explore various themes and convey messages. Characters’ transformations can reflect the author’s views on certain issues or life lessons. • Relatability: Readers often see themselves in characters, especially those who grow 	<p>EN3-OLC-01 EN3-UARL-01 EN3-RECOM-01</p> <p>AC9E5LY02 AC9E5LE02</p>

and change. This relatability can make the reading experience more enjoyable and meaningful.

3. What challenges does Stella face and how does she overcome them?

Teacher note:

- **Fear of the Unknown:** Stella is initially afraid to enter the cave, which she perceives as “wet and drippy and dark and smelly and spooky”. She overcomes this fear by choosing to join her family rather than stay outside alone, showing her courage and the importance of family.
- **Physical Pain:** Stella slips and hurts her knee while crossing the stream. Despite the pain and the fact that no one notices her fall, she continues on, demonstrating her resilience.
- **Fear of the Dark:** Inside the cave, Stella faces the fear of complete darkness when the torches are turned off. However, she overcomes this fear when she sees the beautiful glow-worms, which transform her perception of the cave from something scary to something beautiful.

4. What other texts can you draw similarities too? What other characters face adversity and overcome their fears?

Teacher note: Ask children for examples. If children are unable to think of examples explore the example of Bilbo Baggins in *The Hobbit* who faces his fear of the unknown when he leaves his comfortable hobbit-hole to go on a dangerous journey. Like Stella, Bilbo also finds unexpected beauty and wonder in his journey, transforming his perception of the world. Similarly, Harry Potter in J.K. Rowling’s “Harry Potter” series faces numerous fears, including the fear of the dark in the Forbidden Forest, but overcomes them with courage and the support of his friends. These characters, like Stella, show that facing and overcoming fears is a universal theme in literature.

	<p>5. Can you describe a moment in the story where Stella shows courage? Ask children to highlight, discuss and share.</p> <p>Teacher note:</p> <ul style="list-style-type: none"> • Entering the Cave: Despite her initial fear and reluctance, Stella decides to enter the cave with her family. This is a significant moment of courage as she chooses to face her fear of the unknown rather than stay outside alone. This occurs when she says, "Wait! Don't leave me behind!" and decides to brave the cave. <ol style="list-style-type: none"> 1. Continuing Despite Pain: After slipping and hurting her knee, Stella continues to follow her family into the cave. This shows her resilience and determination, which are aspects of courage. 2. Venturing Deeper into the Cave: After seeing the glow-worms, Stella decides to go further into the cave with her father and Joey, even though it's still a scary and unfamiliar environment. When her dad asks who'd like to go on a bit further, Stella responds, "I would," surprising even herself. 	
<p>3rd Reading</p> <p>What it means.</p> <p>Language features, sentence structures, visual components, text cohesion, repetition.</p>	<p>Language Features:</p> <p>How does the author use descriptive language to convey Stella's fear of the cave? Can you find examples of vivid adjectives or sensory details?</p> <p>Teacher note: The author uses phrases like "wet and drippy and dark and smelly and spooky" to convey Stella's fear of the cave.</p> <p>How does the author use dialogue to reveal character traits and advance the plot?</p> <p>Teacher note: "Don't you want to see the glow-worms, Stell?" reveals his excitement and contrasts with Stella's fear.</p> <p>Sentence Structures:</p>	<p>EN3-OLC-01 EN3-UARL-01 EN3-RECOM-01</p> <p>AC9E5LY02 AC9E5LE02 AC9E5LA04</p>

	<p>How does the author vary sentence length and structure to create tension or excitement? Can you find examples of short, abrupt sentences and longer, more complex sentences?</p> <p>Teacher note: The author uses a short, abrupt sentence "It was black—black—black." to create tension and excitement.</p> <p>How does the author use compound sentences to show Stella's thought process?</p> <p>Teacher note: The author uses a compound sentence "She didn't want to go into the cave, but she didn't want to stay outside, either." to show Stella's thought process.</p> <p>Text Cohesion:</p> <p>How does the author use pronouns to maintain cohesion within the text? Can you find examples where pronouns refer back to earlier mentioned characters or objects?</p> <p>Teacher note: The author uses pronouns like "it" and "she" to refer back to the cave and Stella, maintaining cohesion within the text.</p> <p>How does the author use conjunctions to connect ideas and maintain the flow of the narrative?</p> <p>Teacher note: The author uses conjunctions like "and" and "but" to connect ideas and maintain the flow of the narrative.</p> <p>Repetition:</p> <p>How does the author use repetition to emphasize Stella's fear and reluctance? Can you find examples of phrases or ideas that are repeated?</p> <p>Teacher note: The author repeats the phrase "I'm not going in there" to emphasize Stella's fear and reluctance.</p> <p>How does the repetition of the word "black" contribute to the atmosphere in the cave?</p>	
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	<p>Teacher note: The repetition of the word “black” contributes to the atmosphere in the cave, emphasizing the darkness and Stella’s fear.</p> <p>Construct a gist statement that summarises why authors would purposefully include these literary elements into their writing.</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>	