

BLAST OFF

Title of Close Reading Text: Puppy for Sale!

Learning Intention:

I am learning to analyse a humorous text in order to comprehend key elements of a text and examine how humour is used to entertain and persuade, specifically through exaggeration.

Success Criteria:

- I will be able to summarise the main ideas and key details of the text including the different roles of characters in the text.
- I can demonstrate an understanding of the narrator's purpose, explaining how the text aims to entertain and persuade through humour and exaggeration.
- I can analyse the effectiveness of persuasive techniques such as providing reassurance, diverting attention away from the problems and using positive language.
- I can identify, discuss and apply the literary devices employed in my own writing, including exaggeration, rhyme, irony, personification.

Reading	Text-Dependent Questions	Outcome:
<p>1st Reading What it says.</p> <p>Key ideas and details</p>	<p>Teacher notes: The text presents a humorous dialogue between a seller and a potential buyer of a puppy. The narrator also acts as seller who is enthusiastically promoting the puppy for sale despite its unusual appearance. Humour is used as an engaging and persuasive device where the seller is exaggerating the description. Humour is used to create a light-hearted tone and encourage the buyer to overlook the puppy's faults.</p> <p>1) What is the purpose of this text? Allow students to discuss and consider different perspectives, steering the children to realise that the poem is written in a persuasive humorous manner to entertain the audience and make them laugh.</p> <p>2) How is dialogue used to add to the humour of the text? Ask children to highlight examples</p>	<p>EN2-OLC-01 EN2-UARL-01 EN2-RECOM-01</p>

	<p>of dialogue that is funny. Allow time for discussion.</p> <p>Discuss examples such as: "Nothing to fear- he's a hairless variety." "A genuine canine from nostrils to tail!"</p> <p>3) What form of narration is being used in this text? Discuss using evidence from the text. (The text is written in first person narration)</p> <p>4) Do you think this type of narration is effective for this text? (The first-person narration effectively gives the audience a front row seat to the action, enabling them to feel part of the drama. This is reinforced through the use of dialogue.</p> <p>5) How is humour used in this text? Why is humour used? Humour is used extensively in this text through exaggerating the descriptions and dismissing the buyer's concerns about the puppy which funny reassurances. Humour helps to create a fun, light-hearted tone and encourages the buyer to overlook the obvious fact, that the puppy is not a puppy at all.</p>	
<p>2nd Reading How it says it.</p> <p>Craft and Structure</p>	<p>Teacher note: The text consists of dialogue between two characters, the seller and the potential buyer which creates a conversational tone. The use of rhyme and rhythm adds emphasis to the seller's pitch, making it more persuasive. The seller cleverly uses persuasive techniques such as reassurances and diversion so that the buyer won't focus on the puppy's flaws.</p> <p>1) This persuasive text is presented as a poem. Have you ever seen a persuasive text published in this format before? Do you think it is effective? Discuss.</p> <p>2) The author crafts positive language into the dialogue as much as possible. Can you find and highlight the positive language that is used to persuade the buyer/audience?</p> <p>Examples include: A genuine canine from nostrils to tail. He's one of a kind. He is a hairless variety.</p>	<p>EN2-OLC-01 EN2-RECOM-01 EN2-CWT-03</p> <p>AC9E4LA03 AC9E4LE03 AC9E4LY03</p>

He is registered, groomed and his nails have been clipped.
 He will never get lost, 'cause he's also been Chipped.'
 This fur-ever friend wants to play.
 The perfect companion! You'll love him.

- 3) Discuss what can be learnt about the seller's character through the author's choice of dialogue.**
- 4) Refer children to the second last line "The perfect companion! You'll love him, I'm-Chomp!" Ask students what they can infer happened?**
- 5) Why is this humorous?** (Allow students to discuss but lead them to make the conclusion that this is another example of irony-situational irony. It is situational irony because the seller is trying to convince us that the crocodile is indeed a puppy, and in doing so has made themselves vulnerable to the very issues the buyer was worried about, such as the **sharp teeth!**)

Link to creating text:

With a thinking partner or as a small group, choose a ferocious, fierce animal or any animals that tends to have a bad reputation. Brainstorm all of the negative features of this animal. Then, turn these negatives into positives by looking at them from a different perspective.

For example: A Spider

Negatives	Positives
Shock and scare you by appearing in unexpected places.	You will never know they are there because they don't make any sound. No disruptions.
Some can be poisonous	You will never have to worry about feeding them, they take care of themselves. They are very cheap.
Some spiders are covered in thick hair.	Can help with the dusting and general house

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<p>3rd Reading</p> <p>What it means.</p> <p>Language features, sentence structures, visual components, text cohesion, and repetition.</p>	<p>Share examples and provide opportunity for discussion and possible additional suggestions. Allow children to record suggestions from other students.</p> <p>Teacher note: The text uses several literacy devices to create humour and enhance the persuasive focus of the text namely, repetition, exaggeration, rhyme, irony and personification.</p> <p>1) The author uses irony when describing the “puppy” for a humorous effect. Discuss with students why the description “green colour, scaly skin, and sharp teeth” is a clear use of irony?</p> <p>This description is ironic because the audience is clearly aware that this is not a puppy at all. Despite this clarity, the seller is determined to persuade us to think otherwise. Creating humour.</p> <p>2) Explore with students that punctuation signals dialogue through quotation marks and remind students to demonstrate this in their own writing. (Refer to link to creating text)</p> <p>3) How is vocabulary used as a persuasive device to convince you, that the buyer is someone to be trusted?</p> <p>Referring to The School Magazine Persuasive Assessment Rubric “Ethos”, the author tries to Convince the audience they know what they are talking about and therefore we should trust them.</p> <p>Ask children to identify Tier 2 and Tier 3 vocabulary that is used to create the impression the seller is an honest, intelligent person who we should trust. Remind students that this is a very important element of a persuasive text.</p> <table border="1"> <tr> <td data-bbox="478 1787 826 1825">Tier 2</td> <td data-bbox="826 1787 1165 1825">Tier 3</td> </tr> <tr> <td data-bbox="478 1825 826 1962">Genuine Aside Romp companion</td> <td data-bbox="826 1825 1165 1962">Canine hairless variety</td> </tr> </table>	Tier 2	Tier 3	Genuine Aside Romp companion	Canine hairless variety	<p>EN2-OLC-01 EN2-VOCAB-01 EN2-CWT-03</p> <p>AC9E4LA11 AC9E4LA12 AC9E4LE05</p>
Tier 2	Tier 3					
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	<p>Discuss the vocabulary and ensure everyone has a shared understanding of these words.</p> <p>Link to creating text:</p> <p>This text provides a fun, opportunity to learn that persuasive texts can be fun and humorous, they don't have to be formulaic.</p> <p>Refer back to the lists of positives and negatives the students have already constructed. Allow time to reflect, revise and edit their list.</p> <p>Ask students to number the positives 1-5 from most to least humorous.</p> <p>Ask students to try to incorporate at least three of their humorous persuasive arguments into a similar setting as Puppy for Sale!</p> <p>Please note: do not request that children make their first draft a rhyming piece. This can be worked on through the editing phase. Rhyming is not essential.</p> <p>You are looking for students to be able to:</p> <ol style="list-style-type: none"> 1) Create a catchy title that reflect the topic. 2) Persuasive devices through the use of humour 3) 2-3 persuasive arguments 4) Dialogue between two characters that reveals the positive and negative perspective of the animal. 5) Reassurance from the seller 6) Exaggeration to try to lead the buyer to overlook the flaws of their character. <p>Enjoy sharing the students draft writing examples.</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>	