

BLAST OFF

Title of Close Reading Text: The Flying Snail

Learning Intention: I am learning to analyse ways authors experiment with perspective so that I can identify how to develop effective characterisation.

Success Criteria:

- I can identify the way semantics affects readers' interpretations of perspective.
- I can identify the way the author has used anthropomorphism to challenge the perspective of readers.
- I can identify ways perspective informs characterisation.

Reading	Text-Dependent Questions	Outcome:
<p>1st Reading What it says.</p> <p>Key ideas and details</p>	<p>Whose perspective is this story told from?</p> <p>Why does Snail sit at the edge of the reserve? Do you think real snails wish to be human?</p> <p>How far does the text say the bushland stretches? (Forever.) Do you really think it's forever? How do you think a human would describe the length of the bushland? (About so-and-so kilometres, ages, quite a way back etc.) Why is a snail's perspective of the bushland different to a human's? (Snails are smaller and slower, so short distances to us would seem a very long way to them.)</p> <p>What lesson do you think the author was trying to convey with this story? (Answers will vary, but may have to do with friendship, bravery, persistence etc.) Why do you think the author chose to convey this message with animals instead of humans? (Animals are more vulnerable/face more dangers, it allowed the text to explore distinct differences between the friends, it gave a reason for Snail to envy his friends and intensify his desires, it makes it more interesting and unique.)</p>	<p>AC9E4LY05 EN2-RECOM-01</p>

	<p>Does Snail get what he wants in the end? Do you think he'll be happy now? Is there evidence in the text to support your answer? (Teacher note: See next question for evidence of Snail's pessimistic outlook.)</p>	
<p>2nd Reading How it says it.</p> <p>Craft and Structure</p>	<p>Reread Ladybird's dialogue on page 21: "As we've agreed before, you know that's not true." What does Snail know is not true? (That not all his friends can fly.) What does the first clause in this sentence suggest about these two characters? (That they're friends and they've had this conversation before, perhaps multiple times.) What does this sentence suggest about Snail's character? (He is a pessimist who only focuses on the negative aspects of life.)</p> <p>What do you know about the personalities of the characters in this story? Can you find evidence to support your answers? (Snail = sad and jealous of his friends, Kookaburra = villain, Ladybird = good and patient friend, Wallaby = shy friend who finds courage when Snail needs it, Bush Rat = brave and ferocious friend.) Do you think the personalities match our perceptions of these animals? (Answers will vary. A sample answer might be that kookaburras are considered happy and cheeky but not villainous, so the character in the story doesn't match the reader's perception. The same might be said of bush rats, which some children might be frightened of, but in the story she bravely defends her friend.) Why do you think the author attributed unexpected personalities to each character? (To give the reader a different perspective on these animals.)</p> <p>What pronoun is used to refer to the child on the swing? (Pronoun: it.) Normally texts refer to animals as "it"; why do you think the author has used "it" instead of "he" or "she" for the child? (It puts the reader in the snail's point of view, separating the reader from characters we'd normally identify with.)</p>	<p>AC9E4LE03 EN2-UARL-01</p>
<p>3rd Reading What it means.</p> <p>Language features, sentence structures, visual components,</p>	<p>At the end of page 22 is the line "It hit him like a swooping kookaburra." What type of figurative language is this? (simile) What "hit" Snail? (Figuring out that he could fly.) Can thoughts physically hit you? Why did the author compare Snail's idea to a swooping kookaburra? (It came suddenly, without warning.) Why do you think the author used a kookaburra in this simile rather than another predator? (To foreshadow kookaburra's attack in the end.) Can you find other</p>	<p>AC9E4LE02 EN2-UARL-01</p>

<p>text cohesion and repetition.</p>	<p>moments where kookaburra’s attack at the end is foreshadowed?</p> <p>When does Snail set off for the swings, and what do we know about the light? (At dusk; the moon is out.) What do these two adverbial clauses tell us about Snail’s choices i.e. Why did Snail go at this time, in this lighting? (He waited until dusk so the children were gone from the playground; he could see under the light of the moon.) What do these choices tell us about Snail? (He is strategic.)</p> <p>On page 25 the text says “It was hard for them to travel at his pace, but they were patient.” Why did the author use the word “pace” instead of another word like “speed”? (Puts in the reader’s mind the term “snail’s pace”, emphasising the slowness.) What does this tell the reader about Snail’s friends? (That they are very good friends who will stick with him no matter what.)</p> <p>Why are they words THAT (page 24) and FLYING (page 25) capitalised? (To show emphasis.) How would you say these words when reading them aloud?</p> <p>On page 25, why does the author refer to Snail’s thrill as “shell-shaking”? (To convey to readers how Snail considers and interacts with the world, keeping the reader deep in his perspective.)</p>	
<p>General follow up questions for each of the readings:</p>	<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>	