

COUNTDOWN

Title of Close Reading Text: Our Brush Turkey

Learning Intention: I am learning to analyse the structure and language features of texts so that I can identify their audience and purpose.

Success Criteria:

- I can define a hybrid text
- I can identify the subject matter and theme of a text
- I can compare the structures of different text types
- I can identify the audience and purpose of a text
- I can analyse the language choices of a text

Reading	Text-Dependent Questions	Outcome:
<p>1st Reading What it says.</p> <p>Key ideas and details</p>	<p>Begin by asking the following questions:</p> <ol style="list-style-type: none"> 1. What is the title? (Our Brush Turkey) 2. Who is the author? (Lesley Gibbes) 3. Who is the illustrator? (Sylvia Morris) 4. How is the text presented? i.e. What is the mode? (As an illustrated, written story in a magazine) 5. Who is the audience of the text? 6. Why have you made that assumption? 7. What sort of language can you expect for the target audience? 8. Can you find some examples? <p>Introduce the concept of a hybrid text by asking:</p> <ol style="list-style-type: none"> 9. What is the purpose of the text? (To entertain) 10. How do you know? (It's told as a narrative) 11. What other purposes might it have? (To inform) 12. How can you prove it? (There are facts included) 13. Find examples from the text where you learn facts about brush turkeys. (Such as how they build a nest and that males look after the eggs.) 	<p>AC9E3LY05 EN2-RECOM-01</p>

	<p>14. Can you think of writing we've done in the classroom that is similar to this text? (For example, students might recognise the structure of the story is similar to a recount of what they did over the holidays.)</p> <p>Teacher note: Students may originally answer that the text type is a narrative. By probing deeper, students might realise the text also informs and recounts. For more information about text types, see the comprehensive National Literacy Trust's document A Guide to Text Types.</p>	
<p>2nd Reading How it says it.</p> <p>Craft and Structure</p>	<p>To explore themes and subject matter, have students reread the third paragraph of the story: Mr Jamal, who lives in the big house beside the park, says brush turkeys used to live here before the housing estate was built. He's really excited they've returned. I'm excited too.</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. Why do you think the brush turkeys stopped living there after the housing estate was built? (The development destroyed their habit and food supply) 2. Why do you think the brush turkeys came back? (Maybe more trees have been planted) 3. What do you think the author is trying to say about nature and humans? (A suggested answer: Humans need to be careful not to destroy habitats when they build) 4. What types of texts might you expect to have a theme like this? (Narratives) <p>To examine the hybrid text in more detail, ask the following questions about text structure:</p> <ol style="list-style-type: none"> 5. What is the basic structure of a story? (Answers will vary according to the classroom context – students might say a beginning/middle/end or introduction/conflict/resolution etc) 6. Can you track the narrative structure of this text? (Arrival of the brush turkey, making the nest, attracting a mate, chicks hatching) 7. What event is the climax? (The chicks hatching) 8. Do you think this story has a lot of tension? (Answers will vary, though many students may think there is little tension in this story) 9. What is the same and what is different between the structure of a narrative and a recount? (Same: Tells events, normally in order. Different: Recounts don't need to have rising tension.) 	<p>AC9E3LA03 EN2-RECOM- 01</p>

