

TOUCHDOWN

Title of Close Reading Text: The Climb

Learning Intention: I am learning to examine how text structure and language features contribute to the themes of a text so that I can compare texts with similar themes.

Success Criteria:

- I can identify the theme of the text.
- I can compare texts with the same theme.
- I can analyse the way language features and text structure contribute to the themes of a text.

Reading	Text-Dependent Questions	Outcome:
<p>1st Reading What it says.</p> <p>Key ideas and details</p>	<p>Read through the full text with students, either as a class, independently, or listening to audio recording if you have a digital subscription.</p> <p>Pose the following question to students: What text type is this? (Narrative) What sub-genre is it? (Fantasy) What is the purpose of the text? (To entertain) Do narratives have other purposes? (Sometimes they teach us about the world, let us see from other perspectives, convey an attitude/value)</p> <p>Explain that the attitudes/values of a text – the ones that say something about life – are called the themes.</p> <p>Ask: What does Kyrah want? (A dragon’s egg) Who tells her she won’t get it? (Her older brother) What two things are in her way? (Skylung and other children competing) These things are related to the main theme of the text, which is mentioned twice within the story. Can you find it? (Never let anyone tell you there’s anything you can’t do.)</p>	<p>AC9E6LY05 EN3- RECOM-01</p>

2nd Reading

How it says it.

Craft and Structure

Remind students of the theme of the text. (Never let anyone tell you there's anything you can't do.)

Pose the questions:

How do you know the sub-genre of this story is fantasy?

(The place and culture don't exist in our world; there are dragons)

How can fantasy stories address themes such as the one from this narrative and still be relevant to our world?

(Fantasy can use higher stakes than the real world – in this instance, a young girl the same age as the students is trying to get a dragon's egg.)

Kyrah wants a dragon's egg, but she has obstacles – skylung and a lot of competitors. What is a real-world circumstance that reminds you of Kyrah's situation?

(Answers will vary. For example, some students might recognise trying out for interschool cross-country when they have asthma or studying for a difficult spelling test.)

Display [The Crow and the Pitcher](#) and [The Hare and the Tortoise](#) to the class.

Ask: **Can you find any thematic similarities between these two fables and The Climb?** (Students may recognise the theme of perseverance and persistence.)

Have students fill out the following table:

	The Climb	The Crow and the Pitcher	The Hare and the Tortoise
What did the main character want?			
What obstacles were in their way?			
What qualities of the character helped them to eventually get what they wanted?			

Answers below:

[AC9E6LE02](#)
[EN3-UARL-01](#)

		The Climb	The Crow and the Pitcher	The Hare and the Tortoise	
	What did the main character want?	A dragon's egg	Water from the pitcher	To win the race	
	What obstacles were in their way?	Skylung and other competitors	The neck of the pitcher was too narrow	The hare was faster	
	What qualities of the character helped them to eventually get what they wanted?	Working hard, being clever, using skills she'd learnt	Thinking creatively, determination	Perseverance, determination, hard work	
	<p>When students have completed the table, ask: Which story do you think best portrayed the theme of never letting anyone tell you what you can't do? Why?</p> <p>Teaching note: Answers will vary, though students may prefer The Climb as it has more character building and exploration of Kyrach's obstacles.</p>				
<p>3rd Reading</p> <p>What it means.</p> <p>Language features, sentence structures, visual components, text cohesion, and vocabulary</p>	<p>Remind students of the theme of the text. (Never let anyone tell you there's anything you can't do.)</p> <p>Reread the first paragraph with the students and ask them to note any imagery they find.</p> <p>Answers: fingers of cool wind stroked her scalp – personification in the channels between her copper-coloured braids – metaphor cutting like a knife through an endless blue expanse – simile as the sky dissolved into the walls of the hut – metaphor</p> <p>Ask: There are at least three purposes for this imagery. What are they? (To describe what the character looks like, to describe the setting, to show the reader what Kyrach wants) Why is it important to know what Kyrach wants? (So the reader is invested in her story, so the reader wants to keep</p>				<p>AC9E6LY03 EN3-UARL-01</p>

	<p>reading, to introduce the beginnings of the theme - Never let anyone tell you there's anything you can't do.)</p> <p>Read the line: Kyrrah woke late to the sound of drums beating like a mighty heart.</p> <p>Ask: Why do you think the author chose to use the imagery of a beating heart on the day of the Hatching? (To mirror Kyrrah's own heart, which is probably beating very fast – this furthers the theme of Kyrrah wanting something very badly)</p> <p>Ask: Now that the author has introduced what Kyrrah wants, how does the text introduce her obstacles? (Explaining about skylung, mentioning the other children and lack of eggs)</p> <p>Find parts of the text that suggest how dangerous Kyrrah's task is. (Answers include bubbling sulphuric pools and hissing gas vents, Her fingers and toes were already pink and raw from clinging to the rough stones, Every shallow gasp felt like breathing fire, Falling stones bit into her like a swarm of stinging wasps, impossible climb, One wrong step and her climb would be over ... forever.</p> <p>Ask: How does the author show that Kyrrah hasn't let anyone tell her there's anything she can't do? (She thinks of the impossible climb then remembers her mother's words, she remembers what her father taught her about climbing, she dives bravely towards the edge when the egg almost falls)</p> <p>Do your answers about Kyrrah's actions here make you think of other themes that might be relevant to the text? (Bravery leads to good things, learn from your elders)</p> <p>What other themes can you draw from the text? (Answers may have to do with sharing strengths and weaknesses with others, overcoming obstacles, things are not always what they seem on the outside, there is value in what others perceive as worthless, kindness makes you stronger)</p> <p>Extension: Once students have come up with their own themes for The Climb, they can find another text that conveys the same theme and compare them in a table similar to the one in the second reading.</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>	

	What examples can you find in the text?	
--	---	--