

COUNTDOWN

Title of Close Reading Text: Show me the Honey

Learning Intention:

I am learning to analyse and incorporate the elements of information writing into my own writing repertoire, so I have choice and range when I want to express my own observations and experiences clearly.

Success Criteria:

- I can identify text structures, heading and paragraphs to organise information effectively
- I can identify the purpose and audience of a text.
- I know the importance of cohesive devices in text
- I know the importance of topic sentences in information texts and can identify them.
- I can identify and discuss literacy devices used by authors to make information more relevant and engaging for the audience.

Reading	Text-Dependent Questions	Outcome:
<p>1st Reading What it says.</p> <p>Key ideas and details</p>	<p>Teacher note: In the first reading, the focus is on understanding the main ideas and details presented in the text. Teachers should guide students to identify the narrator and purpose of the text.</p> <p>1) Who is the narrator of the text? (Third person: they, it, the bees) Ask children to highlight and provide evidence from the text where this can be confirmed. For example: Honey is made by honeybees, and historians believe humans harvested it for thousands of years.”</p> <p>Honeybees make honey from nectar of flowers and store it in honeycombs inside their hives.</p>	<p>EN2-OLC-01 EN2-RECOM-01 EN2-UARL-01</p> <p>AC9E3LY02 AC9E3LY03</p>

	<p>No matter whether they live in a wild bee colony or a man-made beehive, honeybees need to be careful...</p> <ol style="list-style-type: none"> 2) What is the purpose of the text? 3) Is the text imaginative, informative, or persuasive? 4) Why is it important to read different types of texts? When and where would you use an informative text? 5) Using a KWL chart, ask children to discuss and record something they knew, something they learned and something that want to find out after reading this text. 6) Ask children to write a gist statement about the text. 																					
<p>2nd Reading How it says it.</p> <p>Craft and Structure</p>	<p>Teacher note: During the second reading, students with delve deeper into the craft and structure of the text. Teachers should emphasise the importance of recognising text structures such as headings and paragraphs, and how they help organise information effectively.</p> <ol style="list-style-type: none"> 1) How is the craft structured? 2) What elements are present that are used in an informative text? Walk through each of these elements with the students and compile a group analysis of examples from the text. <table border="1" data-bbox="587 1503 1163 1977"> <tr><td>Heading</td><td></td></tr> <tr><td>Sub-headings</td><td></td></tr> <tr><td>Facts</td><td></td></tr> <tr><td>Figures/statistics</td><td></td></tr> <tr><td>Graphs</td><td></td></tr> <tr><td>Labelled diagrams</td><td></td></tr> <tr><td>Images with captions</td><td></td></tr> <tr><td>Fact boxes and bullet points</td><td></td></tr> <tr><td>Topic sentence</td><td></td></tr> <tr><td>Rhetorical question</td><td></td></tr> </table>	Heading		Sub-headings		Facts		Figures/statistics		Graphs		Labelled diagrams		Images with captions		Fact boxes and bullet points		Topic sentence		Rhetorical question		<p>EN2-OLC-01 EN2-UARL-01 EN2-RECOM-01 EN2-VOCAB-01</p> <p>AC9E3LY02 AC9E3LA03 AC9E3LY01</p>
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	Subject specific vocabulary (Tier 3 words)	
	Third person narration	
	<p>3) How do these elements help to organise the information?</p> <p>4) What information is left out of this type of text? Lead students in a discussion to realise that opinion has no place in this type of information text.</p> <p>5) Conduct an analysis of the topic sentences used at the beginning of each paragraph. Ask students to identify, highlight and discuss the examples they locate. Inform students that the purpose of a topic sentence is very important in information writing. It acts as a guide to readers as it presents the main idea upfront, making it easier to follow the flow of ideas across the text.</p> <p>For example, the topic sentences in these paragraphs are as follows:</p> <ol style="list-style-type: none"> 1) Honey is made by honeybees. 2) Honey is made of 80% sugar and 20% water. 3) There are over 20 000 different types of bees. <p>6) Compare a different text on Bees for a different audience. Ask children to identify ways that the texts are similar and different through the construction of a Venn diagram.</p>	
<p>3rd Reading</p> <p>What it means.</p> <p>Language features, sentence structures, visual components, text cohesion and repetition.</p>	<p>Teacher note: In the third reading, students will explore literary devices used in the text and consider the impact of vocabulary and tense on meaning. Teachers should highlight literary devices such as descriptive language and comparisons and discuss how they contribute to the overall understanding and engagement of the text.</p> <p>1) How has the author created cohesion in the text? What other ways has the author referred to the bees? List all the different references to bees and honey in the text. Discuss how this creates cohesion with out repetition?</p>	<p>EN2-OLC-01 EN2-UARL-01 EN2-RECOM-01</p> <p>AC9E3LY02 AC9E3LE04 AC9E3LY06</p>

	<p>E.g., The author has used: bees, honeybees, it, its, One bee, hive, they, their, wild bees,</p> <p>Link to creating text: Ask students to revise an existing information text that they have created, checking for cohesion across sentence, paragraph, and text level to confirm or edit cohesive devices used.</p> <p>2) What literary devices such as descriptive language are used in this text? How do they make the information more interesting?</p> <p>E.g., the text uses vivid description of honey and honey production such as: Sticky business As fast as a Tasmanian devil runs Large animals destroying entire beehives Harvested by beekeepers and put into jars. Honeybees make honey from the nectar of flowers.</p> <p>Descriptive language such as these examples create visual and sensory imagery for the reader, making the information more engaging and memorable.</p> <p>3) The author uses a literary technique known as personification to describe the honeybees. Can you find examples where bees are given human like characteristics or behaviours?</p> <p>E.g., Bees need to be careful and must fast during foraging trips. Bees need to visit 50 to 100 flowers to collect nectar.</p> <p>Authors use personification in children’s writing as it helps the young audience connect and understand the subject matter of the text better.</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>	