COUNTDOWN

Title of Close Reading Text: Hooray for Ruby

Learning Intention: I learning to analyse a text through close reading to identify a range of textual elements so that I can develop my ability to understand and interpret texts.

Success Criteria:
- **I can identify key ideas in a story.**
- **I can make inferences based on textual clues.**
- **I can identify subplots.**
- **I can identify possible themes for a story.**
- **I can identify main and dependent clauses.**
- **I can infer what dialogue reveals about characters.**

Reading	Text-Dependent Questions	Outcome:
1st Reading What it says. **Key ideas and details**	Read to the end of page 24. • In the opening, how does Ruby appear to be feeling? (Stressed/tense) • How can we tell? (The text describes her as: 'She kept dashing at the woodpile, barking and snarling.') • Why is Leo reluctant to help with the snake? (He is scared) • Why was Speck in a terrible state? (She was worried the snake would eat her eggs) • How did the llama try to get rid of the snake? (By distracting it with its dancing) • How did the donkey attempt to scare the snake away? (With loud braying)	EN2-RECOM-01 | AC9E3LY05

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	• Why do you think the snake is unwilling to leave? (Answers might include, it is desperate to eat the eggs) Continue reading to the end of the first paragraph, top of page 26. • What is Coco inferring in the following line of dialogue? 'Don't know why everyone goes on about donkeys being stubborn,' he said. 'How about snakes?' (That the snake it also being stubborn) • Why do you think that the snake has a worried expression when Ruby looks at it? (Answers might include, it is scared of the other animals or it is worried it won't get to eat the eggs) Continue reading to the end of the story. • Why did the snake not leave when the other animals tried to scare it away? (It was stuck) • What might the snake have done when Ruby released it? (Eaten Speck's eggs) • Was Ruby right to set the snake free? (Yes, as the snake proved trustworthy)	
2nd Reading How it says it. **Craft and Structure**	• Explain to students that subplots are smaller plots in a story, that show each of the individual characters' problems. The main plot in this story is that the snake is trying to eat Speck's eggs. What are some of the subplots? (Hint: Try to find problems other characters are encountering too) (Leo the cat wished to sleep but he was supposed to be sorting out the mouse problem in the cow shed, Buttercup was annoyed about the mice in the shed) • How does Ruby solve all the animals' problems with one action? (When she releases the snake, she makes it promise to scare off the mice in the cowshed)	[EN2-UARL-01](#) | [AC9E3LE01](#)

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	• What might be the theme of the story? (Don't assume you know what's going on without asking, even scary animals need help, teamwork enables us to achieve great things)	
3rd Reading What it means. **Language features, sentence structures, visual components, text cohesion, Vocabulary**	• Complex sentences have both a main clause (the part that makes sense on its own) and a dependent clause (that provide more information but that do not make sense on their own). For each of the following sentences, identify the main clause and the subordinate clause: • She kept dashing at the woodpile, barking and snarling. (Main clause: She kept dashing at the woodpile, dependent clause: barking and snarling) • He gave a great yawn, stroking his whiskers. (Main clause: He gave a great yawn, dependent clause, stroking his whiskers) • Meanwhile, in the chicken coop close by, Speck was in a terrible state. (Main clause: Speck was in a terrible state, dependent clauses: Meanwhile and in the chicken coop close by) • She raced around in circles, flapping her wings. (Main clause: She raced around in circles, dependent clause: flapping her wings) • Her panicked screeching rang through the farm like an alarm bell. (Main clause: Her panicked screeching rang through the farm, dependent clause: like an alarm bell) • Why do you think authors use a mixture of sentence types, including complex sentences? (To make texts interesting, to keep readers engaged) • Dialogue is used to reveal information about the characters. What can we infer about the characters based on the following lines of dialogue:	[EN2-VOCAB-01	AC9E3LA06](#)

	• 'You should learn to chill a bit,' said Leo. (That Leo is lazy/he wants to rest) • Maybe if you just helped a bit I could,' growled Ruby. (That Ruby works hard, that she is frustrated with being left to complete the bulk of the work) • 'You're making a lot of noise, Ruby,' she remarked. [Buttercup] (That Buttercup likes a quiet life, that she become irritated by noise, that she reacts first before asking questions)	
General follow up questions for each of the readings:	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?	