

ORBIT

Title of Close Reading Text: Batty Behaviour

Learning Intention:

I am learning to examine and experiment with elements in literature that do not follow the form and function of a single genre so that I can write with precision and intention to suit a specific audience.

Success Criteria:

- I can identify and create a hybrid text as it combines elements from different genres, styles and modes
- I can identify and discuss the role language selection plays in positioning the audience
- I can make connections and paraphrase key pieces of information from the text
- I understand the importance of including precise verbs in writing to ensure the message is clear
- I can identify, discuss the use of cohesive devices in a mentor text.

Reading	Text-Dependent Questions	Outcome:
<p>1st Reading What it says.</p> <p>Key ideas and details</p>	<p>1) How does the text Batty Behaviour service its purpose of informing readers about the diverse habitats and behaviours of bats?</p> <p>Teacher notes: The text provides information about bats living in various habitats, such as deserts, jungles, mountains, forests and cities. It explains that bats live around the world and are not only found in one environment. They have adapted to multiple living environments. The text introduces different species and their habits. Fulfilling its purpose of informing about bats habitat and diversity.</p> <p>2) What type of responses does the text evoke from the readers and what language is responsible for making the reader feel this way?</p>	<p>EN3-OLC- 01 EN3-VOCAB-01 EN3-UARL-02</p> <p>AC9E5LY02 AC9E5LY03</p>

	<p>Teacher notes: The text uses descriptive language like “batty behaviour” and “Snow Sleepers” to create vivid imagery and engage the readers senses. Additionally, phrases like “Bats, bats everywhere” and “Happy campers” evoke curiosity and a sense of wonder encouraging readers to continue reading. All of these fun, sensory terms are interlaced with subject specific terminology such as “Ussurian tube-nosed bats”, heart rate and body temperature to survive, microbat, coastal areas, and Gulf of California. This is evidence that the author is very aware of their audience and is making significant attempts to make the subject matter more appealing to the readers.</p> <p>3) Can you identify an element in the text that doesn’t conform to a single genre? How does this reading enhance the reading experience?</p> <p>Teacher note: The text incorporates elements of both informative and narrative genres. While its main aim is to provide factual information about bats, it also presents anecdotes and describes bats behaviours in a storytelling manner. This makes the text more engaging, entertaining and accessible to a wider audience. This was intentionally crafted by the author. Note: This will be explored deeper in the second read.</p> <p>4) Ask the students to paraphrase the text and make connections to personal experiences in either a written or oral form.</p> <p>5) Allow time for student lead discussion of questions they may have. Ask students to provide clarifying questions for discussion amongst their peers.</p>	
<p>2nd Reading How it says it.</p> <p>Craft and Structure</p>	<p>1) How do the Subheadings in the text signal what each section will discuss, and how does this aid in understanding?</p> <p>Teacher note: The section headings like “Snow sleepers”, “Happy Campers” and “Blood suckers” introduce the topics of hibernation, shelter-building and feeding habits of bats, respectively,</p>	<p>EN3-OLC-01 EN3-RECOM-01 EN3-CWT-01</p> <p>AC9E5LY02 AC9E5LY04 AC9E5LA05 AC9E5LA08</p>

guiding readers to comprehend quickly what each section with be explaining.

2) Why is it important for the author to choose precise verbs when describing bats behaviours? Ask children to scan the text and highlight examples of precise verbs.

Teacher note: The author uses precise verbs like

- Snuggle
- Hibernating
- Fishing
- Scoop

To vividly describe bats' actions, enhancing readers understanding and visualisation of these behaviours.

3) Can you identify a complex sentence in the text and explain how it contributes to the author's intention to inform and entertain? Ask students to scan the text for examples of complex sentences, highlight them and be prepared to discuss how they address the authors intention.

E.g., "The bats need to slow their heart rate and lower their body temperature to survive in the cold for such a long time."

"It's a strange choice because blood is not actually very nutritious- it's far too watery."

"Too cope with this, vampire bats can drink more than their own body weight in blood."

"The bats find a large leaf, such as a banana or Coconut leaf, that is still growing on the tree."

4)What elements are present that are used in a traditional informative text? Walk through each of these elements with the students and compile a group analysis of examples from the text.

Heading	
Sub-headings	
Facts	

	Figures/statistics	
	Graphs	
	Labelled diagrams	
	Images with captions	
	Fact boxes and bullet points	
	Topic sentence	
	Rhetorical question	
	Subject specific vocabulary (Tier 3 words)	
	Third person narration	
	<p>How do these elements help to organise the Information?</p> <p>4) Discuss why the author has chosen to diverge away from many of the traditional elements of an informative text? Pay particular attention to the narration style. It is very unusual for an informative text.</p> <p>5) Inform students that this is a type of text referred to as a hybrid text it aims to combine elements from different genres, styles and modes. Ask students to discuss other examples they may have come across of hybrid texts. Ask students if they think this is effective? Discuss.</p>	
<p>3rd Reading</p> <p>What it means.</p> <p>Language features, sentence structures, visual components, text cohesion and repetition.</p>	<p>1) How has the author maintained cohesion across sentences, paragraphs and the entire text? Find examples of text cohesion. Ask students to skim and scan the text, highlight and discuss examples they have detected.</p> <p>e.g. Bats is the central topic. Other words that continue the cohesion include: They, 80 of which, little guys, little microbats, it, animals, themselves, they'll, Ussurian tube-nosed bat, Tent-making bats, species, mammals, Vampire bats,</p> <p>2) The author has incorporated causal connectives throughout the text to indicate the cause-and-effect relationship between</p>	<p>EN3-OLC-01 EN3-CWT-01 EN3-UARL-02</p> <p>AC9E5LY02 AC9E5LY04 AC9E5LY06</p>

	<p>different parts of the text. Ask students if they can identify the causal connectives and discuss who and why the author would include them?</p>	
	<p>It turns out, however, that these two animals share a very special behaviour.</p> <p>Causal connective: It turns out, indicates that what follows will provide an explanation.</p>	
	<p>The bats need to slow their heart rate and lower their body temperature to survive in the cold for such a long time.</p> <p>The causal connective, the bats need to, introduces the reason for the action described in the latter part of the sentence.</p>	
	<p>To cope with this, Vampire bats can drink more than their own body weight in blood.</p> <p>To cope with this, suggests the Vampire bats have come up with its own strategy to problem solve the fact that its main food source is not nutritious enough for survival.</p>	
	<p>The truth is that these fascinating animals have spread all over the world, and in doing so, they've developed amazing ways of surviving.</p> <p>This causal connective links the two clauses together that explain the summative statement about bats. In that they can be found everywhere, but they have had to come up with ingenious ways to do so.</p>	
	<p>Link to creating text: After completing the three reads, students should be familiar with this hybrid form of informative and narrative text. They have examined elements of a text that do not follow the form and function of a single genre. Students should be able to identify that this text does not fit the form and function of a single genre. Brainstorm with students all of the various animals that they would like to investigate. Choose one animal that you can co-construct a hybrid text on.</p> <ul style="list-style-type: none"> - Allow a few days for research. - Map all of the information the children have gleaned from various sources. - Map all of the questions the students have regarding this animal. 	

	<ul style="list-style-type: none"> - Turn these questions into subheadings that will guide the structure of the text. - Write summative statements or topic sentences that could be used to outline the main idea of the paragraph. - Using gradual release of responsibility to guide the students through the steps required to develop their own hybrid text. 	
<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>	