	<p>10. Do you think this text is closer to a recount or a narrative?</p> <p>11. What features might this text have if it was solely a report on brush turkeys? (Subheadings, photographs, statistics, labelled diagrams)</p>													
<p>3rd Reading</p> <p>What it means.</p> <p>Language features, sentence structures, visual components, text cohesion, repetition.</p>	<p>Remind students of the multiple purposes of the text by asking:</p> <ol style="list-style-type: none"> 1. What sort of language features and vocabulary would you expect in a narrative? (Such as imagery and subjective (opinion) language) 2. What sort of language features and vocabulary would you expect in an information text? (Such as subject specific vocabulary) 3. Can you find examples of both in this text? (Sample answers below) <table border="1" data-bbox="491 824 1165 1462"> <thead> <tr> <th data-bbox="491 824 710 862">Narrative</th> <th data-bbox="710 824 1165 862">Information text</th> </tr> </thead> <tbody> <tr> <td data-bbox="491 862 710 969">It's almost as big as a car! (Simile)</td> <td data-bbox="710 862 1165 969">He's really big with black feathers and a bare red neck with a yellow wattle. He looks like a chicken; only his tail is flat and vertical like a fan.</td> </tr> <tr> <td data-bbox="491 969 710 1039">She's very fussy (Personification)</td> <td data-bbox="710 969 1165 1039">(Description)</td> </tr> <tr> <td data-bbox="491 1039 710 1180">Our brush turkey looks proud. (Personification)</td> <td data-bbox="710 1039 1165 1180">It's a girl brush turkey! She's here to inspect the nest and if she likes it, she'll lay her eggs inside. (Explanation)</td> </tr> <tr> <td data-bbox="491 1180 710 1321">Our brush turkey is hilarious. (Opinion)</td> <td data-bbox="710 1180 1165 1321">Brush turkeys don't fly very often (Fact) Brush turkeys have lots of predators, like cats, dogs, goannas, owls, foxes and people. (Fact)</td> </tr> <tr> <td data-bbox="491 1321 710 1462"></td> <td data-bbox="710 1321 1165 1462">Subject specific vocabulary: heat sensor, life cycle, hatches, undergrowth</td> </tr> </tbody> </table> <p>4. What do you notice about the examples? (There are more examples of the language features and vocabulary of an information text than a narrative.)</p> <p>Explain that language choices can create a multipurpose text and that students will be looking at examples of both narrative and information text language choices in Our Brush Turkey.</p> <p>Display the paragraph:</p> <p>One day, just before the eggs are due to hatch, something terrible happens. Miss Wong's big dog, Bounder, finds the nest. He barks and snaps and chases our brush turkey. Mr Jamal and I run to help, but</p>	Narrative	Information text	It's almost as big as a car! (Simile)	He's really big with black feathers and a bare red neck with a yellow wattle. He looks like a chicken; only his tail is flat and vertical like a fan.	She's very fussy (Personification)	(Description)	Our brush turkey looks proud. (Personification)	It's a girl brush turkey! She's here to inspect the nest and if she likes it, she'll lay her eggs inside. (Explanation)	Our brush turkey is hilarious. (Opinion)	Brush turkeys don't fly very often (Fact) Brush turkeys have lots of predators, like cats, dogs, goannas, owls, foxes and people. (Fact)		Subject specific vocabulary: heat sensor, life cycle, hatches, undergrowth	<p>AC9E3LY03 EN2-UARL-01</p>
Narrative	Information text													
It's almost as big as a car! (Simile)	He's really big with black feathers and a bare red neck with a yellow wattle. He looks like a chicken; only his tail is flat and vertical like a fan.													
She's very fussy (Personification)	(Description)													
Our brush turkey looks proud. (Personification)	It's a girl brush turkey! She's here to inspect the nest and if she likes it, she'll lay her eggs inside. (Explanation)													
Our brush turkey is hilarious. (Opinion)	Brush turkeys don't fly very often (Fact) Brush turkeys have lots of predators, like cats, dogs, goannas, owls, foxes and people. (Fact)													
	Subject specific vocabulary: heat sensor, life cycle, hatches, undergrowth													

	<p>Bounder is too fast. Thank goodness our brush turkey has a secret escape plan. He leads Bounder away from the nest, then flies up to the top of a gum tree.</p> <p>Parse the paragraph to identify language choices that support the purpose of a narrative (to entertain). Adverbial phrases: One day, just before the eggs are due to hatch; Thank goodness; away from the nest; to the top of a gum tree Verbs: hatch, finds, barks, snaps, chases, run, help, leads, flies Adjectives: terrible, big, secret, escape, gum.</p> <p>Discuss how the action verbs, the additional information given by the adverbial phrases and the use of adjectives are used to create tension to entertain the reader.</p> <p>Display the extract: First the female lays her eggs in the male brush turkey's nest and then, after five weeks, the eggs hatch and the chicks dig their way out of the mound. The chicks look after themselves, and when they're fully grown, they find a mate of their own and the cycle begins again.</p> <p>Parse the paragraph to identify language choices that support the purpose of an information text (to inform).</p> <p>Sequence adverbs: First; then; when Tier 2 subject specific vocabulary: Female; male; cycle; mound; nest; chicks Adverbial phrase: in the male brush turkey's nest; out of the mound; when they're fully grown</p> <p>Discuss how the language choices are used to inform the reader and support the purpose of an information text. Point out that sequence adverbs are also used in recounts.</p> <p>Ask students to find adverbial phrases about the passing of time in the text that support the purpose of a recount (to retell events).</p> <p>Sample answers: Early this morning On my way to school On my way home from school Every day Sometimes By the middle of spring One afternoon</p>	
--	--	--

	<p>When she's finished For the next five weeks Every time One day Just before the eggs are due to hatch Early one morning</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>	